

Texas Education Agency  
2022 Federal Report Card

**HUNTSVILLE CLASSICAL ACADEMY (221801005) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR 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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

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

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

## HUNTSVILLE CLASSICAL ACADEMY (221801005) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY

**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

### Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	<b>81%</b>	90%	67%	80%	*	-	-	*	33%	89%	60%	84%	*	70%	91%	-	-	*	*
	CWD	52%	60%	<b>60%</b>	-	*	*	-	-	-	-	*	*	60%	-	-	*	*	-	-	*	-
	CWOD	80%	82%	<b>84%</b>	90%	63%	88%	*	-	-	*	*	88%	-	84%	*	75%	90%	-	-	-	*
	EL	66%	70%	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	74%	81%	<b>70%</b>	80%	60%	63%	*	-	-	*	*	78%	*	75%	*	70%	-	-	-	*	*
	Female	78%	80%	<b>91%</b>	100%	*	92%	*	-	-	-	*	100%	*	90%	*	-	91%	-	-	-	-
Mathematics	All Students	70%	70%	<b>76%</b>	70%	67%	80%	*	-	-	*	50%	81%	40%	81%	*	70%	82%	-	-	*	*
	CWD	46%	46%	<b>40%</b>	-	*	*	-	-	-	-	*	*	40%	-	-	*	*	-	-	*	-
	CWOD	74%	73%	<b>81%</b>	70%	75%	88%	*	-	-	*	*	82%	-	81%	*	81%	81%	-	-	-	*
	EL	64%	59%	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	72%	75%	<b>70%</b>	60%	80%	63%	*	-	-	*	*	78%	*	81%	*	70%	-	-	-	*	*
	Female	68%	67%	<b>82%</b>	80%	*	92%	*	-	-	-	*	83%	*	81%	*	-	82%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	82%	<b>70%</b>	92%	57%	59%	-	*	-	*	*	75%	17%	79%	*	63%	76%	-	-	-	-
	CWD	48%	52%	<b>17%</b>	*	*	*	-	-	-	-	-	17%	17%	-	*	*	*	-	-	-	-
	CWOD	81%	84%	<b>79%</b>	100%	*	67%	-	*	-	*	*	87%	-	79%	*	69%	89%	-	-	-	-
	EL	66%	72%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	73%	79%	<b>63%</b>	80%	*	50%	-	*	-	-	*	75%	*	69%	*	63%	-	-	-	-	-
	Female	79%	84%	<b>76%</b>	100%	40%	71%	-	-	-	*	*	75%	*	89%	*	-	76%	-	-	-	-
Mathematics	All Students	68%	70%	<b>63%</b>	75%	43%	59%	-	*	-	*	*	67%	17%	71%	*	58%	67%	-	-	-	-
	CWD	42%	38%	<b>17%</b>	*	*	*	-	-	-	-	-	17%	17%	-	*	*	*	-	-	-	-
	CWOD	73%	73%	<b>71%</b>	82%	*	67%	-	*	-	*	*	77%	-	71%	*	63%	78%	-	-	-	-
	EL	63%	60%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	70%	73%	<b>58%</b>	60%	*	50%	-	*	-	-	*	63%	*	63%	*	58%	-	-	-	-	-
	Female	67%	67%	<b>67%</b>	86%	20%	71%	-	-	-	*	*	70%	*	78%	*	-	67%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	84%	<b>79%</b>	85%	80%	75%	-	-	-	*	60%	84%	17%	88%	*	92%	64%	-	-	-	-
	CWD	50%	50%	<b>17%</b>	*	*	*	-	-	-	-	*	*	17%	-	-	*	*	-	-	-	-
	CWOD	85%	88%	<b>88%</b>	100%	89%	82%	-	-	-	*	83%	89%	-	88%	*	100%	74%	-	-	-	-
	EL	71%	74%	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	77%	81%	<b>92%</b>	90%	100%	89%	-	-	-	*	*	95%	*	100%	*	92%	-	-	-	-	-
	Female	83%	87%	<b>64%</b>	*	60%	64%	-	-	-	*	57%	67%	*	74%	-	-	64%	-	-	-	-
Mathematics	All Students	76%	76%	<b>53%</b>	54%	40%	55%	-	-	-	*	30%	59%	0%	61%	*	60%	45%	-	-	-	-
	CWD	50%	49%	<b>0%</b>	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	80%	78%	<b>61%</b>	64%	44%	65%	-	-	-	*	50%	63%	-	61%	*	68%	53%	-	-	-	-
	EL	70%	70%	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	75%	76%	<b>60%</b>	60%	60%	56%	-	-	-	*	*	68%	*	68%	*	60%	-	-	-	-	-
	Female	76%	76%	<b>45%</b>	*	20%	55%	-	-	-	*	43%	47%	*	53%	-	-	45%	-	-	-	-



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Science	All Students	65%	65%	64%	46%	70%	70%	-	-	-	*	30%	73%	0%	73%	*	64%	64%	-	-	-	-	
	CWD	40%	35%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-	
	CWOD	69%	68%	73%	55%	78%	82%	-	-	-	*	50%	77%	-	73%	*	73%	74%	-	-	-	-	
	EL	52%	46%	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	
	Male	67%	66%	64%	50%	80%	67%	-	-	-	*	*	73%	*	73%	*	64%	-	-	-	-	-	
Female	63%	64%	64%	*	60%	73%	-	-	-	*	43%	73%	*	74%	-	-	64%	-	-	-	-		
Grade 6																							
Reading	All Students	69%	77%	72%	100%	77%	63%	-	-	-	*	75%	71%	14%	82%	*	70%	73%	-	-	-	-	
	CWD	38%	47%	14%	-	-	14%	-	-	-	-	-	14%	14%	-	-	20%	*	-	-	-	-	
	CWOD	74%	80%	82%	100%	77%	80%	-	-	-	*	75%	84%	-	82%	*	87%	79%	-	-	-	-	
	EL	53%	57%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	66%	74%	70%	*	83%	58%	-	-	-	*	*	67%	20%	87%	-	70%	-	-	-	-	-	
	Female	72%	80%	73%	*	71%	67%	-	-	-	-	67%	75%	*	79%	*	-	73%	-	-	-	-	
Mathematics	All Students	72%	76%	42%	60%	31%	46%	-	-	-	*	43%	42%	14%	47%	*	45%	40%	-	-	-	-	
	CWD	47%	49%	14%	-	-	14%	-	-	-	-	-	14%	14%	-	-	20%	*	-	-	-	-	
	CWOD	76%	78%	47%	60%	31%	58%	-	-	-	*	43%	48%	-	47%	*	53%	43%	-	-	-	-	
	EL	61%	63%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	73%	77%	45%	*	50%	42%	-	-	-	*	*	50%	20%	53%	-	45%	-	-	-	-	-	
	Female	72%	74%	40%	*	14%	50%	-	-	-	-	60%	35%	*	43%	*	-	40%	-	-	-	-	
Grade 7																							
Reading	All Students	79%	86%	83%	100%	63%	79%	-	*	-	*	80%	83%	-	83%	*	84%	81%	-	-	-	-	
	CWD	47%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	83%	89%	83%	100%	63%	79%	-	*	-	*	80%	83%	-	83%	*	84%	81%	-	-	-	-	
	EL	63%	74%	*	*	-	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	75%	83%	84%	*	80%	80%	-	*	-	*	*	83%	-	84%	-	84%	-	-	-	-	-	
	Female	83%	89%	81%	100%	*	78%	-	*	-	-	*	82%	-	81%	*	-	81%	-	-	-	-	
Mathematics	All Students	60%	66%	58%	70%	25%	58%	-	*	-	*	40%	60%	-	58%	*	68%	48%	-	-	-	-	
	CWD	36%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	63%	68%	58%	70%	25%	58%	-	*	-	*	40%	60%	-	58%	*	68%	48%	-	-	-	-	
	EL	45%	51%	*	*	-	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	60%	68%	68%	*	40%	70%	-	*	-	*	*	67%	-	68%	-	68%	-	-	-	-	-	
	Female	59%	64%	48%	63%	*	44%	-	*	-	-	*	53%	-	48%	*	-	48%	-	-	-	-	
Grade 8																							
Reading	All Students	82%	88%	88%	78%	86%	94%	-	*	-	*	94%	75%	88%	89%	80%	91%	86%	-	-	-	-	
	CWD	50%	60%	88%	*	*	*	-	-	-	*	100%	*	88%	-	*	83%	*	-	-	-	-	
	CWOD	86%	90%	89%	80%	85%	93%	-	*	-	-	92%	80%	-	89%	*	94%	84%	-	-	-	-	
	EL	65%	65%	80%	*	*	-	-	-	-	-	80%	-	*	*	80%	*	*	-	-	-	-	
	Male	78%	86%	91%	*	100%	100%	-	*	-	*	100%	60%	83%	94%	*	91%	-	-	-	-	-	
	Female	86%	90%	86%	100%	78%	83%	-	*	-	-	86%	86%	*	84%	*	-	86%	-	-	-	-	

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Mathematics	All Students	70%	69%	53%	56%	57%	47%	-	*	-	*	52%	58%	50%	54%	60%	55%	52%	-	-	-	-	
	CWD	40%	40%	50%	*	*	*	-	-	-	*	67%	*	50%	-	*	50%	*	-	-	-	-	
	CWOD	74%	73%	54%	60%	54%	53%	-	*	-	-	48%	70%	-	54%	*	56%	53%	-	-	-	-	
	EL	57%	57%	60%	*	*	-	-	-	-	-	60%	-	*	* 60%	*	*	*	-	-	-	-	
	Male	68%	73%	55%	*	60%	55%	-	*	-	*	53%	60%	50%	56%	*	55%	-	-	-	-	-	
	Female	72%	67%	52%	80%	56%	33%	-	*	-	-	50%	57%	*	53%	*	-	52%	-	-	-	-	
Science	All Students	73%	79%	72%	67%	71%	76%	-	*	-	*	71%	75%	38%	80%	60%	73%	71%	-	-	-	-	
	CWD	42%	43%	38%	*	*	*	-	-	-	*	50%	*	38%	-	*	33%	*	-	-	-	-	
	CWOD	77%	82%	80%	80%	77%	87%	-	*	-	-	76%	90%	-	80%	*	88%	74%	-	-	-	-	
	EL	54%	52%	60%	*	*	-	-	-	-	-	60%	-	*	* 60%	*	*	*	-	-	-	-	
	Male	73%	83%	73%	*	80%	73%	-	*	-	*	76%	60%	33%	88%	*	73%	-	-	-	-	-	
	Female	73%	75%	71%	80%	67%	83%	-	*	-	-	64%	86%	*	74%	*	-	71%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	55%	57%	70%	44%	60%	*	-	-	*	33%	61%	40%	59%	*	50%	64%	-	-	*	*	
	CWD	30%	34%	40%	-	*	*	-	-	-	-	*	*	40%	-	-	*	*	-	-	*	-	
	CWOD	54%	58%	59%	70%	38%	69%	*	-	-	*	*	61%	-	59%	*	50%	67%	-	-	-	*	
	EL	37%	44%	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	
	Male	49%	54%	50%	60%	60%	50%	*	-	-	*	*	56%	*	50%	*	50%	-	-	-	*	*	
	Female	52%	56%	64%	80%	*	67%	*	-	-	-	*	67%	*	67%	*	-	64%	-	-	-	-	
Mathematics	All Students	42%	38%	33%	60%	22%	30%	*	-	-	*	0%	39%	20%	35%	*	30%	36%	-	-	*	*	
	CWD	27%	21%	20%	-	*	*	-	-	-	-	*	*	20%	-	-	*	*	-	-	*	-	
	CWOD	45%	40%	35%	60%	25%	31%	*	-	-	*	*	39%	-	35%	*	31%	38%	-	-	-	*	
	EL	35%	32%	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	
	Male	45%	42%	30%	60%	20%	25%	*	-	-	*	*	33%	*	31%	*	30%	-	-	-	*	*	
	Female	39%	34%	36%	60%	*	33%	*	-	-	-	*	44%	*	38%	*	-	36%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	56%	50%	75%	43%	35%	-	*	-	*	*	53%	17%	56%	*	53%	48%	-	-	-	-	
	CWD	29%	29%	17%	*	*	*	-	-	-	-	-	17%	17%	-	*	*	*	-	-	-	-	
	CWOD	57%	58%	56%	82%	*	40%	-	*	-	*	*	60%	-	56%	*	56%	56%	-	-	-	-	
	EL	41%	44%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-	
	Male	51%	55%	53%	60%	*	40%	-	*	-	-	*	63%	*	56%	*	53%	-	-	-	-	-	
	Female	55%	57%	48%	86%	20%	29%	-	-	-	*	*	45%	*	56%	*	-	48%	-	-	-	-	
Mathematics	All Students	42%	37%	23%	25%	29%	12%	-	*	-	*	*	25%	17%	24%	*	26%	19%	-	-	-	-	
	CWD	25%	20%	17%	*	*	*	-	-	-	-	-	17%	17%	-	*	*	*	-	-	-	-	
	CWOD	45%	38%	24%	27%	*	13%	-	*	-	*	*	27%	-	24%	*	25%	22%	-	-	-	-	
	EL	34%	25%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-	
	Male	45%	41%	26%	20%	*	10%	-	*	-	-	*	31%	*	25%	*	26%	-	-	-	-	-	
	Female	38%	32%	19%	29%	0%	14%	-	-	-	*	*	20%	*	22%	*	-	19%	-	-	-	-	

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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
Grade 5																						
Reading	All Students	57%	62%	45%	38%	60%	35%	-	-	-	*	30%	49%	0%	51%	*	44%	45%	-	-	-	-
	CWD	29%	29%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	61%	66%	51%	45%	67%	41%	-	-	-	*	50%	51%	-	51%	*	50%	53%	-	-	-	-
	EL	43%	49%	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	53%	58%	44%	40%	60%	33%	-	-	-	*	*	50%	*	50%	*	44%	-	-	-	-	-
	Female	60%	66%	45%	*	60%	36%	-	-	-	*	43%	47%	*	53%	-	-	45%	-	-	-	-
Mathematics	All Students	47%	43%	17%	15%	10%	25%	-	-	-	*	0%	22%	0%	20%	*	16%	18%	-	-	-	-
	CWD	25%	23%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	50%	45%	20%	18%	11%	29%	-	-	-	*	0%	23%	-	20%	*	18%	21%	-	-	-	-
	EL	38%	33%	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	48%	43%	16%	20%	20%	11%	-	-	-	*	*	18%	*	18%	*	16%	-	-	-	-	-
	Female	46%	42%	18%	*	0%	36%	-	-	-	*	0%	27%	*	21%	-	-	18%	-	-	-	-
Science	All Students	38%	35%	38%	38%	20%	45%	-	-	-	*	20%	43%	0%	44%	*	40%	36%	-	-	-	-
	CWD	23%	24%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	40%	36%	44%	45%	22%	53%	-	-	-	*	33%	46%	-	44%	*	45%	42%	-	-	-	-
	EL	24%	17%	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	41%	38%	40%	40%	40%	33%	-	-	-	*	*	45%	*	45%	*	40%	-	-	-	-	-
	Female	34%	31%	36%	*	0%	55%	-	-	-	*	29%	40%	*	42%	-	-	36%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	35%	100%	23%	30%	-	-	-	*	38%	34%	0%	41%	*	20%	46%	-	-	-	-
	CWD	21%	19%	0%	-	-	0%	-	-	-	-	-	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	46%	49%	41%	100%	23%	40%	-	-	-	*	38%	42%	-	41%	*	27%	50%	-	-	-	-
	EL	24%	26%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	40%	42%	20%	*	33%	8%	-	-	-	*	*	22%	0%	27%	-	20%	-	-	-	-	-
	Female	45%	50%	46%	*	14%	47%	-	-	-	-	50%	45%	*	50%	*	-	46%	-	-	-	-
Mathematics	All Students	38%	36%	4%	20%	8%	0%	-	-	-	*	0%	5%	0%	5%	*	5%	4%	-	-	-	-
	CWD	20%	15%	0%	-	-	0%	-	-	-	-	-	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	41%	39%	5%	20%	8%	0%	-	-	-	*	0%	6%	-	5%	*	7%	4%	-	-	-	-
	EL	24%	23%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	40%	40%	5%	*	17%	0%	-	-	-	*	*	6%	0%	7%	-	5%	-	-	-	-	-
	Female	36%	33%	4%	*	0%	0%	-	-	-	-	0%	5%	*	4%	*	-	4%	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	65%	70%	38%	68%	-	*	-	*	60%	66%	-	65%	*	68%	62%	-	-	-	-
	CWD	25%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	63%	65%	70%	38%	68%	-	*	-	*	60%	66%	-	65%	*	68%	62%	-	-	-	-
	EL	33%	39%	*	*	-	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	50%	57%	68%	*	40%	70%	-	*	-	*	*	67%	-	68%	-	68%	-	-	-	-	-
	Female	60%	64%	62%	63%	*	67%	-	*	-	-	*	65%	-	62%	*	-	62%	-	-	-	-

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 4																						
Reading	All Students	28%	29%	28%	42%	14%	24%	-	*	-	*	*	31%	0%	32%	*	32%	24%	-	-	-	-
	CWD	10%	7%	0%	*	*	*	-	-	-	-	-	0%	0%	-	*	*	*	-	-	-	-
	CWOD	31%	31%	32%	45%	*	27%	-	*	-	*	*	37%	-	32%	*	38%	28%	-	-	-	-
	EL	18%	22%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	26%	27%	32%	40%	*	20%	-	*	-	-	*	38%	*	38%	*	32%	-	-	-	-	-
	Female	29%	32%	24%	43%	0%	29%	-	-	-	*	*	25%	*	28%	*	-	24%	-	-	-	-
Mathematics	All Students	22%	20%	10%	17%	0%	6%	-	*	-	*	*	11%	0%	12%	*	11%	10%	-	-	-	-
	CWD	10%	10%	0%	*	*	*	-	-	-	-	-	0%	0%	-	*	*	*	-	-	-	-
	CWOD	25%	21%	12%	18%	*	7%	-	*	-	*	*	13%	-	12%	*	13%	11%	-	-	-	-
	EL	16%	12%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	25%	23%	11%	20%	*	0%	-	*	-	-	*	13%	*	13%	*	11%	-	-	-	-	-
	Female	19%	18%	10%	14%	0%	14%	-	-	-	*	*	10%	*	11%	*	-	10%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	28%	23%	10%	30%	-	-	-	*	30%	27%	0%	32%	*	24%	32%	-	-	-	-
	CWD	12%	15%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	40%	41%	32%	27%	11%	35%	-	-	-	*	50%	29%	-	32%	*	27%	37%	-	-	-	-
	EL	23%	20%	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	32%	32%	24%	20%	20%	22%	-	-	-	*	*	27%	*	27%	*	24%	-	-	-	-	-
	Female	39%	44%	32%	*	0%	36%	-	-	-	*	43%	27%	*	37%	-	-	32%	-	-	-	-
Mathematics	All Students	24%	21%	2%	0%	0%	5%	-	-	-	*	0%	3%	0%	2%	*	0%	5%	-	-	-	-
	CWD	9%	8%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	26%	23%	2%	0%	0%	6%	-	-	-	*	0%	3%	-	2%	*	0%	5%	-	-	-	-
	EL	17%	14%	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	25%	23%	0%	0%	0%	0%	-	-	-	*	*	0%	*	0%	*	0%	-	-	-	-	-
	Female	23%	20%	5%	*	0%	9%	-	-	-	*	0%	7%	*	5%	-	-	5%	-	-	-	-
Science	All Students	17%	14%	13%	8%	10%	15%	-	-	-	*	0%	16%	0%	15%	*	16%	9%	-	-	-	-
	CWD	9%	9%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	19%	14%	15%	9%	11%	18%	-	-	-	*	0%	17%	-	15%	*	18%	11%	-	-	-	-
	EL	9%	7%	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	20%	16%	16%	10%	20%	11%	-	-	-	*	*	18%	*	18%	*	16%	-	-	-	-	-
	Female	15%	12%	9%	*	0%	18%	-	-	-	*	0%	13%	*	11%	-	-	9%	-	-	-	-
Grade 6																						
Reading	All Students	23%	23%	20%	60%	8%	19%	-	-	-	*	25%	18%	0%	23%	*	10%	27%	-	-	-	-
	CWD	8%	7%	0%	-	-	0%	-	-	-	-	-	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	25%	25%	23%	60%	8%	25%	-	-	-	*	25%	23%	-	23%	*	13%	29%	-	-	-	-
	EL	9%	14%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	21%	21%	10%	*	17%	8%	-	-	-	*	*	11%	0%	13%	-	10%	-	-	-	-	-
	Female	25%	25%	27%	*	0%	27%	-	-	-	-	33%	25%	*	29%	*	-	27%	-	-	-	-

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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	16%	13%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	0%	-	-	-	-	
	CWD	8%	7%	0%	-	-	0%	-	-	-	-	-	0%	0%	-	-	0%	*	-	-	-	-	
	CWOD	17%	14%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	-	-	-	
	EL	7%	5%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	17%	14%	0%	*	0%	0%	-	-	-	*	*	0%	0%	0%	-	0%	-	-	-	-	-	
	Female	14%	12%	0%	*	0%	0%	-	-	-	-	0%	0%	*	0%	*	-	0%	-	-	-	-	
Grade 7																							
Reading	All Students	36%	41%	45%	40%	13%	58%	-	*	-	*	60%	43%	-	45%	*	53%	38%	-	-	-	-	
	CWD	11%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	40%	43%	45%	40%	13%	58%	-	*	-	*	60%	43%	-	45%	*	53%	38%	-	-	-	-	
	EL	17%	22%	*	*	-	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	32%	37%	53%	*	20%	60%	-	*	-	*	*	50%	-	53%	-	53%	-	-	-	-	-	
	Female	41%	45%	38%	25%	*	56%	-	*	-	-	*	35%	-	38%	*	-	38%	-	-	-	-	
Mathematics	All Students	13%	14%	13%	0%	0%	16%	-	*	-	*	20%	11%	-	13%	*	11%	14%	-	-	-	-	
	CWD	7%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	14%	14%	13%	0%	0%	16%	-	*	-	*	20%	11%	-	13%	*	11%	14%	-	-	-	-	
	EL	6%	7%	*	*	-	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	13%	14%	11%	*	0%	10%	-	*	-	*	*	6%	-	11%	-	11%	-	-	-	-	-	
	Female	12%	13%	14%	0%	*	22%	-	*	-	-	*	18%	-	14%	*	-	14%	-	-	-	-	
Grade 8																							
Reading	All Students	37%	42%	44%	44%	50%	41%	-	*	-	*	45%	42%	25%	49%	20%	36%	52%	-	-	-	-	
	CWD	11%	23%	25%	*	*	*	-	-	-	*	33%	*	25%	-	*	17%	*	-	-	-	-	
	CWOD	40%	43%	49%	40%	54%	47%	-	*	-	-	48%	50%	-	49%	*	44%	53%	-	-	-	-	
	EL	16%	15%	20%	*	*	-	-	-	-	-	20%	-	*	*	20%	*	*	-	-	-	-	
	Male	31%	34%	36%	*	60%	27%	-	*	-	*	29%	60%	17%	44%	*	36%	-	-	-	-	-	
	Female	42%	48%	52%	60%	44%	67%	-	*	-	-	64%	29%	*	53%	*	-	52%	-	-	-	-	
Mathematics	All Students	14%	11%	14%	22%	14%	6%	-	*	-	*	10%	25%	13%	14%	0%	18%	10%	-	-	-	-	
	CWD	8%	5%	13%	*	*	*	-	-	-	*	17%	*	13%	-	*	0%	*	-	-	-	-	
	CWOD	15%	11%	14%	20%	15%	7%	-	*	-	-	8%	30%	-	14%	*	25%	5%	-	-	-	-	
	EL	6%	5%	0%	*	*	-	-	-	-	-	0%	-	*	*	0%	*	*	-	-	-	-	
	Male	14%	13%	18%	*	40%	9%	-	*	-	*	6%	60%	0%	25%	*	18%	-	-	-	-	-	
	Female	14%	8%	10%	40%	0%	0%	-	*	-	-	14%	0%	*	5%	*	-	10%	-	-	-	-	
Science	All Students	23%	19%	28%	22%	29%	29%	-	*	-	*	23%	42%	13%	31%	20%	27%	29%	-	-	-	-	
	CWD	9%	10%	13%	*	*	*	-	-	-	*	17%	*	13%	-	*	0%	*	-	-	-	-	
	CWOD	24%	20%	31%	20%	31%	33%	-	*	-	-	24%	50%	-	31%	*	38%	26%	-	-	-	-	
	EL	8%	9%	20%	*	*	-	-	-	-	-	20%	-	*	*	20%	*	*	-	-	-	-	
	Male	24%	23%	27%	*	40%	27%	-	*	-	*	18%	60%	0%	38%	*	27%	-	-	-	-	-	
	Female	21%	16%	29%	40%	22%	33%	-	*	-	-	29%	29%	*	26%	*	-	29%	-	-	-	-	
STAAR Percent at Approaches Grade Level or Above																							

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
All Grades																							
All Subjects	All Students	73%	79%	68%	74%	61%	67%	*	71%	-	84%	60%	71%	31%	73%	58%	69%	67%	-	-	*	*	
	CWD	44%	49%	31%	35%	36%	22%	-	-	-	*	41%	23%	31%	-	40%	35%	22%	-	-	*	-	
	CWOD	77%	81%	73%	80%	64%	74%	*	71%	-	82%	65%	76%	-	73%	61%	76%	71%	-	-	-	*	
	EL	59%	62%	58%	75%	54%	-	-	*	-	-	67%	52%	40%	61%	58%	68%	47%	-	-	-	-	
	Male	71%	79%	69%	66%	74%	65%	*	78%	-	92%	61%	72%	35%	76%	68%	69%	-	-	-	*	*	
	Female	75%	79%	67%	81%	50%	68%	*	60%	-	77%	60%	70%	22%	71%	47%	-	67%	-	-	-	-	
Reading	All Students	74%	84%	79%	90%	74%	74%	*	83%	-	90%	75%	80%	41%	84%	63%	79%	78%	-	-	*	*	
	CWD	43%	54%	41%	43%	50%	33%	-	-	-	*	58%	30%	41%	-	*	48%	27%	-	-	*	-	
	CWOD	78%	87%	84%	96%	76%	81%	*	83%	-	89%	79%	86%	-	84%	64%	86%	83%	-	-	-	*	
	EL	57%	67%	63%	80%	60%	-	-	*	-	-	80%	55%	*	64%	63%	75%	50%	-	-	-	-	
	Male	70%	82%	79%	81%	86%	73%	*	*	-	100%	79%	79%	48%	86%	75%	79%	-	-	-	*	*	
	Female	78%	86%	78%	97%	64%	75%	*	*	-	80%	72%	80%	27%	83%	50%	-	78%	-	-	-	-	
Mathematics	All Students	71%	74%	57%	64%	44%	57%	*	67%	-	80%	44%	61%	25%	62%	50%	59%	55%	-	-	*	*	
	CWD	44%	45%	25%	29%	33%	17%	-	-	-	*	33%	20%	25%	-	*	29%	18%	-	-	*	-	
	CWOD	75%	76%	62%	69%	45%	64%	*	67%	-	78%	47%	66%	-	62%	50%	65%	59%	-	-	-	*	
	EL	61%	60%	50%	60%	50%	-	-	*	-	-	60%	45%	*	50%	50%	63%	38%	-	-	-	-	
	Male	71%	76%	59%	59%	61%	55%	*	*	-	80%	39%	65%	29%	65%	63%	59%	-	-	-	*	*	
	Female	71%	72%	55%	69%	30%	59%	*	*	-	80%	49%	58%	18%	59%	38%	-	55%	-	-	-	-	
Science	All Students	74%	77%	68%	55%	71%	73%	-	*	-	80%	61%	73%	21%	76%	67%	68%	67%	-	-	-	-	
	CWD	47%	49%	21%	33%	*	0%	-	-	-	*	30%	*	21%	-	*	22%	20%	-	-	-	-	
	CWOD	78%	80%	76%	63%	77%	84%	-	*	-	*	71%	80%	-	76%	80%	79%	74%	-	-	-	-	
	EL	58%	54%	67%	*	*	-	-	-	-	-	60%	*	*	80%	67%	*	*	-	-	-	-	
	Male	74%	79%	68%	50%	80%	70%	-	*	-	*	65%	70%	22%	79%	*	68%	-	-	-	-	-	
	Female	75%	76%	67%	63%	64%	76%	-	*	-	*	57%	77%	20%	74%	*	-	67%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	50%	36%	44%	30%	34%	*	64%	-	40%	31%	38%	15%	39%	29%	36%	36%	-	-	*	*	
	CWD	23%	24%	15%	30%	21%	5%	-	-	-	*	21%	11%	15%	-	0%	18%	11%	-	-	*	-	
	CWOD	50%	53%	39%	46%	31%	39%	*	64%	-	41%	34%	41%	-	39%	33%	40%	38%	-	-	-	*	
	EL	29%	31%	29%	50%	21%	-	-	*	-	-	13%	39%	0%	33%	29%	42%	16%	-	-	-	-	
	Male	45%	50%	36%	38%	41%	30%	*	78%	-	42%	29%	38%	18%	40%	42%	36%	-	-	-	*	*	
	Female	48%	51%	36%	49%	21%	38%	*	40%	-	38%	33%	38%	11%	38%	16%	-	36%	-	-	-	-	
Reading	All Students	52%	61%	50%	63%	46%	45%	*	67%	-	50%	44%	52%	16%	55%	38%	46%	53%	-	-	*	*	
	CWD	24%	29%	16%	29%	33%	6%	-	-	-	*	17%	15%	16%	-	*	19%	9%	-	-	*	-	
	CWOD	56%	64%	55%	67%	47%	52%	*	67%	-	56%	50%	56%	-	55%	43%	52%	57%	-	-	-	*	
	EL	31%	38%	38%	60%	30%	-	-	*	-	-	20%	45%	*	43%	38%	50%	25%	-	-	-	-	
	Male	47%	57%	46%	52%	57%	38%	*	*	-	40%	29%	52%	19%	52%	50%	46%	-	-	-	*	*	
	Female	56%	64%	53%	72%	36%	52%	*	*	-	60%	56%	53%	9%	57%	25%	-	53%	-	-	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	39%	20%	25%	15%	18%	*	67%	-	20%	14%	22%	13%	21%	19%	22%	18%	-	-	*	*
	CWD	22%	18%	13%	29%	17%	6%	-	-	-	*	17%	10%	13%	-	*	14%	9%	-	-	*	-
	CWOD	44%	41%	21%	25%	15%	21%	*	67%	-	22%	14%	24%	-	21%	21%	24%	19%	-	-	-	*
	EL	29%	25%	19%	40%	10%	-	-	*	-	-	0%	27%	*	21%	19%	38%	0%	-	-	-	-
	Male	42%	41%	22%	26%	25%	17%	*	*	-	20%	21%	23%	14%	24%	38%	22%	-	-	-	*	*
	Female	40%	37%	18%	25%	6%	20%	*	*	-	20%	9%	22%	9%	19%	0%	-	18%	-	-	-	-
Science	All Students	46%	49%	41%	41%	29%	46%	-	*	-	60%	37%	45%	21%	45%	33%	45%	37%	-	-	-	-
	CWD	23%	27%	21%	33%	*	0%	-	-	-	*	30%	*	21%	-	*	22%	20%	-	-	-	-
	CWOD	49%	51%	45%	44%	32%	53%	-	*	-	*	39%	49%	-	45%	40%	50%	39%	-	-	-	-
	EL	25%	23%	33%	*	*	-	-	-	-	-	20%	*	*	40%	33%	*	*	-	-	-	-
	Male	47%	52%	45%	36%	40%	45%	-	*	-	*	40%	48%	22%	50%	*	45%	-	-	-	-	-
	Female	45%	46%	37%	50%	21%	47%	-	*	-	*	33%	41%	20%	39%	*	-	37%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	20%	24%	13%	21%	*	64%	-	16%	20%	21%	6%	23%	16%	19%	22%	-	-	*	*
	CWD	9%	10%	6%	20%	0%	2%	-	-	-	*	12%	2%	6%	-	0%	4%	11%	-	-	*	-
	CWOD	24%	25%	23%	25%	14%	24%	*	64%	-	18%	22%	23%	-	23%	18%	22%	23%	-	-	-	*
	EL	12%	12%	16%	25%	13%	-	-	*	-	-	13%	17%	0%	18%	16%	21%	11%	-	-	-	-
	Male	21%	23%	19%	18%	18%	17%	*	78%	-	17%	14%	21%	4%	22%	21%	19%	-	-	-	*	*
	Female	23%	25%	22%	31%	9%	25%	*	40%	-	15%	25%	20%	11%	23%	11%	-	22%	-	-	-	-
Reading	All Students	25%	31%	33%	44%	20%	34%	*	67%	-	30%	36%	32%	9%	37%	25%	30%	36%	-	-	*	*
	CWD	9%	11%	9%	29%	0%	6%	-	-	-	*	17%	5%	9%	-	*	10%	9%	-	-	*	-
	CWOD	27%	33%	37%	46%	22%	39%	*	67%	-	33%	40%	36%	-	37%	29%	35%	39%	-	-	-	*
	EL	13%	16%	25%	40%	20%	-	-	*	-	-	20%	27%	*	29%	25%	38%	13%	-	-	-	-
	Male	22%	27%	30%	37%	25%	28%	*	*	-	20%	21%	33%	10%	35%	38%	30%	-	-	-	*	*
	Female	28%	35%	36%	50%	15%	40%	*	*	-	40%	47%	32%	9%	39%	13%	-	36%	-	-	-	-
Mathematics	All Students	20%	18%	8%	8%	3%	8%	*	67%	-	0%	6%	8%	3%	8%	0%	7%	8%	-	-	*	*
	CWD	9%	7%	3%	14%	0%	0%	-	-	-	*	8%	0%	3%	-	*	0%	9%	-	-	*	-
	CWOD	21%	19%	8%	8%	4%	9%	*	67%	-	0%	6%	9%	-	8%	0%	9%	8%	-	-	-	*
	EL	12%	10%	0%	0%	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	21%	19%	7%	4%	7%	5%	*	*	-	0%	7%	7%	0%	9%	0%	7%	-	-	-	*	*
	Female	19%	16%	8%	13%	0%	10%	*	*	-	0%	6%	9%	9%	8%	0%	-	8%	-	-	-	-
Science	All Students	20%	19%	20%	14%	21%	22%	-	*	-	20%	17%	22%	7%	22%	33%	21%	19%	-	-	-	-
	CWD	8%	11%	7%	17%	*	0%	-	-	-	*	10%	*	7%	-	*	0%	20%	-	-	-	-
	CWOD	22%	20%	22%	13%	23%	25%	-	*	-	*	19%	24%	-	22%	40%	26%	18%	-	-	-	-
	EL	7%	8%	33%	*	*	-	-	-	-	-	20%	*	*	40%	33%	*	*	-	-	-	-
	Male	22%	21%	21%	7%	30%	20%	-	*	-	*	15%	26%	0%	26%	*	21%	-	-	-	-	-
	Female	19%	17%	19%	25%	14%	24%	-	*	-	*	19%	18%	20%	18%	*	-	19%	-	-	-	-



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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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	75	84	74	71	-	*	-	50	78	71	55
CWD	71	83	100	54	-	-	-	*	83	71	*
CWOD	75	85	71	74	-	*	-	*	76	-	44
EL ◇	55	*	57	-	-	*	-	-	60	*	55
Male	77	90	83	69	-	*	-	*	72	69	80
Female	73	80	69	73	-	*	-	*	81	75	33
<b>Mathematics</b>											
All Students	53	54	47	55	-	*	-	20	52	60	64
CWD	60	50	80	58	-	-	-	*	61	60	*
CWOD	52	55	43	54	-	*	-	*	50	-	56
EL ◇	64	*	57	-	-	*	-	-	60	*	64
Male	56	55	56	56	-	*	-	*	58	59	80
Female	50	54	41	54	-	*	-	*	48	63	50

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

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

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

#### Part (iv): English Language Proficiency

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

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

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

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

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	41	47	35	41	*	66	-	47	37	17	34
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N					Y	N	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	Y	N					Y	N	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	Y	N	N					N	N	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	N	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%

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

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

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

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

### Part (vii): STAAR Participation

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

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

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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

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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	26	11	4	11	0	0	0	0	3		
	Female	13	5	0	7	0	0	0	1	0		
	Total	39	16	4	18	0	0	0	1	3		
<b>Out-of-School Suspensions</b>												
	Male	8	7	1	0	0	0	0	0	1		
	Female	7	4	0	2	0	0	0	1	0		
	Total	15	11	1	2	0	0	0	1	1		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	5	1	1	2	0	0	0	1	1		0
	Female	2	1	1	0	0	0	0	0	1		0
	Total	7	2	2	2	0	0	0	1	2		0
<b>Out-of-School Suspensions</b>												

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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	2	0	0	1	0	0	0	1	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	0	1	0	0	0	1	0		0
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	13	2	2	5	1	-8	-8	3	-8	2	-8
	Female	16	1	1	14	-8	-8	-8	-8	1	1	-8
	Total	29	3	3	19	1	-8	-8	3	1	3	-8

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



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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

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**Part (ix): Teacher Quality Data**

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.0	34.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	5.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	*	3%
Mathematics	6,408	2%	*	0%	*	3%
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	*	5%
Mathematics	5,803	2%	*	1%	*	5%
Science	5,796	1%	*	0%	*	5%
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	8	1%
Reading	48,805	1%	25	0%	*	1%
Mathematics	43,293	1%	24	0%	*	1%
Science	17,856	1%	10	0%	*	2%

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	4%	2%	3%	5%	-	0%	-	11%	4%	2%	0%

- Indicates there are no students in the group.

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

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**Part (i): Description of State Accountability System**

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

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

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

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

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

### Part (ii): Student Achievement by Proficiency Level

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

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



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	<b>98%</b>	*	100%	97%	-	-	-	*	-	98%	*	97%	*	95%	100%	-	-	-	-
	CWD	52%	60%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	80%	82%	<b>97%</b>	*	100%	96%	-	-	-	*	-	97%	-	97%	*	94%	100%	-	-	-	-
	EL	66%	70%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	74%	81%	<b>95%</b>	-	*	94%	-	-	-	*	-	95%	*	94%	*	95%	-	-	-	-	-
	Female	78%	80%	<b>100%</b>	*	*	100%	-	-	-	*	-	100%	-	100%	-	-	100%	-	-	-	-
Mathematics	All Students	70%	70%	<b>73%</b>	*	83%	70%	-	-	-	*	-	73%	*	76%	*	63%	82%	-	-	-	-
	CWD	46%	46%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	74%	73%	<b>76%</b>	*	83%	74%	-	-	-	*	-	76%	-	76%	*	69%	82%	-	-	-	-
	EL	64%	59%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	72%	75%	<b>63%</b>	-	*	56%	-	-	-	*	-	63%	*	69%	*	63%	-	-	-	-	-
	Female	68%	67%	<b>82%</b>	*	*	86%	-	-	-	*	-	82%	-	82%	-	-	82%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	82%	<b>90%</b>	*	89%	90%	-	*	-	-	*	90%	*	93%	-	79%	100%	-	-	-	-
	CWD	48%	52%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	81%	84%	<b>93%</b>	*	89%	93%	-	*	-	-	*	92%	-	93%	-	83%	100%	-	-	-	-
	EL	66%	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	79%	<b>79%</b>	*	*	79%	-	*	-	-	-	79%	*	83%	-	79%	-	-	-	-	-
	Female	79%	84%	<b>100%</b>	-	100%	100%	-	-	-	-	*	100%	-	100%	-	-	100%	-	-	-	-
Mathematics	All Students	68%	70%	<b>80%</b>	*	89%	80%	-	*	-	-	*	82%	*	83%	-	84%	77%	-	-	-	-
	CWD	42%	38%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	73%	73%	<b>83%</b>	*	89%	83%	-	*	-	-	*	84%	-	83%	-	89%	77%	-	-	-	-
	EL	63%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	73%	<b>84%</b>	*	*	93%	-	*	-	-	-	84%	*	89%	-	84%	-	-	-	-	-
	Female	67%	67%	<b>77%</b>	-	100%	69%	-	-	-	-	*	80%	-	77%	-	-	77%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	84%	<b>98%</b>	*	100%	97%	*	-	-	-	-	98%	*	100%	-	96%	100%	-	-	-	*
	CWD	50%	50%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	85%	88%	<b>100%</b>	*	100%	100%	*	-	-	-	-	100%	-	100%	-	100%	100%	-	-	-	*
	EL	71%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	77%	81%	<b>96%</b>	*	*	94%	*	-	-	-	-	96%	*	100%	-	96%	-	-	-	-	*
	Female	83%	87%	<b>100%</b>	-	*	100%	-	-	-	-	-	100%	*	100%	-	-	100%	-	-	-	-
Mathematics	All Students	76%	76%	<b>85%</b>	*	80%	84%	*	-	-	-	-	85%	*	84%	-	84%	87%	-	-	-	*
	CWD	50%	49%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	80%	78%	<b>84%</b>	*	80%	83%	*	-	-	-	-	84%	-	84%	-	83%	86%	-	-	-	*
	EL	70%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	75%	76%	<b>84%</b>	*	*	83%	*	-	-	-	-	84%	*	83%	-	84%	-	-	-	-	*
	Female	76%	76%	<b>87%</b>	-	*	86%	-	-	-	-	-	87%	*	86%	-	-	87%	-	-	-	-

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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	65%	65%	83%	*	100%	78%	*	-	-	-	-	83%	*	86%	-	84%	80%	-	-	-	*
	CWD	40%	35%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	69%	68%	86%	*	100%	83%	*	-	-	-	-	86%	-	86%	-	91%	79%	-	-	-	*
	EL	52%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	67%	66%	84%	*	*	78%	*	-	-	-	-	84%	*	91%	-	84%	-	-	-	-	*
	Female	63%	64%	80%	-	*	79%	-	-	-	-	-	80%	*	79%	-	-	80%	-	-	-	-
Grade 6																						
Reading	All Students	69%	77%	93%	*	91%	92%	-	-	-	*	*	92%	*	92%	*	87%	100%	-	-	-	-
	CWD	38%	47%	*	*	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	74%	80%	92%	*	90%	92%	-	-	-	*	*	92%	-	92%	*	87%	100%	-	-	-	-
	EL	53%	57%	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	66%	74%	87%	*	80%	88%	-	-	-	-	*	86%	-	87%	*	87%	-	-	-	-	-
	Female	72%	80%	100%	*	100%	100%	-	-	-	*	*	100%	*	100%	-	-	100%	-	-	-	-
Mathematics	All Students	72%	76%	80%	*	73%	88%	-	-	-	*	*	82%	*	82%	*	87%	71%	-	-	-	-
	CWD	47%	49%	*	*	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	76%	78%	82%	*	70%	88%	-	-	-	*	*	83%	-	82%	*	87%	73%	-	-	-	-
	EL	61%	63%	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	73%	77%	87%	*	80%	94%	-	-	-	-	*	91%	-	87%	*	87%	-	-	-	-	-
	Female	72%	74%	71%	*	67%	71%	-	-	-	*	*	69%	*	73%	-	-	71%	-	-	-	-
Grade 7																						
Reading	All Students	79%	86%	87%	-	40%	93%	-	*	-	*	*	92%	*	89%	-	84%	92%	-	-	-	-
	CWD	47%	55%	*	-	-	*	-	-	-	*	-	*	*	-	-	-	*	-	-	-	-
	CWOD	83%	89%	89%	-	40%	96%	-	*	-	*	*	94%	-	89%	-	84%	100%	-	-	-	-
	EL	63%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	75%	83%	84%	-	40%	95%	-	-	-	*	*	91%	-	84%	-	84%	-	-	-	-	-
	Female	83%	89%	92%	-	-	91%	-	*	-	*	-	92%	*	100%	-	-	92%	-	-	-	-
Mathematics	All Students	60%	66%	68%	-	40%	73%	-	*	-	*	*	72%	*	71%	-	72%	62%	-	-	-	-
	CWD	36%	36%	*	-	-	*	-	-	-	*	-	*	*	-	-	-	*	-	-	-	-
	CWOD	63%	68%	71%	-	40%	79%	-	*	-	*	*	76%	-	71%	-	72%	70%	-	-	-	-
	EL	45%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	60%	68%	72%	-	40%	84%	-	-	-	*	*	78%	-	72%	-	72%	-	-	-	-	-
	Female	59%	64%	62%	-	-	55%	-	*	-	*	-	62%	*	70%	-	-	62%	-	-	-	-
Grade 8																						
Reading	All Students	82%	88%	97%	*	100%	96%	-	-	-	-	*	100%	*	97%	-	93%	100%	-	-	-	-
	CWD	50%	60%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	86%	90%	97%	*	100%	95%	-	-	-	-	*	100%	-	97%	-	93%	100%	-	-	-	-
	EL	65%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	78%	86%	93%	*	*	91%	-	-	-	-	*	100%	*	93%	-	93%	-	-	-	-	-
	Female	86%	90%	100%	*	*	100%	-	-	-	-	-	100%	*	100%	-	-	100%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	69%	77%	*	83%	78%	-	-	-	-	*	83%	*	79%	-	67%	88%	-	-	-	-
	CWD	40%	40%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	74%	73%	79%	*	83%	77%	-	-	-	-	*	85%	-	79%	-	71%	87%	-	-	-	-
	EL	57%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	73%	67%	*	*	73%	-	-	-	-	*	77%	*	71%	-	67%	-	-	-	-	-
	Female	72%	67%	88%	*	*	83%	-	-	-	-	-	88%	*	87%	-	-	88%	-	-	-	-
Science	All Students	73%	79%	77%	*	100%	74%	-	-	-	-	*	83%	*	79%	-	73%	81%	-	-	-	-
	CWD	42%	43%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	77%	82%	79%	*	100%	73%	-	-	-	-	*	85%	-	79%	-	79%	80%	-	-	-	-
	EL	54%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	83%	73%	*	*	73%	-	-	-	-	*	85%	*	79%	-	73%	-	-	-	-	-
	Female	73%	75%	81%	*	*	75%	-	-	-	-	-	81%	*	80%	-	-	81%	-	-	-	-
<b>End of Course</b>																						
English I	All Students	64%	87%	82%	*	78%	83%	-	-	-	-	*	80%	*	88%	*	80%	85%	-	-	-	*
	CWD	29%	54%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	68%	90%	88%	*	78%	94%	-	-	-	-	*	87%	-	88%	*	86%	92%	-	-	-	*
	EL	38%	49%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	*
	Male	58%	84%	80%	-	*	83%	-	-	-	-	*	79%	*	86%	*	80%	-	-	-	-	-
	Female	70%	90%	85%	*	83%	83%	-	-	-	-	*	82%	*	92%	*	-	85%	-	-	-	*
English II	All Students	71%	91%	93%	*	*	91%	-	*	-	-	*	93%	*	97%	*	88%	100%	-	-	-	-
	CWD	33%	55%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	76%	94%	97%	*	*	95%	-	*	-	-	*	96%	-	97%	*	94%	100%	-	-	-	-
	EL	43%	66%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	65%	88%	88%	*	*	83%	-	*	-	-	-	88%	*	94%	*	88%	-	-	-	-	-
	Female	77%	93%	100%	*	*	100%	-	-	-	-	*	100%	-	100%	-	-	100%	-	-	-	-
Algebra I	All Students	74%	85%	89%	-	80%	94%	-	-	-	-	*	93%	*	96%	*	100%	80%	-	-	-	*
	CWD	46%	52%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	88%	96%	-	89%	100%	-	-	-	-	*	100%	-	96%	*	100%	92%	-	-	-	*
	EL	64%	63%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	*
	Male	71%	84%	100%	-	*	100%	-	-	-	-	-	100%	*	100%	-	100%	-	-	-	-	-
	Female	78%	86%	80%	-	71%	88%	-	-	-	-	*	86%	*	92%	*	-	80%	-	-	-	*
Biology	All Students	82%	94%	96%	*	100%	94%	-	*	-	-	*	96%	*	100%	-	100%	93%	-	-	-	-
	CWD	57%	77%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	86%	96%	100%	*	100%	100%	-	*	-	-	*	100%	-	100%	-	100%	100%	-	-	-	-
	EL	66%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	80%	94%	100%	*	*	100%	-	*	-	-	-	100%	-	100%	-	100%	-	-	-	-	-
	Female	85%	95%	93%	*	100%	89%	-	-	-	-	*	93%	*	100%	-	-	93%	-	-	-	-

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

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**AMARILLO COLLEGIATE ACADEMY (221801011) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	50%	55%	63%	*	67%	60%	-	-	-	*	-	63%	*	68%	*	47%	77%	-	-	-	-
	CWD	30%	34%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	54%	58%	68%	*	67%	67%	-	-	-	*	-	68%	-	68%	*	56%	77%	-	-	-	-
	EL	37%	44%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	49%	54%	47%	-	*	44%	-	-	-	*	-	47%	*	56%	*	47%	-	-	-	-	-
	Female	52%	56%	77%	*	*	79%	-	-	-	*	-	77%	-	77%	-	-	77%	-	-	-	-
Mathematics	All Students	42%	38%	32%	*	33%	33%	-	-	-	*	-	32%	*	32%	*	37%	27%	-	-	-	-
	CWD	27%	21%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	45%	40%	32%	*	33%	33%	-	-	-	*	-	32%	-	32%	*	38%	27%	-	-	-	-
	EL	35%	32%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	45%	42%	37%	-	*	31%	-	-	-	*	-	37%	*	38%	*	37%	-	-	-	-	-
	Female	39%	34%	27%	*	*	36%	-	-	-	*	-	27%	-	27%	-	-	27%	-	-	-	-
Grade 4																						
Reading	All Students	53%	56%	61%	*	67%	60%	-	*	-	-	*	62%	*	63%	-	47%	73%	-	-	-	-
	CWD	29%	29%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	57%	58%	63%	*	67%	62%	-	*	-	-	*	63%	-	63%	-	50%	73%	-	-	-	-
	EL	41%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	51%	55%	47%	*	*	50%	-	*	-	-	-	47%	*	50%	-	47%	-	-	-	-	-
	Female	55%	57%	73%	-	83%	69%	-	-	-	-	*	75%	-	73%	-	-	73%	-	-	-	-
Mathematics	All Students	42%	37%	39%	*	44%	37%	-	*	-	-	*	38%	*	40%	-	37%	41%	-	-	-	-
	CWD	25%	20%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	45%	38%	40%	*	44%	38%	-	*	-	-	*	39%	-	40%	-	39%	41%	-	-	-	-
	EL	34%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	41%	37%	*	*	43%	-	*	-	-	-	37%	*	39%	-	37%	-	-	-	-	-
	Female	38%	32%	41%	-	67%	31%	-	-	-	-	-	*	40%	-	41%	-	-	41%	-	-	-
Grade 5																						
Reading	All Students	57%	62%	70%	*	80%	66%	*	-	-	-	-	70%	*	73%	-	64%	80%	-	-	-	*
	CWD	29%	29%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	61%	66%	73%	*	80%	69%	*	-	-	-	-	73%	-	73%	-	70%	79%	-	-	-	*
	EL	43%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	53%	58%	64%	*	*	56%	*	-	-	-	-	64%	*	70%	-	64%	-	-	-	-	*
	Female	60%	66%	80%	-	*	79%	-	-	-	-	-	80%	*	79%	-	-	80%	-	-	-	-
Mathematics	All Students	47%	43%	40%	*	60%	38%	*	-	-	-	-	40%	*	43%	-	32%	53%	-	-	-	*
	CWD	25%	23%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	50%	45%	43%	*	60%	41%	*	-	-	-	-	43%	-	43%	-	35%	57%	-	-	-	*
	EL	38%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	48%	43%	32%	*	*	28%	*	-	-	-	-	32%	*	35%	-	32%	-	-	-	-	*
	Female	46%	42%	53%	-	*	50%	-	-	-	-	-	53%	*	57%	-	-	53%	-	-	-	-

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**AMARILLO COLLEGIATE ACADEMY (221801011) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	38%	35%	53%	*	80%	44%	*	-	-	-	-	53%	*	57%	-	60%	40%	-	-	-	*
	CWD	23%	24%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	40%	36%	57%	*	80%	48%	*	-	-	-	-	57%	-	57%	-	65%	43%	-	-	-	*
	EL	24%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	41%	38%	60%	*	*	50%	*	-	-	-	-	60%	*	65%	-	60%	-	-	-	-	*
	Female	34%	31%	40%	-	*	36%	-	-	-	-	-	40%	*	43%	-	-	40%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	58%	*	64%	58%	-	-	-	*	*	58%	*	58%	*	70%	41%	-	-	-	-
	CWD	21%	19%	*	*	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	46%	49%	58%	*	70%	58%	-	-	-	*	*	58%	-	58%	*	70%	40%	-	-	-	-
	EL	24%	26%	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	40%	42%	70%	*	60%	76%	-	-	-	-	*	73%	-	70%	*	70%	-	-	-	-	-
	Female	45%	50%	41%	*	67%	14%	-	-	-	*	*	38%	*	40%	-	-	41%	-	-	-	-
Mathematics	All Students	38%	36%	35%	*	18%	46%	-	-	-	*	*	37%	*	37%	*	52%	12%	-	-	-	-
	CWD	20%	15%	*	*	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	41%	39%	37%	*	20%	46%	-	-	-	*	*	39%	-	37%	*	52%	13%	-	-	-	-
	EL	24%	23%	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	40%	40%	52%	*	20%	65%	-	-	-	-	*	55%	-	52%	*	52%	-	-	-	-	-
	Female	36%	33%	12%	*	17%	0%	-	-	-	*	*	13%	*	13%	-	-	12%	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	63%	-	40%	67%	-	*	-	*	*	67%	*	66%	-	60%	69%	-	-	-	-
	CWD	25%	25%	*	-	-	*	-	-	-	*	-	*	*	-	-	-	*	-	-	-	-
	CWOD	59%	63%	66%	-	40%	71%	-	*	-	*	*	70%	-	66%	-	60%	80%	-	-	-	-
	EL	33%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	50%	57%	60%	-	40%	68%	-	-	-	*	*	65%	-	60%	-	60%	-	-	-	-	-
	Female	60%	64%	69%	-	-	64%	-	*	-	*	-	69%	*	80%	-	-	69%	-	-	-	-
Mathematics	All Students	30%	35%	34%	-	40%	33%	-	*	-	*	*	36%	*	37%	-	32%	38%	-	-	-	-
	CWD	18%	16%	*	-	-	*	-	-	-	*	-	*	*	-	-	-	*	-	-	-	-
	CWOD	32%	37%	37%	-	40%	36%	-	*	-	*	*	39%	-	37%	-	32%	50%	-	-	-	-
	EL	17%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	31%	36%	32%	-	40%	32%	-	-	-	*	*	35%	-	32%	-	32%	-	-	-	-	-
	Female	29%	34%	38%	-	-	36%	-	*	-	*	-	38%	*	50%	-	-	38%	-	-	-	-
Grade 8																						
Reading	All Students	57%	63%	71%	*	83%	70%	-	-	-	-	*	76%	*	72%	-	60%	81%	-	-	-	-
	CWD	25%	30%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	61%	66%	72%	*	83%	68%	-	-	-	-	*	78%	-	72%	-	64%	80%	-	-	-	-
	EL	33%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	51%	58%	60%	*	*	64%	-	-	-	-	*	69%	*	64%	-	60%	-	-	-	-	-
	Female	63%	68%	81%	*	*	75%	-	-	-	-	-	81%	*	80%	-	-	81%	-	-	-	-

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**AMARILLO COLLEGIATE ACADEMY (221801011) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	39%	34%	48%	*	67%	43%	-	-	-	-	*	52%	*	52%	-	47%	50%	-	-	-	-
	CWD	20%	13%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	41%	37%	52%	*	67%	45%	-	-	-	-	*	56%	-	52%	-	50%	53%	-	-	-	-
	EL	24%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	38%	38%	47%	*	*	55%	-	-	-	-	*	54%	*	50%	-	47%	-	-	-	-	-
	Female	40%	32%	50%	*	*	33%	-	-	-	-	-	50%	*	53%	-	-	50%	-	-	-	-
Science	All Students	44%	45%	45%	*	67%	39%	-	-	-	-	*	48%	*	45%	-	53%	38%	-	-	-	-
	CWD	22%	19%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	47%	47%	45%	*	67%	36%	-	-	-	-	*	48%	-	45%	-	57%	33%	-	-	-	-
	EL	23%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	50%	53%	*	*	55%	-	-	-	-	*	62%	*	57%	-	53%	-	-	-	-	-
	Female	42%	40%	38%	*	*	25%	-	-	-	-	-	38%	*	33%	-	-	38%	-	-	-	-
<b>End of Course</b>																						
English I	All Students	46%	75%	61%	*	44%	72%	-	-	-	-	*	60%	*	65%	*	60%	62%	-	-	-	*
	CWD	17%	28%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	50%	79%	65%	*	44%	81%	-	-	-	-	*	65%	-	65%	*	64%	67%	-	-	-	*
	EL	19%	23%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	*
	Male	40%	70%	60%	-	*	67%	-	-	-	-	*	64%	*	64%	*	60%	-	-	-	-	-
	Female	53%	79%	62%	*	50%	83%	-	-	-	-	*	55%	*	67%	*	-	62%	-	-	-	*
English II	All Students	54%	81%	83%	*	*	82%	-	*	-	-	*	83%	*	86%	*	71%	100%	-	-	-	-
	CWD	21%	40%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	59%	84%	86%	*	*	86%	-	*	-	-	*	86%	-	86%	*	75%	100%	-	-	-	-
	EL	22%	40%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	48%	75%	71%	*	*	67%	-	*	-	-	-	71%	*	75%	*	71%	-	-	-	-	-
	Female	62%	85%	100%	*	*	100%	-	-	-	-	*	100%	-	100%	-	-	100%	-	-	-	-
Algebra I	All Students	42%	46%	43%	-	10%	61%	-	-	-	-	*	44%	*	48%	*	54%	33%	-	-	-	*
	CWD	19%	16%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	45%	49%	48%	-	11%	69%	-	-	-	-	*	50%	-	48%	*	58%	38%	-	-	-	*
	EL	28%	21%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	*
	Male	40%	43%	54%	-	*	70%	-	-	-	-	-	54%	*	58%	-	54%	-	-	-	-	-
	Female	45%	49%	33%	-	14%	50%	-	-	-	-	*	36%	*	38%	*	-	33%	-	-	-	*
Biology	All Students	54%	76%	78%	*	71%	82%	-	*	-	-	*	77%	*	81%	-	75%	80%	-	-	-	-
	CWD	25%	41%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	57%	79%	81%	*	71%	88%	-	*	-	-	*	80%	-	81%	-	75%	86%	-	-	-	-
	EL	26%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	52%	74%	75%	*	*	75%	-	*	-	-	-	75%	-	75%	-	75%	-	-	-	-	-
	Female	56%	77%	80%	*	80%	89%	-	-	-	-	*	79%	*	86%	-	-	80%	-	-	-	-

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

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**AMARILLO COLLEGIATE ACADEMY (221801011) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	29%	33%	37%	*	33%	33%	-	-	-	*	-	37%	*	39%	*	26%	45%	-	-	-	-
	CWD	12%	16%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	32%	35%	39%	*	33%	37%	-	-	-	*	-	39%	-	39%	*	31%	45%	-	-	-	-
	EL	19%	17%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	28%	31%	26%	-	*	25%	-	-	-	*	-	26%	*	31%	*	26%	-	-	-	-	-
	Female	31%	35%	45%	*	*	43%	-	-	-	*	-	45%	-	45%	-	-	45%	-	-	-	-
Mathematics	All Students	20%	15%	7%	*	0%	7%	-	-	-	*	-	7%	*	8%	*	16%	0%	-	-	-	-
	CWD	10%	7%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	22%	16%	8%	*	0%	7%	-	-	-	*	-	8%	-	8%	*	19%	0%	-	-	-	-
	EL	15%	11%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	23%	17%	16%	-	*	13%	-	-	-	*	-	16%	*	19%	*	16%	-	-	-	-	-
	Female	18%	13%	0%	*	*	0%	-	-	-	*	-	0%	-	0%	-	-	0%	-	-	-	-
Grade 4																						
Reading	All Students	28%	29%	37%	*	33%	40%	-	*	-	-	*	38%	*	38%	-	32%	41%	-	-	-	-
	CWD	10%	7%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	31%	31%	38%	*	33%	41%	-	*	-	-	*	39%	-	38%	-	33%	41%	-	-	-	-
	EL	18%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	26%	27%	32%	*	*	43%	-	*	-	-	-	32%	*	33%	-	32%	-	-	-	-	-
	Female	29%	32%	41%	-	50%	38%	-	-	-	-	*	45%	-	41%	-	-	41%	-	-	-	-
Mathematics	All Students	22%	20%	24%	*	33%	20%	-	*	-	-	*	26%	*	25%	-	26%	23%	-	-	-	-
	CWD	10%	10%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	25%	21%	25%	*	33%	21%	-	*	-	-	*	26%	-	25%	-	28%	23%	-	-	-	-
	EL	16%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	23%	26%	*	*	29%	-	*	-	-	-	26%	*	28%	-	26%	-	-	-	-	-
	Female	19%	18%	23%	-	50%	13%	-	-	-	-	*	25%	-	23%	-	-	23%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	48%	*	60%	44%	*	-	-	-	-	48%	*	49%	-	40%	60%	-	-	-	*
	CWD	12%	15%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	40%	41%	49%	*	60%	45%	*	-	-	-	-	49%	-	49%	-	43%	57%	-	-	-	*
	EL	23%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	32%	32%	40%	*	*	33%	*	-	-	-	-	40%	*	43%	-	40%	-	-	-	-	*
	Female	39%	44%	60%	-	*	57%	-	-	-	-	-	60%	*	57%	-	-	60%	-	-	-	-
Mathematics	All Students	24%	21%	23%	*	40%	22%	*	-	-	-	-	23%	*	24%	-	24%	20%	-	-	-	*
	CWD	9%	8%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	26%	23%	24%	*	40%	24%	*	-	-	-	-	24%	-	24%	-	26%	21%	-	-	-	*
	EL	17%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	23%	24%	*	*	22%	*	-	-	-	-	24%	*	26%	-	24%	-	-	-	-	*
	Female	23%	20%	20%	-	*	21%	-	-	-	-	-	20%	*	21%	-	-	20%	-	-	-	-

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**AMARILLO COLLEGIATE ACADEMY (221801011) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	14%	20%	*	20%	16%	*	-	-	-	-	20%	*	22%	-	24%	13%	-	-	-	*
	CWD	9%	9%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	19%	14%	22%	*	20%	17%	*	-	-	-	-	22%	-	22%	-	26%	14%	-	-	-	*
	EL	9%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	20%	16%	24%	*	*	17%	*	-	-	-	-	24%	*	26%	-	24%	-	-	-	-	*
	Female	15%	12%	13%	-	*	14%	-	-	-	-	-	13%	*	14%	-	-	13%	-	-	-	-
<b>Grade 6</b>																						
Reading	All Students	23%	23%	30%	*	9%	42%	-	-	-	*	*	32%	*	32%	*	43%	12%	-	-	-	-
	CWD	8%	7%	*	*	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	25%	25%	32%	*	10%	42%	-	-	-	*	*	33%	-	32%	*	43%	13%	-	-	-	-
	EL	9%	14%	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	21%	21%	43%	*	0%	59%	-	-	-	-	*	45%	-	43%	*	43%	-	-	-	-	-
	Female	25%	25%	12%	*	17%	0%	-	-	-	*	*	13%	*	13%	-	-	12%	-	-	-	-
Mathematics	All Students	16%	13%	15%	*	0%	25%	-	-	-	*	*	16%	*	16%	*	26%	0%	-	-	-	-
	CWD	8%	7%	*	*	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	17%	14%	16%	*	0%	25%	-	-	-	*	*	17%	-	16%	*	26%	0%	-	-	-	-
	EL	7%	5%	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	17%	14%	26%	*	0%	35%	-	-	-	-	*	27%	-	26%	*	26%	-	-	-	-	-
	Female	14%	12%	0%	*	0%	0%	-	-	-	*	*	0%	*	0%	-	-	0%	-	-	-	-
<b>Grade 7</b>																						
Reading	All Students	36%	41%	37%	-	20%	40%	-	*	-	*	*	39%	*	37%	-	32%	46%	-	-	-	-
	CWD	11%	12%	*	-	-	*	-	-	-	*	-	*	*	-	-	-	*	-	-	-	-
	CWOD	40%	43%	37%	-	20%	43%	-	*	-	*	*	39%	-	37%	-	32%	50%	-	-	-	-
	EL	17%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	32%	37%	32%	-	20%	37%	-	-	-	*	*	35%	-	32%	-	32%	-	-	-	-	-
	Female	41%	45%	46%	-	-	45%	-	*	-	*	-	46%	*	50%	-	-	46%	-	-	-	-
Mathematics	All Students	13%	14%	8%	-	20%	7%	-	*	-	*	*	8%	*	9%	-	8%	8%	-	-	-	-
	CWD	7%	7%	*	-	-	*	-	-	-	*	-	*	*	-	-	-	*	-	-	-	-
	CWOD	14%	14%	9%	-	20%	7%	-	*	-	*	*	9%	-	9%	-	8%	10%	-	-	-	-
	EL	6%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	13%	14%	8%	-	20%	5%	-	-	-	*	*	9%	-	8%	-	8%	-	-	-	-	-
	Female	12%	13%	8%	-	-	9%	-	*	-	*	-	8%	*	10%	-	-	8%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	37%	42%	39%	*	50%	35%	-	-	-	-	*	41%	*	38%	-	33%	44%	-	-	-	-
	CWD	11%	23%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	40%	43%	38%	*	50%	32%	-	-	-	-	*	41%	-	38%	-	36%	40%	-	-	-	-
	EL	16%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	31%	34%	33%	*	*	45%	-	-	-	-	*	38%	*	36%	-	33%	-	-	-	-	-
	Female	42%	48%	44%	*	*	25%	-	-	-	-	-	44%	*	40%	-	-	44%	-	-	-	-



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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	14%	11%	6%	*	0%	9%	-	-	-	-	*	7%	*	7%	-	13%	0%	-	-	-	-
	CWD	8%	5%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	15%	11%	7%	*	0%	9%	-	-	-	-	*	7%	-	7%	-	14%	0%	-	-	-	-
	EL	6%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	14%	13%	13%	*	*	18%	-	-	-	-	*	15%	*	14%	-	13%	-	-	-	-	-
	Female	14%	8%	0%	*	*	0%	-	-	-	-	-	0%	*	0%	-	-	0%	-	-	-	-
Science	All Students	23%	19%	19%	*	33%	13%	-	-	-	-	*	21%	*	21%	-	20%	19%	-	-	-	-
	CWD	9%	10%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	24%	20%	21%	*	33%	14%	-	-	-	-	*	22%	-	21%	-	21%	20%	-	-	-	-
	EL	8%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	24%	23%	20%	*	*	27%	-	-	-	-	*	23%	*	21%	-	20%	-	-	-	-	-
	Female	21%	16%	19%	*	*	0%	-	-	-	-	-	19%	*	20%	-	-	19%	-	-	-	-
<b>End of Course</b>																						
English I	All Students	10%	21%	11%	*	0%	17%	-	-	-	-	*	12%	*	12%	*	13%	8%	-	-	-	*
	CWD	4%	4%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	11%	23%	12%	*	0%	19%	-	-	-	-	*	13%	-	12%	*	14%	8%	-	-	-	*
	EL	1%	3%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	*
	Male	8%	18%	13%	-	*	17%	-	-	-	-	*	14%	*	14%	*	13%	-	-	-	-	-
	Female	13%	25%	8%	*	0%	17%	-	-	-	-	*	9%	*	8%	*	-	8%	-	-	-	*
English II	All Students	9%	15%	20%	*	*	27%	-	*	-	-	*	21%	*	21%	*	6%	38%	-	-	-	-
	CWD	5%	2%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	9%	16%	21%	*	*	29%	-	*	-	-	*	21%	-	21%	*	6%	38%	-	-	-	-
	EL	1%	1%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	7%	10%	6%	*	*	8%	-	*	-	-	-	6%	*	6%	*	6%	-	-	-	-	-
	Female	11%	18%	38%	*	*	50%	-	-	-	-	*	42%	-	38%	-	-	38%	-	-	-	-
Algebra I	All Students	26%	28%	18%	-	10%	22%	-	-	-	-	*	19%	*	20%	*	15%	20%	-	-	-	*
	CWD	8%	6%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	29%	30%	20%	-	11%	25%	-	-	-	-	*	21%	-	20%	*	17%	23%	-	-	-	*
	EL	14%	13%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	*
	Male	25%	27%	15%	-	*	20%	-	-	-	-	-	15%	*	17%	-	15%	-	-	-	-	-
	Female	28%	29%	20%	-	14%	25%	-	-	-	-	*	21%	*	23%	*	-	20%	-	-	-	*
Biology	All Students	21%	27%	15%	*	0%	24%	-	*	-	-	*	15%	*	15%	-	25%	7%	-	-	-	-
	CWD	7%	14%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	22%	28%	15%	*	0%	25%	-	*	-	-	*	16%	-	15%	-	25%	7%	-	-	-	-
	EL	5%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	28%	25%	*	*	38%	-	*	-	-	-	25%	-	25%	-	25%	-	-	-	-	-
	Female	21%	27%	7%	*	0%	11%	-	-	-	-	*	7%	*	7%	-	-	7%	-	-	-	-

**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%	79%	86%	80%	85%	86%	*	100%	-	89%	50%	87%	53%	88%	75%	84%	88%	-	-	-	80%
	CWD	44%	49%	53%	40%	*	50%	-	-	-	*	-	53%	53%	-	-	45%	60%	-	-	-	-
	CWOD	77%	81%	88%	90%	85%	88%	*	100%	-	88%	50%	90%	-	88%	75%	86%	90%	-	-	-	80%
	EL	59%	62%	75%	*	80%	-	-	*	-	-	*	71%	-	75%	75%	83%	*	-	-	-	*
	Male	71%	79%	84%	73%	79%	85%	*	100%	-	*	21%	86%	45%	86%	83%	84%	-	-	-	-	*
	Female	75%	79%	88%	90%	91%	87%	-	*	-	93%	82%	88%	60%	90%	*	-	88%	-	-	-	*
Reading	All Students	74%	84%	92%	100%	87%	93%	*	*	-	100%	75%	93%	65%	94%	80%	88%	98%	-	-	-	*
	CWD	43%	54%	65%	*	*	54%	-	-	-	*	-	65%	65%	-	-	56%	75%	-	-	-	-
	CWOD	78%	87%	94%	100%	87%	95%	*	*	-	100%	75%	95%	-	94%	80%	90%	99%	-	-	-	*
	EL	57%	67%	80%	*	*	-	-	*	-	-	*	*	-	80%	80%	*	*	-	-	-	*
	Male	70%	82%	88%	100%	78%	89%	*	*	-	*	50%	89%	56%	90%	*	88%	-	-	-	-	*
	Female	78%	86%	98%	100%	96%	98%	-	*	-	100%	100%	98%	75%	99%	*	-	98%	-	-	-	*
Mathematics	All Students	71%	74%	79%	50%	77%	80%	*	*	-	78%	20%	81%	47%	81%	*	79%	79%	-	-	-	*
	CWD	44%	45%	47%	*	*	50%	-	-	-	*	-	47%	47%	-	-	50%	44%	-	-	-	-
	CWOD	75%	76%	81%	67%	78%	82%	*	*	-	75%	20%	83%	-	81%	*	81%	81%	-	-	-	*
	EL	61%	60%	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	*
	Male	71%	76%	79%	40%	72%	83%	*	*	-	*	0%	82%	50%	81%	*	79%	-	-	-	-	*
	Female	71%	72%	79%	*	81%	77%	-	*	-	86%	*	79%	44%	81%	*	-	79%	-	-	-	*
Science	All Students	74%	77%	85%	83%	100%	81%	*	*	-	-	*	86%	33%	88%	-	85%	85%	-	-	-	*
	CWD	47%	49%	33%	*	-	40%	-	-	-	-	-	33%	33%	-	-	*	*	-	-	-	-
	CWOD	78%	80%	88%	100%	100%	84%	*	*	-	-	*	90%	-	88%	-	90%	86%	-	-	-	*
	EL	58%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	79%	85%	*	100%	81%	*	*	-	-	*	88%	*	90%	-	85%	-	-	-	-	*
	Female	75%	76%	85%	*	100%	80%	-	-	-	-	*	84%	*	86%	-	-	85%	-	-	-	-
SAT/ACT All Subjects	All Students	92%	95%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	75%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	95%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	69%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	95%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	92%	96%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	53%	52%	54%	54%	*	86%	-	39%	29%	54%	15%	56%	25%	52%	55%	-	-	-	60%
	CWD	23%	24%	15%	20%	*	13%	-	-	-	*	-	15%	15%	-	-	5%	25%	-	-	-	-
	CWOD	50%	53%	56%	60%	55%	56%	*	86%	-	38%	29%	57%	-	56%	25%	55%	57%	-	-	-	60%
	EL	29%	31%	25%	*	20%	-	-	*	-	-	*	29%	-	25%	25%	33%	*	-	-	-	*
	Male	45%	50%	52%	47%	46%	54%	*	80%	-	*	0%	54%	5%	55%	33%	52%	-	-	-	-	*
	Female	48%	51%	55%	60%	61%	53%	-	*	-	36%	64%	54%	25%	57%	*	-	55%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	61%	66%	64%	65%	66%	*	*	-	56%	42%	67%	24%	68%	20%	60%	73%	-	-	-	*
	CWD	24%	29%	24%	*	*	15%	-	-	-	*	-	24%	24%	-	-	0%	50%	-	-	-	-
	CWOD	56%	64%	68%	67%	67%	69%	*	*	-	50%	42%	70%	-	68%	20%	64%	74%	-	-	-	*
	EL	31%	38%	20%	*	*	-	-	*	-	-	*	*	-	20%	20%	*	*	-	-	-	*
	Male	47%	57%	60%	50%	56%	61%	*	*	-	*	0%	63%	0%	64%	*	60%	-	-	-	-	*
	Female	56%	64%	73%	80%	75%	72%	-	*	-	57%	83%	72%	50%	74%	*	-	73%	-	-	-	*
Mathematics	All Students	41%	39%	38%	25%	35%	40%	*	*	-	22%	10%	39%	6%	41%	*	40%	36%	-	-	-	*
	CWD	22%	18%	6%	*	*	8%	-	-	-	*	-	6%	6%	-	-	13%	0%	-	-	-	-
	CWOD	44%	41%	41%	33%	36%	43%	*	*	-	25%	10%	42%	-	41%	*	42%	39%	-	-	-	*
	EL	29%	25%	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	*
	Male	42%	41%	40%	20%	28%	44%	*	*	-	*	0%	42%	13%	42%	*	40%	-	-	-	-	*
	Female	40%	37%	36%	*	41%	36%	-	*	-	14%	*	37%	0%	39%	*	-	36%	-	-	-	*
Science	All Students	46%	49%	57%	67%	72%	51%	*	*	-	-	*	58%	17%	60%	-	62%	52%	-	-	-	*
	CWD	23%	27%	17%	*	-	20%	-	-	-	-	-	17%	17%	-	-	*	*	-	-	-	-
	CWOD	49%	51%	60%	80%	72%	54%	*	*	-	-	*	61%	-	60%	-	65%	53%	-	-	-	*
	EL	25%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	52%	62%	*	67%	57%	*	*	-	-	*	64%	*	65%	-	62%	-	-	-	-	*
	Female	45%	46%	52%	*	78%	46%	-	-	-	-	*	51%	*	53%	-	-	52%	-	-	-	-
SAT/ACT All Subjects	All Students	64%	73%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	43%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	73%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	60%	72%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	23%	16%	18%	25%	*	14%	-	33%	0%	24%	8%	25%	0%	24%	22%	-	-	-	60%
	CWD	9%	10%	8%	0%	*	7%	-	-	-	*	-	8%	8%	-	-	0%	15%	-	-	-	-
	CWOD	24%	25%	25%	20%	19%	26%	*	14%	-	31%	0%	26%	-	25%	0%	26%	23%	-	-	-	60%
	EL	12%	12%	0%	*	0%	-	-	*	-	-	*	0%	-	0%	0%	0%	*	-	-	-	*
	Male	21%	23%	24%	13%	11%	27%	*	20%	-	*	0%	25%	0%	26%	0%	24%	-	-	-	-	*
	Female	23%	25%	22%	20%	25%	22%	-	*	-	29%	0%	23%	15%	23%	*	-	22%	-	-	-	*
Reading	All Students	25%	31%	33%	18%	24%	36%	*	*	-	56%	0%	35%	18%	34%	0%	30%	37%	-	-	-	*
	CWD	9%	11%	18%	*	*	15%	-	-	-	*	-	18%	18%	-	-	0%	38%	-	-	-	-
	CWOD	27%	33%	34%	22%	24%	37%	*	*	-	50%	0%	36%	-	34%	0%	32%	37%	-	-	-	*
	EL	13%	16%	0%	*	*	-	-	*	-	-	*	*	-	0%	0%	*	*	-	-	-	*
	Male	22%	27%	30%	17%	11%	34%	*	*	-	*	0%	31%	0%	32%	*	30%	-	-	-	-	*
	Female	28%	35%	37%	20%	36%	38%	-	*	-	57%	0%	39%	38%	37%	*	-	37%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	18%	15%	0%	13%	15%	*	*	-	11%	0%	15%	0%	16%	*	19%	10%	-	-	-	*
	CWD	9%	7%	0%	*	*	0%	-	-	-	*	-	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	21%	19%	16%	0%	14%	16%	*	*	-	13%	0%	16%	-	16%	*	20%	11%	-	-	-	*
	EL	12%	10%	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	*
	Male	21%	19%	19%	0%	12%	20%	*	*	-	*	0%	19%	0%	20%	*	19%	-	-	-	-	*
	Female	19%	16%	10%	*	15%	10%	-	*	-	0%	*	10%	0%	11%	*	-	10%	-	-	-	*
Science	All Students	20%	19%	18%	33%	17%	17%	*	*	-	-	*	19%	0%	20%	-	23%	13%	-	-	-	*
	CWD	8%	11%	0%	*	-	0%	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	-
	CWOD	22%	20%	20%	40%	17%	18%	*	*	-	-	*	20%	-	20%	-	24%	14%	-	-	-	*
	EL	7%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	21%	23%	*	11%	24%	*	*	-	-	*	24%	*	24%	-	23%	-	-	-	-	*
	Female	19%	17%	13%	*	22%	9%	-	-	-	-	*	13%	*	14%	-	-	13%	-	-	-	-
SAT/ACT All Subjects	All Students	13%	9%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	11%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	10%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	10%	4%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	77	93	81	75	*	*	-	90	67	75	*
CWD	75	*	*	67	-	-	-	*	-	75	-
CWOD	77	90	82	75	*	*	-	*	67	-	*
EL ◇	*	*	-	-	-	*	-	-	-	-	*
Male	76	90	85	73	*	*	-	*	*	*	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	79	*	78	78	-	*	-	*	*	93	-
<b>Mathematics</b>											
All Students	57	67	59	56	*	*	-	60	40	35	*
CWD	35	*	*	0	-	-	-	*	-	35	-
CWOD	58	*	61	58	*	*	-	*	40	-	*
EL ◇	*	*	*	-	-	-	-	-	-	-	*
Male	55	*	47	58	*	*	-	*	*	*	*
Female	59	*	70	52	-	*	-	*	*	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 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	95.8%	-	*	95.0%	-	*	-	-	100.0%	*	-	-	-
CWD	*	-	-	*	-	-	-	-	*	*	-	-	-
CWOD	95.2%	-	*	94.1%	-	*	-	-	100.0%	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	100.0%	-	-	100.0%	-	*	-	-	*	-	-	-	-
Female	94.1%	-	*	92.9%	-	-	-	-	*	*	-	-	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

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

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

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	54	49	52	55	*	67	-	54	26	25	33
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	95%	-	*	95%	-	*	-	-	100%	*	-

- 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y							
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	Y							
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		Y	N							

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		Y	N							
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N							
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N							
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N							
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N							
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y										
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y										
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y										
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y										

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

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

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

**Part (vii): STAAR Participation**

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	100%	*	100%	-	100%	96%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	*	100%	-	-	-	*	-	100%	100%	-	-	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	96%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	-	*	-	-	*	100%	-	100%	100%	100%	*	-
	Male	100%	100%	100%	100%	*	100%	-	*	93%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	*	-	100%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	*	100%	-	-	-	*	-	100%	100%	-	-	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	*	-	-	*	-	-	*	100%	-	100%	100%	*	*	-
	Male	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	*	-	100%	-
<b>Mathematics</b>	All Students	100%	100%	100%	99%	*	*	-	100%	90%	100%	100%	100%	*	99%	100%	-
		100%	100%	100%	99%	*	*	-	100%	90%	100%	100%	100%	*	99%	100%	-
	CWD	100%	*	*	100%	-	-	-	*	-	100%	100%	-	-	100%	100%	-
		100%	*	*	100%	-	-	-	*	-	100%	100%	-	-	100%	100%	-
	CWOD	100%	100%	100%	99%	*	*	-	100%	90%	100%	-	100%	*	99%	100%	-
		100%	100%	100%	99%	*	*	-	100%	90%	100%	-	100%	*	99%	100%	-
	EL	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-
		*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-
	Male	99%	100%	100%	99%	*	*	-	*	83%	100%	100%	99%	*	99%	-	-
		99%	100%	100%	99%	*	*	-	*	83%	100%	100%	99%	*	99%	-	-
	Female	100%	*	100%	100%	-	*	-	100%	*	100%	100%	100%	*	-	100%	-
		100%	*	100%	100%	-	*	-	100%	*	100%	100%	100%	*	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-
<b>Non-Participation Rate</b>																	



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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
<b>All Subjects</b>	All Students	0%	0%	0%	0%	*	0%	-	0%	4%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	*	0%	-	-	-	*	-	0%	0%	-	-	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	4%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	*	-	-	*	0%	-	0%	0%	0%	*	-
	Male	0%	0%	0%	0%	*	0%	-	*	7%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	*	-	0%	-
<b>Reading</b>	All Students	0%	0%	0%	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%	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%	-
<b>Mathematics</b>	All Students	0%	0%	0%	1%	*	*	-	0%	10%	0%	0%	0%	*	1%	0%	-
	CWD	0%	*	*	0%	-	-	-	*	-	0%	0%	-	-	0%	0%	-
	CWOD	0%	0%	0%	1%	*	*	-	0%	10%	0%	-	0%	*	1%	0%	-
	EL	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-
	Male	1%	0%	0%	1%	*	*	-	*	17%	0%	0%	1%	*	1%	-	-
	Female	0%	*	0%	0%	-	*	-	0%	*	0%	0%	0%	*	-	0%	-
<b>Science</b>	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%	-	-
	Female	0%	*	0%	0%	-	-	-	-	*	0%	*	0%	-	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	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		
<b>Out-of-School Suspensions</b>												
	Male	4	0	2	2	0	0	0	0	0		
	Female	2	0	0	2	0	0	0	0	0		
	Total	6	0	2	4	0	0	0	0	0		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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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
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	2	0	1	1	0	0	0	0	0		0
	Total	2	0	1	1	0	0	0	0	0		0
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	14	1	4	7	-8	1	-8	1	-8	-8	-8
	Female	22	-8	4	18	-8	-8	-8	-8	-8	3	-8
	Total	36	1	8	25	-8	1	-8	1	-8	3	-8

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	12	0	2	9	0	1	0	0	0	0
	Female	17	0	2	15	0	0	0	0	0	0
	Total	29	0	4	24	0	1	0	0	0	0

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

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

Low Poverty School		
		All School
		Number Percent
Inexperienced Teachers, Principals, and Other School Leaders		6.0 19.4%
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		0.0 -

- Indicates there are no data available in the group.

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

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	44%	-	*	47%	-	-	-	-	*	-	-
In-State Private Institutions	*	-	-	*	-	-	-	-	-	-	-
Out-of-State Institutions	*	-	-	*	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information - Chronic Absenteeism



This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	11%	13%	9%	11%	*	0%	*	5%	16%	7%	*

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

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**Part (i): Description of State Accountability System**

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

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

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

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

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

**Part (ii): Student Achievement by Proficiency Level**

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

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

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**COPPELL CLASSICAL ACADEMY (221801014) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	98%	*	100%	100%	-	100%	-	*	100%	97%	*	98%	*	95%	100%	-	-	-	-
	CWD	52%	60%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	80%	82%	98%	*	100%	100%	-	100%	-	*	100%	97%	-	98%	*	95%	100%	-	-	-	-
	EL	66%	70%	*	*	-	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	74%	81%	95%	*	100%	100%	-	*	-	*	*	94%	-	95%	*	95%	-	-	-	-	-
	Female	78%	80%	100%	*	*	100%	-	100%	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-
Mathematics	All Students	70%	70%	84%	*	78%	94%	-	78%	-	*	69%	90%	*	83%	*	85%	83%	-	-	-	-
	CWD	46%	46%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	74%	73%	83%	*	75%	94%	-	78%	-	*	67%	90%	-	83%	*	85%	82%	-	-	-	-
	EL	64%	59%	*	*	-	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	72%	75%	85%	*	80%	100%	-	*	-	*	*	94%	-	85%	*	85%	-	-	-	-	-
	Female	68%	67%	83%	*	*	89%	-	80%	-	*	78%	86%	*	82%	*	-	83%	-	-	-	-
Grade 4																						
Reading	All Students	76%	82%	81%	71%	79%	71%	-	100%	-	*	64%	86%	40%	86%	75%	79%	84%	-	-	-	-
	CWD	48%	52%	40%	-	*	*	-	*	-	-	*	*	40%	-	*	*	*	-	-	-	-
	CWOD	81%	84%	86%	71%	92%	73%	-	100%	-	*	75%	88%	-	86%	86%	84%	88%	-	-	-	-
	EL	66%	72%	75%	*	*	-	-	*	-	-	*	67%	*	86%	75%	*	67%	-	-	-	-
	Male	73%	79%	79%	*	80%	70%	-	100%	-	-	33%	91%	*	84%	*	79%	-	-	-	-	-
	Female	79%	84%	84%	*	78%	71%	-	*	-	*	100%	80%	*	88%	67%	-	84%	-	-	-	-
Mathematics	All Students	68%	70%	74%	29%	64%	82%	-	93%	-	*	64%	77%	60%	76%	75%	72%	76%	-	-	-	-
	CWD	42%	38%	60%	-	*	*	-	*	-	-	*	*	60%	-	*	*	*	-	-	-	-
	CWOD	73%	73%	76%	29%	75%	80%	-	92%	-	*	63%	78%	-	76%	86%	72%	79%	-	-	-	-
	EL	63%	60%	75%	*	*	-	-	*	-	-	*	67%	*	86%	75%	*	67%	-	-	-	-
	Male	70%	73%	72%	*	60%	80%	-	90%	-	-	50%	78%	*	72%	*	72%	-	-	-	-	-
	Female	67%	67%	76%	*	67%	86%	-	*	-	*	80%	75%	*	79%	67%	-	76%	-	-	-	-
Grade 5																						
Reading	All Students	80%	84%	84%	80%	76%	87%	*	88%	-	*	89%	83%	57%	88%	80%	79%	87%	-	-	-	*
	CWD	50%	50%	57%	-	*	*	-	*	-	-	*	50%	57%	-	*	*	67%	-	-	-	-
	CWOD	85%	88%	88%	80%	86%	85%	*	100%	-	*	88%	88%	-	88%	78%	83%	92%	-	-	-	*
	EL	71%	74%	80%	*	*	-	*	*	-	*	*	88%	*	78%	80%	*	67%	-	-	-	-
	Male	77%	81%	79%	*	80%	75%	-	*	-	*	*	78%	*	83%	*	79%	-	-	-	-	-
	Female	83%	87%	87%	*	75%	100%	*	*	-	*	88%	86%	67%	92%	67%	-	87%	-	-	-	*
Mathematics	All Students	76%	76%	86%	80%	82%	87%	*	88%	-	*	78%	88%	57%	90%	90%	84%	87%	-	-	-	*
	CWD	50%	49%	57%	-	*	*	-	*	-	-	*	67%	57%	-	*	*	67%	-	-	-	-
	CWOD	80%	78%	90%	80%	86%	92%	*	100%	-	*	88%	91%	-	90%	89%	89%	92%	-	-	-	*
	EL	70%	70%	90%	*	*	-	*	*	-	*	*	100%	*	89%	90%	*	83%	-	-	-	-
	Male	75%	76%	84%	*	80%	88%	-	*	-	*	*	83%	*	89%	*	84%	-	-	-	-	-
	Female	76%	76%	87%	*	83%	86%	*	*	-	*	75%	91%	67%	92%	83%	-	87%	-	-	-	*

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**COPPELL CLASSICAL ACADEMY (221801014) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	65%	65%	80%	60%	76%	87%	*	75%	-	*	78%	80%	57%	83%	80%	84%	77%	-	-	-	*
	CWD	40%	35%	57%	-	*	*	-	*	-	-	*	67%	57%	-	*	*	67%	-	-	-	-
	CWOD	69%	68%	83%	60%	79%	92%	*	83%	-	*	88%	82%	-	83%	78%	89%	79%	-	-	-	*
	EL	52%	46%	80%	*	*	-	*	*	-	*	*	88%	*	78%	80%	*	67%	-	-	-	-
	Male	67%	66%	84%	*	80%	88%	-	*	-	*	*	83%	*	89%	*	84%	-	-	-	-	-
	Female	63%	64%	77%	*	75%	86%	*	*	-	*	75%	77%	67%	79%	67%	-	77%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	55%	70%	*	78%	82%	-	44%	-	*	69%	70%	*	69%	*	70%	70%	-	-	-	-
	CWD	30%	34%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	54%	58%	69%	*	75%	82%	-	44%	-	*	67%	70%	-	69%	*	70%	68%	-	-	-	-
	EL	37%	44%	*	*	-	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	49%	54%	70%	*	60%	75%	-	*	-	*	*	69%	-	70%	*	70%	-	-	-	-	-
	Female	52%	56%	70%	*	*	89%	-	20%	-	*	67%	71%	*	68%	*	-	70%	-	-	-	-
Mathematics	All Students	42%	38%	42%	*	11%	59%	-	44%	-	*	15%	53%	*	43%	*	40%	43%	-	-	-	-
	CWD	27%	21%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	45%	40%	43%	*	13%	59%	-	44%	-	*	17%	53%	-	43%	*	40%	45%	-	-	-	-
	EL	35%	32%	*	*	-	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	45%	42%	40%	*	0%	63%	-	*	-	*	*	50%	-	40%	*	40%	-	-	-	-	-
	Female	39%	34%	43%	*	*	56%	-	40%	-	*	22%	57%	*	45%	*	-	43%	-	-	-	-
Grade 4																						
Reading	All Students	53%	56%	69%	57%	50%	59%	-	100%	-	*	36%	77%	20%	73%	63%	72%	64%	-	-	-	-
	CWD	29%	29%	20%	-	*	*	-	*	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	57%	58%	73%	57%	58%	67%	-	100%	-	*	38%	80%	-	73%	71%	80%	67%	-	-	-	-
	EL	41%	44%	63%	*	*	-	-	*	-	-	*	67%	*	71%	63%	*	50%	-	-	-	-
	Male	51%	55%	72%	*	60%	60%	-	100%	-	-	33%	83%	*	80%	*	72%	-	-	-	-	-
	Female	55%	57%	64%	*	44%	57%	-	*	-	*	40%	70%	*	67%	50%	-	64%	-	-	-	-
Mathematics	All Students	42%	37%	44%	0%	29%	47%	-	79%	-	*	9%	53%	0%	49%	38%	48%	40%	-	-	-	-
	CWD	25%	20%	0%	-	*	*	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	45%	38%	49%	0%	33%	53%	-	85%	-	*	13%	56%	-	49%	43%	56%	42%	-	-	-	-
	EL	34%	25%	38%	*	*	-	-	*	-	-	*	50%	*	43%	38%	*	33%	-	-	-	-
	Male	45%	41%	48%	*	40%	50%	-	70%	-	-	0%	61%	*	56%	*	48%	-	-	-	-	-
	Female	38%	32%	40%	*	22%	43%	-	*	-	*	20%	45%	*	42%	33%	-	40%	-	-	-	-
Grade 5																						
Reading	All Students	57%	62%	69%	40%	71%	67%	*	88%	-	*	67%	70%	43%	74%	60%	74%	67%	-	-	-	*
	CWD	29%	29%	43%	-	*	*	-	*	-	-	*	50%	43%	-	*	*	50%	-	-	-	-
	CWOD	61%	66%	74%	40%	79%	69%	*	100%	-	*	75%	74%	-	74%	56%	78%	71%	-	-	-	*
	EL	43%	49%	60%	*	*	-	*	*	-	*	*	75%	*	56%	60%	*	50%	-	-	-	-
	Male	53%	58%	74%	*	60%	75%	-	*	-	*	*	72%	*	78%	*	74%	-	-	-	-	-

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**COPPELL CLASSICAL ACADEMY (221801014) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	Female	60%	66%	<b>67%</b>	*	75%	57%	*	*	-	*	63%	68%	50%	71%	50%	-	67%	-	-	-	*
Mathematics	All Students	47%	43%	<b>55%</b>	40%	59%	47%	*	75%	-	*	22%	63%	57%	55%	60%	53%	57%	-	-	-	*
	CWD	25%	23%	<b>57%</b>	-	*	*	-	*	-	-	*	67%	57%	-	*	*	67%	-	-	-	-
	CWOD	50%	45%	<b>55%</b>	40%	57%	46%	*	83%	-	*	25%	62%	-	55%	56%	56%	54%	-	-	-	*
	EL	38%	33%	<b>60%</b>	*	*	-	*	*	-	*	*	75%	*	56%	60%	*	50%	-	-	-	-
	Male	48%	43%	<b>53%</b>	*	40%	50%	-	*	-	*	*	56%	*	56%	*	53%	-	-	-	-	-
	Female	46%	42%	<b>57%</b>	*	67%	43%	*	*	-	*	25%	68%	67%	54%	50%	-	57%	-	-	-	*
Science	All Students	38%	35%	<b>51%</b>	40%	47%	53%	*	63%	-	*	22%	58%	43%	52%	50%	68%	40%	-	-	-	*
	CWD	23%	24%	<b>43%</b>	-	*	*	-	*	-	-	*	50%	43%	-	*	*	50%	-	-	-	-
	CWOD	40%	36%	<b>52%</b>	40%	50%	54%	*	67%	-	*	25%	59%	-	52%	44%	72%	38%	-	-	-	*
	EL	24%	17%	<b>50%</b>	*	*	-	*	*	-	*	*	63%	*	44%	50%	*	33%	-	-	-	-
	Male	41%	38%	<b>68%</b>	*	60%	63%	-	*	-	*	*	72%	*	72%	*	68%	-	-	-	-	-
	Female	34%	31%	<b>40%</b>	*	42%	43%	*	*	-	*	25%	45%	50%	38%	33%	-	40%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	29%	33%	<b>42%</b>	*	44%	53%	-	22%	-	*	46%	40%	*	40%	*	50%	35%	-	-	-	-
	CWD	12%	16%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	32%	35%	<b>40%</b>	*	38%	53%	-	22%	-	*	42%	40%	-	40%	*	50%	32%	-	-	-	-
	EL	19%	17%	*	*	-	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	28%	31%	<b>50%</b>	*	40%	63%	-	*	-	*	*	50%	-	50%	*	50%	-	-	-	-	-
	Female	31%	35%	<b>35%</b>	*	*	44%	-	20%	-	*	44%	29%	*	32%	*	-	35%	-	-	-	-
Mathematics	All Students	20%	15%	<b>19%</b>	*	0%	29%	-	22%	-	*	0%	27%	*	19%	*	25%	13%	-	-	-	-
	CWD	10%	7%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	22%	16%	<b>19%</b>	*	0%	29%	-	22%	-	*	0%	27%	-	19%	*	25%	14%	-	-	-	-
	EL	15%	11%	*	*	-	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	23%	17%	<b>25%</b>	*	0%	38%	-	*	-	*	*	31%	-	25%	*	25%	-	-	-	-	-
	Female	18%	13%	<b>13%</b>	*	*	22%	-	20%	-	*	0%	21%	*	14%	*	-	13%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	28%	29%	<b>31%</b>	14%	29%	18%	-	50%	-	*	9%	37%	0%	35%	13%	28%	36%	-	-	-	-
	CWD	10%	7%	<b>0%</b>	-	*	*	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	31%	31%	<b>35%</b>	14%	33%	20%	-	54%	-	*	13%	39%	-	35%	14%	32%	38%	-	-	-	-
	EL	18%	22%	<b>13%</b>	*	*	-	-	*	-	-	*	17%	*	14%	13%	*	17%	-	-	-	-
	Male	26%	27%	<b>28%</b>	*	20%	20%	-	40%	-	-	0%	35%	*	32%	*	28%	-	-	-	-	-
	Female	29%	32%	<b>36%</b>	*	33%	14%	-	*	-	*	20%	40%	*	38%	17%	-	36%	-	-	-	-
Mathematics	All Students	22%	20%	<b>24%</b>	0%	7%	41%	-	36%	-	*	9%	28%	0%	27%	13%	31%	16%	-	-	-	-
	CWD	10%	10%	<b>0%</b>	-	*	*	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	25%	21%	<b>27%</b>	0%	8%	47%	-	38%	-	*	13%	29%	-	27%	14%	36%	17%	-	-	-	-
	EL	16%	12%	<b>13%</b>	*	*	-	-	*	-	-	*	17%	*	14%	13%	*	17%	-	-	-	-
	Male	25%	23%	<b>31%</b>	*	20%	50%	-	30%	-	-	0%	39%	*	36%	*	31%	-	-	-	-	-

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**COPPELL CLASSICAL ACADEMY (221801014) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	19%	18%	16%	*	0%	29%	-	*	-	*	20%	15%	*	17%	17%	-	16%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	43%	40%	41%	47%	*	38%	-	*	44%	43%	43%	43%	50%	42%	43%	-	-	-	*
	CWD	12%	15%	43%	-	*	*	-	*	-	-	*	50%	43%	-	*	*	50%	-	-	-	-
	CWOD	40%	41%	43%	40%	43%	46%	*	33%	-	*	50%	41%	-	43%	44%	44%	42%	-	-	-	*
	EL	23%	20%	50%	*	*	-	*	*	-	*	*	63%	*	44%	50%	*	50%	-	-	-	-
	Male	32%	32%	42%	*	40%	50%	-	*	-	*	*	39%	*	44%	*	42%	-	-	-	-	-
	Female	39%	44%	43%	*	42%	43%	*	*	-	*	38%	45%	50%	42%	50%	-	43%	-	-	-	*
Mathematics	All Students	24%	21%	31%	0%	35%	27%	*	50%	-	*	11%	35%	0%	36%	40%	53%	17%	-	-	-	*
	CWD	9%	8%	0%	-	*	*	-	*	-	-	*	0%	0%	-	*	*	0%	-	-	-	-
	CWOD	26%	23%	36%	0%	43%	31%	*	67%	-	*	13%	41%	-	36%	44%	56%	21%	-	-	-	*
	EL	17%	14%	40%	*	*	-	*	*	-	*	*	50%	*	44%	40%	*	17%	-	-	-	-
	Male	25%	23%	53%	*	40%	50%	-	*	-	*	*	56%	*	56%	*	53%	-	-	-	-	-
	Female	23%	20%	17%	*	33%	0%	*	*	-	*	13%	18%	0%	21%	17%	-	17%	-	-	-	*
Science	All Students	17%	14%	20%	0%	24%	13%	*	38%	-	*	0%	25%	29%	19%	30%	32%	13%	-	-	-	*
	CWD	9%	9%	29%	-	*	*	-	*	-	-	*	33%	29%	-	*	*	33%	-	-	-	-
	CWOD	19%	14%	19%	0%	21%	15%	*	33%	-	*	0%	24%	-	19%	22%	33%	8%	-	-	-	*
	EL	9%	7%	30%	*	*	-	*	*	-	*	*	38%	*	22%	30%	*	17%	-	-	-	-
	Male	20%	16%	32%	*	40%	25%	-	*	-	*	*	33%	*	33%	*	32%	-	-	-	-	-
	Female	15%	12%	13%	*	17%	0%	*	*	-	*	0%	18%	33%	8%	17%	-	13%	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	79%	83%	65%	78%	87%	*	90%	-	95%	77%	85%	58%	86%	76%	82%	84%	-	-	-	*
	CWD	44%	49%	58%	-	47%	70%	-	63%	-	-	55%	59%	58%	-	60%	45%	64%	-	-	-	-
	CWOD	77%	81%	86%	65%	84%	88%	*	94%	-	95%	81%	87%	-	86%	78%	85%	87%	-	-	-	*
	EL	59%	62%	76%	71%	40%	-	*	92%	-	*	69%	79%	60%	78%	76%	85%	71%	-	-	-	-
	Male	71%	79%	82%	23%	80%	85%	-	95%	-	100%	61%	86%	45%	85%	85%	82%	-	-	-	-	-
	Female	75%	79%	84%	88%	77%	89%	*	83%	-	93%	85%	84%	64%	87%	71%	-	84%	-	-	-	*
Reading	All Students	74%	84%	87%	75%	83%	86%	*	97%	-	100%	85%	88%	54%	90%	77%	84%	90%	-	-	-	*
	CWD	43%	54%	54%	-	33%	*	-	*	-	-	60%	50%	54%	-	*	40%	63%	-	-	-	-
	CWOD	78%	87%	90%	75%	91%	87%	*	100%	-	100%	89%	90%	-	90%	80%	87%	93%	-	-	-	*
	EL	57%	67%	77%	*	33%	-	*	100%	-	*	86%	73%	*	80%	77%	88%	71%	-	-	-	-
	Male	70%	82%	84%	33%	87%	81%	-	100%	-	*	64%	88%	40%	87%	88%	84%	-	-	-	-	-
	Female	78%	86%	90%	100%	80%	91%	*	92%	-	100%	95%	88%	63%	93%	71%	-	90%	-	-	-	*
Mathematics	All Students	71%	74%	81%	56%	75%	88%	*	87%	-	89%	70%	84%	62%	83%	73%	79%	82%	-	-	-	*
	CWD	44%	45%	62%	-	50%	*	-	*	-	-	60%	63%	62%	-	*	60%	63%	-	-	-	-
	CWOD	75%	76%	83%	56%	79%	89%	*	89%	-	89%	71%	86%	-	83%	75%	81%	84%	-	-	-	*
	EL	61%	60%	73%	*	50%	-	*	82%	-	*	57%	80%	*	75%	73%	75%	71%	-	-	-	-
	Male	71%	76%	79%	17%	73%	88%	-	89%	-	*	55%	84%	60%	81%	75%	79%	-	-	-	-	-



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	71%	72%	<b>82%</b>	80%	76%	87%	*	85%	-	83%	77%	84%	63%	84%	71%	-	82%	-	-	-	*
Science	All Students	74%	77%	<b>80%</b>	60%	76%	87%	*	75%	-	*	78%	80%	57%	83%	80%	84%	77%	-	-	-	*
	CWD	47%	49%	<b>57%</b>	-	*	*	-	*	-	-	*	67%	57%	-	*	*	67%	-	-	-	-
	CWOD	78%	80%	<b>83%</b>	60%	79%	92%	*	83%	-	*	88%	82%	-	83%	78%	89%	79%	-	-	-	*
	EL	58%	54%	<b>80%</b>	*	*	-	*	*	-	*	*	88%	*	78%	80%	*	67%	-	-	-	-
	Male	74%	79%	<b>84%</b>	*	80%	88%	-	*	-	*	*	83%	*	89%	*	84%	-	-	-	-	-
	Female	75%	76%	<b>77%</b>	*	75%	86%	*	*	-	*	75%	77%	67%	79%	67%	-	77%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	<b>57%</b>	41%	51%	59%	*	73%	-	62%	35%	64%	36%	59%	46%	61%	54%	-	-	-	*
	CWD	23%	24%	<b>36%</b>	-	33%	30%	-	50%	-	-	18%	45%	36%	-	60%	9%	50%	-	-	-	-
	CWOD	50%	53%	<b>59%</b>	41%	54%	62%	*	76%	-	62%	38%	65%	-	59%	45%	65%	55%	-	-	-	*
	EL	29%	31%	<b>46%</b>	43%	7%	-	*	69%	-	*	6%	63%	60%	45%	46%	60%	38%	-	-	-	-
	Male	45%	50%	<b>61%</b>	15%	46%	62%	-	83%	-	86%	26%	67%	9%	65%	60%	61%	-	-	-	-	-
	Female	48%	51%	<b>54%</b>	54%	53%	57%	*	60%	-	50%	38%	60%	50%	55%	38%	-	54%	-	-	-	*
Reading	All Students	52%	61%	<b>69%</b>	56%	65%	69%	*	81%	-	78%	58%	73%	38%	72%	50%	72%	67%	-	-	-	*
	CWD	24%	29%	<b>38%</b>	-	33%	*	-	*	-	-	40%	38%	38%	-	*	20%	50%	-	-	-	-
	CWOD	56%	64%	<b>72%</b>	56%	71%	73%	*	82%	-	78%	61%	75%	-	72%	50%	76%	69%	-	-	-	*
	EL	31%	38%	<b>50%</b>	*	17%	-	*	73%	-	*	14%	67%	*	50%	50%	63%	43%	-	-	-	-
	Male	47%	57%	<b>72%</b>	33%	60%	69%	-	94%	-	*	55%	75%	20%	76%	63%	72%	-	-	-	-	-
	Female	56%	64%	<b>67%</b>	70%	68%	70%	*	62%	-	67%	59%	70%	50%	69%	43%	-	67%	-	-	-	*
Mathematics	All Students	41%	39%	<b>47%</b>	25%	38%	51%	*	68%	-	44%	15%	57%	31%	49%	41%	47%	47%	-	-	-	*
	CWD	22%	18%	<b>31%</b>	-	33%	*	-	*	-	-	0%	50%	31%	-	*	0%	50%	-	-	-	-
	CWOD	44%	41%	<b>49%</b>	25%	38%	53%	*	71%	-	44%	18%	57%	-	49%	40%	51%	47%	-	-	-	*
	EL	29%	25%	<b>41%</b>	*	0%	-	*	64%	-	*	0%	60%	*	40%	41%	50%	36%	-	-	-	-
	Male	42%	41%	<b>47%</b>	0%	27%	54%	-	67%	-	*	0%	56%	0%	51%	50%	47%	-	-	-	-	-
	Female	40%	37%	<b>47%</b>	40%	44%	48%	*	69%	-	33%	23%	57%	50%	47%	36%	-	47%	-	-	-	*
Science	All Students	46%	49%	<b>51%</b>	40%	47%	53%	*	63%	-	*	22%	58%	43%	52%	50%	68%	40%	-	-	-	*
	CWD	23%	27%	<b>43%</b>	-	*	*	-	*	-	-	*	50%	43%	-	*	*	50%	-	-	-	-
	CWOD	49%	51%	<b>52%</b>	40%	50%	54%	*	67%	-	*	25%	59%	-	52%	44%	72%	38%	-	-	-	*
	EL	25%	23%	<b>50%</b>	*	*	-	*	*	-	*	*	63%	*	44%	50%	*	33%	-	-	-	-
	Male	47%	52%	<b>68%</b>	*	60%	63%	-	*	-	*	*	72%	*	72%	*	68%	-	-	-	-	-
	Female	45%	46%	<b>40%</b>	*	42%	43%	*	*	-	*	25%	45%	50%	38%	33%	-	40%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						

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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	22%	24%	<b>30%</b>	11%	27%	33%	*	37%	-	43%	17%	33%	18%	31%	26%	36%	25%	-	-	-	*
	CWD	9%	10%	<b>18%</b>	-	20%	10%	-	25%	-	-	9%	23%	18%	-	40%	0%	27%	-	-	-	-
	CWOD	24%	25%	<b>31%</b>	11%	28%	35%	*	39%	-	43%	19%	34%	-	31%	24%	39%	24%	-	-	-	*
	EL	12%	12%	<b>26%</b>	14%	0%	-	*	42%	-	*	0%	37%	40%	24%	26%	35%	21%	-	-	-	-
	Male	21%	23%	<b>36%</b>	8%	29%	42%	-	38%	-	71%	13%	40%	0%	39%	35%	36%	-	-	-	-	-
	Female	23%	25%	<b>25%</b>	13%	26%	23%	*	37%	-	29%	19%	27%	27%	24%	21%	-	25%	-	-	-	*
Reading	All Students	25%	31%	<b>38%</b>	25%	38%	39%	*	39%	-	67%	33%	40%	31%	39%	27%	38%	38%	-	-	-	*
	CWD	9%	11%	<b>31%</b>	-	33%	*	-	*	-	-	20%	38%	31%	-	*	0%	50%	-	-	-	-
	CWOD	27%	33%	<b>39%</b>	25%	38%	40%	*	39%	-	67%	36%	40%	-	39%	25%	41%	37%	-	-	-	*
	EL	13%	16%	<b>27%</b>	*	0%	-	*	36%	-	*	0%	40%	*	25%	27%	25%	29%	-	-	-	-
	Male	22%	27%	<b>38%</b>	17%	33%	42%	-	33%	-	*	27%	40%	0%	41%	25%	38%	-	-	-	-	-
	Female	28%	35%	<b>38%</b>	30%	40%	35%	*	46%	-	50%	36%	39%	50%	37%	29%	-	38%	-	-	-	*
Mathematics	All Students	20%	18%	<b>25%</b>	0%	18%	33%	*	35%	-	22%	6%	30%	0%	27%	23%	35%	15%	-	-	-	*
	CWD	9%	7%	<b>0%</b>	-	0%	*	-	*	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	21%	19%	<b>27%</b>	0%	21%	36%	*	39%	-	22%	7%	32%	-	27%	25%	38%	17%	-	-	-	*
	EL	12%	10%	<b>23%</b>	*	0%	-	*	36%	-	*	0%	33%	*	25%	23%	38%	14%	-	-	-	-
	Male	21%	19%	<b>35%</b>	0%	20%	46%	-	39%	-	*	0%	42%	0%	38%	38%	35%	-	-	-	-	-
	Female	19%	16%	<b>15%</b>	0%	16%	17%	*	31%	-	0%	9%	18%	0%	17%	14%	-	15%	-	-	-	*
Science	All Students	20%	19%	<b>20%</b>	0%	24%	13%	*	38%	-	*	0%	25%	29%	19%	30%	32%	13%	-	-	-	*
	CWD	8%	11%	<b>29%</b>	-	*	*	-	*	-	-	*	33%	29%	-	*	*	33%	-	-	-	-
	CWOD	22%	20%	<b>19%</b>	0%	21%	15%	*	33%	-	*	0%	24%	-	19%	22%	33%	8%	-	-	-	*
	EL	7%	8%	<b>30%</b>	*	*	-	*	*	-	*	*	38%	*	22%	30%	*	17%	-	-	-	-
	Male	22%	21%	<b>32%</b>	*	40%	25%	-	*	-	*	*	33%	*	33%	*	32%	-	-	-	-	-
	Female	19%	17%	<b>13%</b>	*	17%	0%	*	*	-	*	0%	18%	33%	8%	17%	-	13%	-	-	-	*

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	77	86	79	62	*	92	-	*	63	67	77
CWD	67	-	60	*	-	*	-	-	*	67	*
CWOD	78	86	83	59	*	97	-	*	67	-	81
EL ◇	77	*	*	-	*	93	-	*	*	*	77
Male	76	80	67	60	-	100	-	*	57	60	*
Female	78	92	84	64	*	79	-	*	67	71	68
<b>Mathematics</b>											
All Students	76	50	76	81	*	81	-	*	76	50	91
CWD	50	-	60	*	-	*	-	-	*	50	*
CWOD	80	50	79	82	*	97	-	*	80	-	96
EL ◇	91	*	90	-	*	86	-	*	*	*	91
Male	73	20	72	80	-	86	-	*	50	40	*
Female	78	75	78	82	*	71	-	*	92	57	88

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

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

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

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
46	17	37%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	57	39	52	60	*	67	-	67	43	37	49
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

**Part (vi): Goal Meeting Status**

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y		Y			Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	Y		Y			Y		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		Y	N		Y			Y		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y		Y	N		N			N		
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	N		N			N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N		N			N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N		N			N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N		N			N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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

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

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

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

**Part (vii): STAAR Participation**

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

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

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

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	4	0	0	1	0	2	0	1	0		
	Female	1	0	0	0	0	0	0	1	0		
	Total	5	0	0	1	0	2	0	2	0		
<b>Out-of-School Suspensions</b>												
	Male	7	2	0	3	0	2	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	7	2	0	3	0	2	0	0	0		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	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
<b>Out-of-School Suspensions</b>												
	Male	1	0	1	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		0
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												

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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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	6	1	-8	5	-8	-8	-8	-8	-8	-8	-8
	Female	9	-8	-8	2	2	4	-8	1	4	-8	-8
	Total	15	1	-8	7	2	4	-8	1	4	-8	-8

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

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

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.0	14.8%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

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

## Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

## Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

**Part (xiv): Additional Information - Chronic Absenteeism**

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	3%	2%	5%	4%	*	1%	-	5%	4%	6%	4%

- Indicates there are no students in the group.

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

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**Part (i): Description of State Accountability System**

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

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

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

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



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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

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

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

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

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

### Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	79%	86%	<b>89%</b>	67%	83%	93%	-	89%	-	*	58%	93%	57%	92%	*	90%	89%	-	-	-	*
	CWD	47%	55%	<b>57%</b>	*	*	80%	-	-	-	-	40%	*	57%	-	*	*	50%	-	-	-	-
	CWOD	83%	89%	<b>92%</b>	75%	91%	94%	-	89%	-	*	71%	93%	-	92%	-	90%	94%	-	-	-	*
	EL	63%	74%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	75%	83%	<b>90%</b>	60%	83%	100%	-	80%	-	*	*	89%	*	90%	-	90%	-	-	-	-	*
	Female	83%	89%	<b>89%</b>	*	83%	89%	-	*	-	*	50%	96%	50%	94%	*	-	89%	-	-	-	*
Mathematics	All Students	60%	66%	*	-	-	*	-	*	-	-	-	*	-	*	-	*	*	-	-	-	-
	CWD	36%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	63%	68%	*	-	-	*	-	*	-	-	-	*	-	*	-	*	*	-	-	-	-
	EL	45%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	60%	68%	*	-	-	-	-	*	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	59%	64%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	82%	88%	<b>96%</b>	*	93%	95%	-	100%	-	*	100%	95%	70%	99%	*	98%	94%	-	-	-	*
	CWD	50%	60%	<b>70%</b>	-	*	67%	-	*	-	-	-	70%	70%	-	*	80%	60%	-	-	-	-
	CWOD	86%	90%	<b>99%</b>	*	100%	98%	-	100%	-	*	100%	99%	-	99%	-	100%	98%	-	-	-	*
	EL	65%	65%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	78%	86%	<b>98%</b>	-	100%	96%	-	*	-	*	*	98%	80%	100%	-	98%	-	-	-	-	-
	Female	86%	90%	<b>94%</b>	*	86%	94%	-	*	-	*	100%	93%	60%	98%	*	-	94%	-	-	-	*
Mathematics	All Students	70%	69%	<b>71%</b>	67%	67%	70%	-	82%	-	80%	33%	76%	33%	75%	*	71%	71%	-	-	-	*
	CWD	40%	40%	<b>33%</b>	*	*	33%	-	*	-	-	0%	50%	33%	-	*	80%	10%	-	-	-	-
	CWOD	74%	73%	<b>75%</b>	73%	75%	73%	-	80%	-	80%	46%	78%	-	75%	-	70%	79%	-	-	-	*
	EL	57%	57%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-
	Male	68%	73%	<b>71%</b>	40%	75%	67%	-	83%	-	*	40%	74%	80%	70%	-	71%	-	-	-	-	*
	Female	72%	67%	<b>71%</b>	86%	58%	71%	-	80%	-	*	31%	78%	10%	79%	*	-	71%	-	-	-	*
Science	All Students	73%	79%	<b>88%</b>	*	79%	92%	-	67%	-	*	86%	88%	70%	90%	*	98%	80%	-	-	-	*
	CWD	42%	43%	<b>70%</b>	-	*	83%	-	*	-	-	-	70%	70%	-	*	80%	60%	-	-	-	-
	CWOD	77%	82%	<b>90%</b>	*	82%	93%	-	80%	-	*	86%	91%	-	90%	-	100%	83%	-	-	-	*
	EL	54%	52%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	73%	83%	<b>98%</b>	-	100%	100%	-	*	-	*	*	98%	80%	100%	-	98%	-	-	-	-	-
	Female	73%	75%	<b>80%</b>	*	57%	86%	-	*	-	*	83%	80%	60%	83%	*	-	80%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	64%	87%	<b>93%</b>	*	92%	92%	-	100%	-	*	100%	92%	80%	95%	-	92%	95%	-	-	-	-
	CWD	29%	54%	<b>80%</b>	-	*	67%	-	-	-	-	-	80%	80%	-	-	83%	*	-	-	-	-
	CWOD	68%	90%	<b>95%</b>	*	88%	96%	-	100%	-	*	100%	95%	-	95%	-	94%	97%	-	-	-	-
	EL	38%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	58%	84%	<b>92%</b>	*	83%	92%	-	100%	-	-	100%	90%	83%	94%	-	92%	-	-	-	-	-
	Female	70%	90%	<b>95%</b>	*	100%	93%	-	*	-	*	*	94%	*	97%	-	-	95%	-	-	-	-

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English II	All Students	71%	91%	89%	60%	92%	92%	-	83%	-	*	100%	88%	64%	94%	*	84%	95%	-	-	*	*	
	CWD	33%	55%	64%	*	*	67%	-	*	-	-	*	60%	64%	-	-	50%	80%	-	-	*	-	
	CWOD	76%	94%	94%	*	91%	95%	-	80%	-	*	100%	93%	-	94%	*	90%	97%	-	-	-	*	
	EL	43%	66%	*	-	*	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-	
	Male	65%	88%	84%	60%	100%	84%	-	*	-	*	*	82%	50%	90%	*	84%	-	-	-	-	-	
	Female	77%	93%	95%	-	83%	97%	-	*	-	-	*	94%	80%	97%	-	-	95%	-	-	*	*	
Algebra I	All Students	74%	85%	79%	67%	60%	83%	-	100%	-	*	83%	78%	57%	83%	-	70%	85%	-	-	-	-	
	CWD	46%	52%	57%	*	80%	50%	-	-	-	-	-	57%	57%	-	-	38%	83%	-	-	-	-	
	CWOD	78%	88%	83%	80%	50%	88%	-	100%	-	*	83%	83%	-	83%	-	78%	86%	-	-	-	-	
	EL	64%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	71%	84%	70%	*	43%	79%	-	*	-	*	80%	69%	38%	78%	-	70%	-	-	-	-	-	
	Female	78%	86%	85%	*	75%	86%	-	*	-	*	86%	85%	83%	86%	-	-	85%	-	-	-	-	
Biology	All Students	82%	94%	97%	83%	90%	100%	-	100%	-	*	100%	97%	89%	98%	-	100%	94%	-	-	-	-	
	CWD	57%	77%	89%	*	*	100%	-	-	-	-	-	89%	89%	-	-	100%	*	-	-	-	-	
	CWOD	86%	96%	98%	80%	100%	100%	-	100%	-	*	100%	98%	-	98%	-	100%	97%	-	-	-	-	
	EL	66%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	80%	94%	100%	*	*	100%	-	100%	-	-	100%	100%	100%	100%	-	100%	-	-	-	-	-	
	Female	85%	95%	94%	*	83%	100%	-	*	-	*	*	94%	*	97%	-	-	94%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 7																							
Reading	All Students	55%	61%	63%	44%	58%	64%	-	67%	-	*	17%	69%	0%	68%	*	59%	66%	-	-	-	*	
	CWD	25%	25%	0%	*	*	0%	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-	
	CWOD	59%	63%	68%	50%	64%	70%	-	67%	-	*	29%	70%	-	68%	-	60%	74%	-	-	-	*	
	EL	33%	39%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-	
	Male	50%	57%	59%	40%	67%	57%	-	60%	-	*	*	61%	*	60%	-	59%	-	-	-	-	*	
	Female	60%	64%	66%	*	50%	68%	-	*	-	*	13%	76%	0%	74%	*	-	66%	-	-	-	*	
Mathematics	All Students	30%	35%	*	-	-	*	-	*	-	-	-	*	-	*	-	*	*	-	-	-	-	
	CWD	18%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	32%	37%	*	-	-	*	-	*	-	-	-	*	-	*	-	*	*	-	-	-	-	
	EL	17%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	31%	36%	*	-	-	-	-	*	-	-	-	*	-	*	-	*	-	-	-	-	-	
	Female	29%	34%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	
Grade 8																							
Reading	All Students	57%	63%	66%	*	36%	73%	-	67%	-	*	43%	68%	40%	70%	*	63%	69%	-	-	-	*	
	CWD	25%	30%	40%	-	*	33%	-	*	-	-	-	40%	40%	-	*	40%	40%	-	-	-	-	
	CWOD	61%	66%	70%	*	27%	77%	-	80%	-	*	43%	72%	-	70%	-	67%	72%	-	-	-	*	
	EL	33%	32%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	
	Male	51%	58%	63%	-	43%	67%	-	*	-	*	*	65%	40%	67%	-	63%	-	-	-	-	-	

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Reading	Female	63%	68%	<b>69%</b>	*	29%	78%	-	*	-	*	50%	71%	40%	72%	*	-	69%	-	-	-	*
Mathematics	All Students	39%	34%	<b>29%</b>	8%	4%	34%	-	55%	-	40%	11%	32%	0%	32%	*	24%	33%	-	-	-	*
	CWD	20%	13%	<b>0%</b>	*	*	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	41%	37%	<b>32%</b>	9%	5%	37%	-	60%	-	40%	15%	34%	-	32%	-	26%	38%	-	-	-	*
	EL	24%	21%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-
	Male	38%	38%	<b>24%</b>	0%	0%	25%	-	50%	-	*	0%	26%	0%	26%	-	24%	-	-	-	-	*
	Female	40%	32%	<b>33%</b>	14%	8%	39%	-	60%	-	*	15%	36%	0%	38%	*	-	33%	-	-	-	*
Science	All Students	44%	45%	<b>57%</b>	*	36%	62%	-	50%	-	*	29%	59%	20%	61%	*	68%	47%	-	-	-	*
	CWD	22%	19%	<b>20%</b>	-	*	17%	-	*	-	-	-	20%	20%	-	*	20%	20%	-	-	-	-
	CWOD	47%	47%	<b>61%</b>	*	36%	67%	-	60%	-	*	29%	64%	-	61%	-	75%	50%	-	-	-	*
	EL	23%	22%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	45%	50%	<b>68%</b>	-	57%	70%	-	*	-	*	*	68%	20%	75%	-	68%	-	-	-	-	-
	Female	42%	40%	<b>47%</b>	*	14%	56%	-	*	-	*	17%	51%	20%	50%	*	-	47%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	46%	75%	<b>73%</b>	*	58%	75%	-	83%	-	*	80%	72%	20%	82%	-	62%	84%	-	-	-	-
	CWD	17%	28%	<b>20%</b>	-	*	17%	-	-	-	-	-	20%	20%	-	-	0%	*	-	-	-	-
	CWOD	50%	79%	<b>82%</b>	*	75%	83%	-	83%	-	*	80%	82%	-	82%	-	74%	88%	-	-	-	-
	EL	19%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	70%	<b>62%</b>	*	50%	60%	-	80%	-	-	67%	61%	0%	74%	-	62%	-	-	-	-	-
	Female	53%	79%	<b>84%</b>	*	67%	89%	-	*	-	*	*	82%	*	88%	-	-	84%	-	-	-	-
English II	All Students	54%	81%	<b>72%</b>	60%	54%	79%	-	83%	-	*	88%	70%	36%	78%	*	62%	81%	-	-	*	*
	CWD	21%	40%	<b>36%</b>	*	*	33%	-	*	-	-	*	40%	36%	-	-	33%	40%	-	-	*	-
	CWOD	59%	84%	<b>78%</b>	*	55%	86%	-	80%	-	*	100%	75%	-	78%	*	68%	88%	-	-	-	*
	EL	22%	40%	*	-	*	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	48%	75%	<b>62%</b>	60%	57%	68%	-	*	-	*	*	58%	33%	68%	*	62%	-	-	-	-	-
	Female	62%	85%	<b>81%</b>	-	50%	86%	-	*	-	-	*	82%	40%	88%	-	-	81%	-	-	*	*
Algebra I	All Students	42%	46%	<b>37%</b>	17%	20%	40%	-	60%	-	*	25%	39%	14%	41%	-	33%	40%	-	-	-	-
	CWD	19%	16%	<b>14%</b>	*	20%	13%	-	-	-	-	-	14%	14%	-	-	0%	33%	-	-	-	-
	CWOD	45%	49%	<b>41%</b>	20%	20%	44%	-	60%	-	*	25%	43%	-	41%	-	41%	41%	-	-	-	-
	EL	28%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	43%	<b>33%</b>	*	0%	39%	-	*	-	*	20%	34%	0%	41%	-	33%	-	-	-	-	-
	Female	45%	49%	<b>40%</b>	*	38%	41%	-	*	-	*	29%	42%	33%	41%	-	-	40%	-	-	-	-
Biology	All Students	54%	76%	<b>68%</b>	33%	40%	75%	-	83%	-	*	67%	68%	11%	76%	-	63%	72%	-	-	-	-
	CWD	25%	41%	<b>11%</b>	*	*	20%	-	-	-	-	-	11%	11%	-	-	17%	*	-	-	-	-
	CWOD	57%	79%	<b>76%</b>	40%	57%	81%	-	83%	-	*	67%	77%	-	76%	-	72%	79%	-	-	-	-
	EL	26%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	52%	74%	<b>63%</b>	*	*	65%	-	80%	-	-	60%	63%	17%	72%	-	63%	-	-	-	-	-
	Female	56%	77%	<b>72%</b>	*	33%	84%	-	*	-	*	*	72%	*	79%	-	-	72%	-	-	-	-

Texas Education Agency  
2022 Federal Report Card  
FOUNDERS CLASSICAL ACADEMY CORINTH - UPPER SCHOOL (221801020) - TEXAS COLLEGE PREPARATORY  
ACADEMIES - TAYLOR COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Masters Grade Level																						
Grade 7																						
Reading	All Students	36%	41%	48%	33%	42%	48%	-	56%	-	*	17%	52%	0%	52%	*	44%	51%	-	-	-	*
	CWD	11%	12%	0%	*	*	0%	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	40%	43%	52%	38%	45%	53%	-	56%	-	*	29%	53%	-	52%	-	45%	57%	-	-	-	*
	EL	17%	22%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	32%	37%	44%	20%	50%	38%	-	60%	-	*	*	45%	*	45%	-	44%	-	-	-	-	*
	Female	41%	45%	51%	*	33%	54%	-	*	-	*	13%	58%	0%	57%	*	-	51%	-	-	-	*
Mathematics	All Students	13%	14%	*	-	-	*	-	*	-	-	-	*	-	*	-	*	*	-	-	-	-
	CWD	7%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	14%	14%	*	-	-	*	-	*	-	-	-	*	-	*	-	*	*	-	-	-	-
	EL	6%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	13%	14%	*	-	-	-	-	*	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	12%	13%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
Grade 8																						
Reading	All Students	37%	42%	38%	*	7%	48%	-	17%	-	*	0%	41%	30%	39%	*	29%	45%	-	-	-	*
	CWD	11%	23%	30%	-	*	33%	-	*	-	-	-	30%	30%	-	*	20%	40%	-	-	-	-
	CWOD	40%	43%	39%	*	0%	49%	-	20%	-	*	0%	43%	-	39%	-	31%	46%	-	-	-	*
	EL	16%	15%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	31%	34%	29%	-	14%	33%	-	*	-	*	*	30%	20%	31%	-	29%	-	-	-	-	-
	Female	42%	48%	45%	*	0%	58%	-	*	-	*	0%	51%	40%	46%	*	-	45%	-	-	-	*
Mathematics	All Students	14%	11%	5%	0%	0%	5%	-	18%	-	0%	6%	5%	0%	6%	*	3%	7%	-	-	-	*
	CWD	8%	5%	0%	*	*	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	15%	11%	6%	0%	0%	6%	-	20%	-	0%	8%	6%	-	6%	-	3%	8%	-	-	-	*
	EL	6%	5%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-
	Male	14%	13%	3%	0%	0%	3%	-	0%	-	*	0%	3%	0%	3%	-	3%	-	-	-	-	*
	Female	14%	8%	7%	0%	0%	7%	-	40%	-	*	8%	7%	0%	8%	*	-	7%	-	-	-	*
Science	All Students	23%	19%	27%	*	0%	32%	-	33%	-	*	0%	29%	10%	29%	*	34%	22%	-	-	-	*
	CWD	9%	10%	10%	-	*	17%	-	*	-	-	-	10%	10%	-	*	0%	20%	-	-	-	-
	CWOD	24%	20%	29%	*	0%	33%	-	40%	-	*	0%	32%	-	29%	-	39%	22%	-	-	-	*
	EL	8%	9%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	24%	23%	34%	-	0%	44%	-	*	-	*	*	35%	0%	39%	-	34%	-	-	-	-	-
	Female	21%	16%	22%	*	0%	22%	-	*	-	*	0%	24%	20%	22%	*	-	22%	-	-	-	*
End of Course																						

Texas Education Agency  
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**FOUNDERS CLASSICAL ACADEMY CORINTH - UPPER SCHOOL (221801020) - TEXAS COLLEGE PREPARATORY  
ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	10%	21%	19%	*	8%	21%	-	33%	-	*	30%	17%	0%	22%	-	16%	21%	-	-	-	-
	CWD	4%	4%	0%	-	*	0%	-	-	-	-	-	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	11%	23%	22%	*	13%	24%	-	33%	-	*	30%	20%	-	22%	-	19%	24%	-	-	-	-
	EL	1%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	8%	18%	16%	*	0%	16%	-	40%	-	-	17%	16%	0%	19%	-	16%	-	-	-	-	-
	Female	13%	25%	21%	*	17%	26%	-	*	-	*	*	18%	*	24%	-	-	21%	-	-	-	-
English II	All Students	9%	15%	11%	0%	0%	8%	-	67%	-	*	0%	12%	0%	13%	*	11%	11%	-	-	*	*
	CWD	5%	2%	0%	*	*	0%	-	*	-	-	*	0%	0%	-	-	0%	0%	-	-	*	-
	CWOD	9%	16%	13%	*	0%	10%	-	80%	-	*	0%	14%	-	13%	*	13%	13%	-	-	-	*
	EL	1%	1%	*	-	*	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	7%	10%	11%	0%	0%	11%	-	*	-	*	*	12%	0%	13%	*	11%	-	-	-	-	-
	Female	11%	18%	11%	-	0%	7%	-	*	-	-	*	12%	0%	13%	-	-	11%	-	-	*	*
Algebra I	All Students	26%	28%	17%	17%	0%	22%	-	20%	-	*	0%	19%	7%	19%	-	13%	20%	-	-	-	-
	CWD	8%	6%	7%	*	0%	13%	-	-	-	-	-	7%	7%	-	-	0%	17%	-	-	-	-
	CWOD	29%	30%	19%	20%	0%	23%	-	20%	-	*	0%	22%	-	19%	-	16%	20%	-	-	-	-
	EL	14%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	27%	13%	*	0%	18%	-	*	-	*	0%	14%	0%	16%	-	13%	-	-	-	-	-
	Female	28%	29%	20%	*	0%	24%	-	*	-	*	0%	23%	17%	20%	-	-	20%	-	-	-	-
Biology	All Students	21%	27%	24%	0%	10%	29%	-	33%	-	*	11%	26%	0%	27%	-	20%	28%	-	-	-	-
	CWD	7%	14%	0%	*	*	0%	-	-	-	-	-	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	22%	28%	27%	0%	14%	33%	-	33%	-	*	11%	30%	-	27%	-	24%	30%	-	-	-	-
	EL	5%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	28%	20%	*	*	22%	-	40%	-	-	0%	23%	0%	24%	-	20%	-	-	-	-	-
	Female	21%	27%	28%	*	17%	36%	-	*	-	*	*	28%	*	30%	-	-	28%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	79%	86%	74%	80%	88%	-	88%	-	92%	77%	87%	63%	89%	25%	86%	86%	-	-	*	80%
	CWD	44%	49%	63%	17%	68%	65%	-	*	-	-	27%	68%	63%	-	0%	71%	55%	-	-	*	-
	CWOD	77%	81%	89%	82%	83%	91%	-	89%	-	92%	85%	90%	-	89%	*	88%	90%	-	-	-	80%
	EL	59%	62%	25%	-	29%	-	-	*	-	-	*	33%	0%	*	25%	*	0%	-	-	-	-
	Male	71%	79%	86%	57%	84%	89%	-	85%	-	100%	87%	86%	71%	88%	*	86%	-	-	-	-	*
	Female	75%	79%	86%	86%	76%	87%	-	91%	-	82%	71%	88%	55%	90%	0%	-	86%	-	-	*	88%
Reading	All Students	74%	84%	92%	77%	90%	93%	-	93%	-	100%	89%	92%	68%	95%	40%	91%	93%	-	-	*	100%
	CWD	43%	54%	68%	*	80%	70%	-	*	-	-	50%	72%	68%	-	*	72%	65%	-	-	*	-
	CWOD	78%	87%	95%	89%	93%	96%	-	92%	-	100%	97%	95%	-	95%	*	93%	96%	-	-	-	100%
	EL	57%	67%	40%	-	*	-	-	*	-	-	*	*	*	*	40%	*	*	-	-	-	-
	Male	70%	82%	91%	64%	92%	93%	-	88%	-	100%	93%	90%	72%	93%	*	91%	-	-	-	-	*
	Female	78%	86%	93%	91%	88%	93%	-	100%	-	*	82%	94%	65%	96%	*	-	93%	-	-	*	*

Texas Education Agency  
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**FOUNDERS CLASSICAL ACADEMY CORINTH - UPPER SCHOOL (221801020) - TEXAS COLLEGE PREPARATORY  
ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	71%	74%	75%	67%	64%	76%	-	83%	-	78%	53%	77%	45%	78%	*	72%	77%	-	-	-	*
	CWD	44%	45%	45%	*	56%	41%	-	*	-	-	0%	54%	45%	-	*	54%	38%	-	-	-	-
	CWOD	75%	76%	78%	75%	67%	80%	-	82%	-	78%	64%	80%	-	78%	-	74%	82%	-	-	-	*
	EL	61%	60%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-
	Male	71%	76%	72%	29%	63%	75%	-	78%	-	*	60%	73%	54%	74%	-	72%	-	-	-	-	*
	Female	71%	72%	77%	91%	65%	77%	-	89%	-	60%	50%	81%	38%	82%	*	-	77%	-	-	-	*
Science	All Students	74%	77%	92%	80%	83%	95%	-	83%	-	100%	94%	92%	79%	94%	*	99%	86%	-	-	-	*
	CWD	47%	49%	79%	*	67%	91%	-	*	-	-	-	79%	79%	-	*	91%	63%	-	-	-	-
	CWOD	78%	80%	94%	78%	89%	96%	-	91%	-	100%	94%	94%	-	94%	-	100%	89%	-	-	-	*
	EL	58%	54%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	74%	79%	99%	*	100%	100%	-	88%	-	*	100%	99%	91%	100%	-	99%	-	-	-	-	-
	Female	75%	76%	86%	71%	69%	92%	-	*	-	*	90%	86%	63%	89%	*	-	86%	-	-	-	*
SAT/ACT All Subjects	All Students	92%	95%	100%	-	-	100%	-	*	-	-	-	100%	-	100%	-	100%	*	-	-	-	-
	CWD	75%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	95%	100%	-	-	100%	-	*	-	-	-	100%	-	100%	-	100%	*	-	-	-	-
	EL	69%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	95%	100%	-	-	100%	-	-	-	-	-	100%	-	100%	-	100%	-	-	-	-	-
	Female	92%	96%	*	-	-	*	-	*	-	-	-	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	55%	36%	34%	60%	-	67%	-	58%	40%	57%	17%	60%	0%	52%	58%	-	-	*	40%
	CWD	23%	24%	17%	0%	24%	16%	-	*	-	-	0%	20%	17%	-	0%	14%	20%	-	-	*	-
	CWOD	50%	53%	60%	41%	37%	65%	-	70%	-	58%	46%	62%	-	60%	*	58%	62%	-	-	-	40%
	EL	29%	31%	0%	-	0%	-	-	*	-	-	*	0%	0%	*	0%	*	0%	-	-	-	-
	Male	45%	50%	52%	33%	36%	55%	-	65%	-	62%	47%	53%	14%	58%	*	52%	-	-	-	-	*
	Female	48%	51%	58%	38%	33%	64%	-	70%	-	55%	37%	61%	20%	62%	0%	-	58%	-	-	*	38%
Reading	All Students	52%	61%	68%	55%	51%	72%	-	74%	-	70%	56%	70%	26%	73%	0%	62%	74%	-	-	*	60%
	CWD	24%	29%	26%	*	40%	22%	-	*	-	-	0%	31%	26%	-	*	22%	30%	-	-	*	-
	CWOD	56%	64%	73%	63%	54%	78%	-	76%	-	70%	67%	74%	-	73%	*	67%	79%	-	-	-	60%
	EL	31%	38%	0%	-	*	-	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	47%	57%	62%	55%	54%	63%	-	71%	-	50%	60%	61%	22%	67%	*	62%	-	-	-	-	*
	Female	56%	64%	74%	55%	48%	79%	-	80%	-	*	50%	77%	30%	79%	*	-	74%	-	-	*	*
Mathematics	All Students	41%	39%	34%	11%	10%	39%	-	56%	-	44%	17%	37%	7%	38%	*	31%	37%	-	-	-	*
	CWD	22%	18%	7%	*	11%	6%	-	*	-	-	0%	8%	7%	-	*	0%	13%	-	-	-	-
	CWOD	44%	41%	38%	13%	10%	43%	-	59%	-	44%	20%	40%	-	38%	-	35%	40%	-	-	-	*
	EL	29%	25%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-
	Male	42%	41%	31%	0%	0%	37%	-	44%	-	*	10%	33%	0%	35%	-	31%	-	-	-	-	*
	Female	40%	37%	37%	18%	20%	41%	-	67%	-	20%	20%	40%	13%	40%	*	-	37%	-	-	-	*



Texas Education Agency  
2022 Federal Report Card  
**FOUNDERS CLASSICAL ACADEMY CORINTH - UPPER SCHOOL (221801020) - TEXAS COLLEGE PREPARATORY  
ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	46%	49%	61%	40%	38%	68%	-	67%	-	60%	50%	63%	16%	67%	*	66%	57%	-	-	-	*
	CWD	23%	27%	16%	*	17%	18%	-	*	-	-	-	16%	16%	-	*	18%	13%	-	-	-	-
	CWOD	49%	51%	67%	44%	44%	73%	-	73%	-	60%	50%	70%	-	67%	-	74%	62%	-	-	-	*
	EL	25%	23%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	47%	52%	66%	*	55%	68%	-	75%	-	*	67%	66%	18%	74%	-	66%	-	-	-	-	-
	Female	45%	46%	57%	43%	23%	67%	-	*	-	*	40%	60%	13%	62%	*	-	57%	-	-	-	*
SAT/ACT All Subjects	All Students	64%	73%	91%	-	-	90%	-	*	-	-	-	91%	-	91%	-	86%	*	-	-	-	-
	CWD	43%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	73%	91%	-	-	90%	-	*	-	-	-	91%	-	91%	-	86%	*	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	74%	86%	-	-	86%	-	-	-	-	-	86%	-	86%	-	86%	-	-	-	-	-
	Female	60%	72%	*	-	-	*	-	*	-	-	-	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	22%	14%	7%	25%	-	33%	-	17%	9%	24%	6%	24%	0%	20%	25%	-	-	*	30%
	CWD	9%	10%	6%	0%	4%	8%	-	*	-	-	0%	7%	6%	-	0%	2%	9%	-	-	*	-
	CWOD	24%	25%	24%	16%	8%	27%	-	36%	-	17%	10%	26%	-	24%	*	22%	26%	-	-	-	30%
	EL	12%	12%	0%	-	0%	-	-	*	-	-	*	0%	0%	*	0%	*	0%	-	-	-	-
	Male	21%	23%	20%	5%	7%	22%	-	29%	-	23%	7%	21%	2%	22%	*	20%	-	-	-	-	*
	Female	23%	25%	25%	21%	7%	28%	-	39%	-	9%	10%	27%	9%	26%	0%	-	25%	-	-	*	25%
Reading	All Students	25%	31%	30%	18%	14%	33%	-	44%	-	30%	14%	32%	8%	33%	0%	26%	35%	-	-	*	40%
	CWD	9%	11%	8%	*	10%	9%	-	*	-	-	0%	9%	8%	-	*	6%	10%	-	-	*	-
	CWOD	27%	33%	33%	21%	15%	36%	-	48%	-	30%	17%	35%	-	33%	*	28%	38%	-	-	-	40%
	EL	13%	16%	0%	-	*	-	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	22%	27%	26%	9%	15%	25%	-	41%	-	33%	13%	27%	6%	28%	*	26%	-	-	-	-	*
	Female	28%	35%	35%	27%	12%	39%	-	50%	-	*	14%	38%	10%	38%	*	-	35%	-	-	*	*
Mathematics	All Students	20%	18%	9%	6%	0%	11%	-	17%	-	0%	3%	10%	3%	10%	*	6%	12%	-	-	-	*
	CWD	9%	7%	3%	*	0%	6%	-	*	-	-	0%	4%	3%	-	*	0%	6%	-	-	-	-
	CWOD	21%	19%	10%	6%	0%	12%	-	18%	-	0%	4%	11%	-	10%	-	7%	13%	-	-	-	*
	EL	12%	10%	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-
	Male	21%	19%	6%	0%	0%	8%	-	0%	-	*	0%	7%	0%	7%	-	6%	-	-	-	-	*
	Female	19%	16%	12%	9%	0%	13%	-	33%	-	0%	5%	13%	6%	13%	*	-	12%	-	-	-	*
Science	All Students	20%	19%	26%	20%	4%	31%	-	33%	-	20%	6%	28%	5%	28%	*	28%	24%	-	-	-	*
	CWD	8%	11%	5%	*	0%	9%	-	*	-	-	-	5%	5%	-	*	0%	13%	-	-	-	-
	CWOD	22%	20%	28%	22%	6%	33%	-	36%	-	20%	6%	31%	-	28%	-	32%	25%	-	-	-	*
	EL	7%	8%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	22%	21%	28%	*	0%	34%	-	38%	-	*	0%	30%	0%	32%	-	28%	-	-	-	-	-
	Female	19%	17%	24%	29%	8%	28%	-	*	-	*	10%	26%	13%	25%	*	-	24%	-	-	-	*

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ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	13%	9%	0%	-	-	0%	-	*	-	-	-	0%	-	0%	-	0%	*	-	-	-	-
	CWD	11%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	10%	0%	-	-	0%	-	*	-	-	-	0%	-	0%	-	0%	*	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	15%	0%	-	-	0%	-	-	-	-	-	0%	-	0%	-	0%	-	-	-	-	-
	Female	10%	4%	*	-	-	*	-	*	-	-	-	*	-	*	-	-	*	-	-	-	-

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	75	71	64	77	-	90	-	79	80	77	*
CWD	77	*	83	79	-	*	-	-	*	77	*
CWOD	75	75	60	76	-	92	-	79	75	-	*
EL ◇	*	-	*	-	-	*	-	-	*	*	*
Male	74	71	72	72	-	88	-	*	88	68	*
Female	76	71	55	80	-	94	-	*	75	85	*
<b>Mathematics</b>											
All Students	32	31	18	34	-	47	-	29	31	25	*
CWD	25	*	21	23	-	*	-	-	*	25	*
CWOD	33	33	17	35	-	43	-	29	32	-	-
EL ◇	*	-	*	-	-	-	-	-	*	*	*
Male	26	*	6	31	-	39	-	*	19	17	-
Female	36	44	29	36	-	57	-	*	38	31	*

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**ACADEMIES - TAYLOR COUNTY**

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

**Part (iii)(II): Graduation Rate**

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

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

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

**Part (iv): English Language Proficiency**

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

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

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

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

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	54	41	40	58	-	63	-	56	42	29	8
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	80%	-	86%	79%	-	-	-	*	*	*	-

- 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y		Y			Y	Y	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	Y		N			Y	N	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		N	Y		N			Y	N	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N		N			N	N	
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N					N	N	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N	N	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N	N	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N	N	
<b>English Learner Language Proficiency Status</b>											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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

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

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

### Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	<b>99%</b>	100%	100%	99%	-	100%	-	100%	99%	100%	100%	99%	100%	99%	100%	-
	CWD	<b>100%</b>	100%	100%	100%	-	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	<b>99%</b>	100%	100%	99%	-	100%	-	100%	99%	100%	-	99%	*	99%	100%	-
	EL	<b>100%</b>	-	100%	-	-	*	-	-	*	100%	100%	*	100%	*	100%	-
	Male	<b>99%</b>	100%	100%	98%	-	100%	-	100%	97%	99%	100%	99%	*	99%	-	-

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ACADEMIES - TAYLOR COUNTY**

		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
<b>All Subjects</b>	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	99%	100%	100%	99%	-	100%	-	100%	97%	100%	100%	99%	100%	99%	100%	-
	CWD	100%	*	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	100%	100%	99%	-	100%	-	100%	97%	100%	-	99%	*	99%	100%	-
	EL	100%	-	100%	-	-	*	-	-	*	*	*	*	100%	*	*	-
	Male	99%	100%	100%	98%	-	100%	-	100%	94%	99%	100%	99%	*	99%	-	-
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	*	-	100%	-
<b>Mathematics</b>	All Students	100%	100%	100%	99%	-	100%	-	100%	100%	100%	100%	100%	*	99%	100%	-
		100%	100%	100%	99%	-	100%	-	100%	100%	100%	100%	100%	*	99%	100%	-
	CWD	100%	*	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
		100%	*	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	99%	-	100%	-	100%	100%	100%	-	100%	-	99%	100%	-
		100%	100%	100%	99%	-	100%	-	100%	100%	100%	-	100%	-	99%	100%	-
	EL	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-
		*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-
	Male	99%	100%	100%	99%	-	100%	-	*	100%	99%	100%	99%	-	99%	-	-
		99%	100%	100%	99%	-	100%	-	*	100%	99%	100%	99%	-	99%	-	-
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	*	-	100%	-
		100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	*	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	100%	-	-	100%	-	*	-	-	-	100%	-	100%	-	100%	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	100%	-	-	100%	-	*	-	-	-	100%	-	100%	-	100%	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	-	-	100%	-	-	-	-	-	100%	-	100%	-	100%	-	-
	Female	*	-	-	*	-	*	-	-	-	*	-	*	-	-	*	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	1%	0%	0%	1%	-	0%	-	0%	1%	0%	0%	1%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	0%	1%	-	0%	-	0%	1%	0%	-	1%	*	1%	0%	-
	EL	0%	-	0%	-	-	*	-	-	*	0%	0%	*	0%	*	0%	-
	Male	1%	0%	0%	2%	-	0%	-	0%	3%	1%	0%	1%	*	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-

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ACADEMIES - TAYLOR COUNTY**

		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
<b>Reading</b>	All Students	1%	0%	0%	1%	-	0%	-	0%	3%	0%	0%	1%	0%	1%	0%	-
	CWD	0%	*	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	0%	1%	-	0%	-	0%	3%	0%	-	1%	*	1%	0%	-
	EL	0%	-	0%	-	-	*	-	-	*	*	*	*	0%	*	*	-
	Male	1%	0%	0%	2%	-	0%	-	0%	6%	1%	0%	1%	*	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	*	-	0%	-
<b>Mathematics</b>	All Students	0%	0%	0%	1%	-	0%	-	0%	0%	0%	0%	0%	*	1%	0%	-
	CWD	0%	*	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	1%	-	0%	-	0%	0%	0%	-	0%	-	1%	0%	-
	EL	*	-	*	-	-	-	-	-	*	*	*	-	*	-	*	-
	Male	1%	0%	0%	1%	-	0%	-	*	0%	1%	0%	1%	-	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	*	-	0%	-
<b>Science</b>	All Students	1%	0%	0%	1%	-	0%	-	0%	0%	1%	0%	1%	*	1%	0%	-
	CWD	0%	*	0%	0%	-	*	-	-	-	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	0%	1%	-	0%	-	0%	0%	1%	-	1%	-	2%	0%	-
	EL	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-
	Male	1%	*	0%	2%	-	0%	-	*	0%	1%	0%	2%	-	1%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	*	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	0%	-	-	0%	-	*	-	-	-	0%	-	0%	-	0%	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	-	-	0%	-	*	-	-	-	0%	-	0%	-	0%	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	-	-	0%	-	-	-	-	-	0%	-	0%	-	0%	-	-
	Female	*	-	-	*	-	*	-	-	-	*	-	*	-	-	*	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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**FOUNDERS CLASSICAL ACADEMY CORINTH - UPPER SCHOOL (221801020) - TEXAS COLLEGE PREPARATORY  
ACADEMIES - TAYLOR COUNTY**

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	5	0	1	4	0	0	0	0	0		
	Female	1	0	0	1	0	0	0	0	0		
	Total	6	0	1	5	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	5	0	2	3	0	0	0	0	1		
	Female	4	0	0	3	0	0	0	1	0		
	Total	9	0	2	6	0	0	0	1	1		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	2	1	1	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	1	1	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												



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ACADEMIES - TAYLOR COUNTY**

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	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
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	8	-8	2	5	-8	1	-8	-8	1	1	-8
	Female	9	-8	1	7	-8	-8	-8	1	-8	-8	-8
	Total	17	-8	3	12	-8	1	-8	1	1	1	-8

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0

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ACADEMIES - TAYLOR COUNTY**

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	33	2	3	25	0	1	0	2	1	2
	Female	32	0	4	27	0	0	0	1	0	0
	Total	65	2	7	52	0	1	0	3	1	2

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**ACADEMIES - TAYLOR COUNTY**

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

**Part (ix): Teacher Quality Data**

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

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.5	18.7%
Teachers Teaching with Emergency or Provisional Credentials	2.0	6.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

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

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	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
		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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	6%	5%	10%	6%	*	0%	-	0%	12%	11%	0%

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

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**ISCHOOL VIRTUAL ACADEMY OF TEXAS (221801022) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR 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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

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

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



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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

### Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	64%	87%	94%	75%	95%	97%	-	-	-	*	-	94%	*	94%	*	81%	98%	*	-	-	-
	CWD	29%	54%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	68%	90%	94%	75%	95%	97%	-	-	-	*	-	94%	-	94%	*	79%	98%	*	-	-	-
	EL	38%	49%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	58%	84%	81%	*	*	100%	-	-	-	*	-	81%	*	79%	-	81%	-	*	-	-	-
	Female	70%	90%	98%	100%	100%	95%	-	-	-	*	-	98%	-	98%	*	-	98%	*	-	-	-
English II	All Students	71%	91%	90%	89%	94%	86%	-	*	-	*	*	89%	86%	90%	-	86%	91%	100%	-	-	-
	CWD	33%	55%	86%	-	*	*	-	-	-	*	-	86%	86%	-	-	*	*	-	-	-	-
	CWOD	76%	94%	90%	89%	93%	87%	-	*	-	*	*	90%	-	90%	-	84%	92%	100%	-	-	-
	EL	43%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	65%	88%	86%	80%	88%	86%	-	-	-	*	-	86%	*	84%	-	86%	-	*	-	-	-
	Female	77%	93%	91%	92%	96%	87%	-	*	-	-	*	91%	*	92%	-	-	91%	*	-	-	-
Algebra I	All Students	74%	85%	84%	*	84%	93%	-	-	-	*	-	84%	*	84%	-	75%	88%	*	-	-	-
	CWD	46%	52%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	78%	88%	84%	*	83%	93%	-	-	-	*	-	84%	-	84%	-	73%	88%	*	-	-	-
	EL	64%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	84%	75%	*	60%	100%	-	-	-	*	-	75%	*	73%	-	75%	-	-	-	-	-
	Female	78%	86%	88%	*	93%	89%	-	-	-	-	-	88%	-	88%	-	-	88%	*	-	-	-
Biology	All Students	82%	94%	89%	80%	85%	95%	-	*	-	100%	-	89%	*	89%	-	76%	96%	*	-	*	-
	CWD	57%	77%	*	-	*	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	86%	96%	89%	80%	85%	95%	-	*	-	*	-	89%	-	89%	-	75%	96%	*	-	*	-
	EL	66%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	80%	94%	76%	60%	55%	93%	-	*	-	*	-	76%	*	75%	-	76%	-	*	-	-	-
	Female	85%	95%	96%	90%	97%	96%	-	-	-	*	-	96%	*	96%	-	-	96%	*	-	*	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	46%	75%	91%	75%	91%	94%	-	-	-	*	-	91%	*	90%	*	81%	94%	*	-	-	-
	CWD	17%	28%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	50%	79%	90%	75%	90%	94%	-	-	-	*	-	90%	-	90%	*	79%	94%	*	-	-	-
	EL	19%	23%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	40%	70%	81%	*	*	100%	-	-	-	*	-	81%	*	79%	-	81%	-	*	-	-	-
	Female	53%	79%	94%	100%	95%	91%	-	-	-	*	-	94%	-	94%	*	-	94%	*	-	-	-
English II	All Students	54%	81%	85%	78%	91%	84%	-	*	-	*	*	85%	71%	86%	-	81%	87%	100%	-	-	-
	CWD	21%	40%	71%	-	*	*	-	-	-	*	-	71%	71%	-	-	*	*	-	-	-	-
	CWOD	59%	84%	86%	78%	90%	85%	-	*	-	*	*	86%	-	86%	-	81%	88%	100%	-	-	-
	EL	22%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	48%	75%	81%	80%	75%	86%	-	-	-	*	-	81%	*	81%	-	81%	-	*	-	-	-
	Female	62%	85%	87%	77%	96%	83%	-	*	-	-	*	87%	*	88%	-	-	87%	*	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	42%	46%	42%	*	53%	36%	-	-	-	*	-	42%	*	41%	-	33%	46%	*	-	-	-
	CWD	19%	16%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	45%	49%	41%	*	50%	36%	-	-	-	*	-	41%	-	41%	-	27%	46%	*	-	-	-
	EL	28%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	43%	33%	*	40%	40%	-	-	-	*	-	33%	*	27%	-	33%	-	-	-	-	-
	Female	45%	49%	46%	*	57%	33%	-	-	-	-	-	46%	-	46%	-	-	46%	*	-	-	-
Biology	All Students	54%	76%	75%	53%	70%	85%	-	*	-	100%	-	75%	*	75%	-	65%	81%	*	-	*	-
	CWD	25%	41%	*	-	*	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	57%	79%	75%	53%	69%	85%	-	*	-	*	-	75%	-	75%	-	63%	81%	*	-	*	-
	EL	26%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	52%	74%	65%	40%	45%	79%	-	*	-	*	-	65%	*	63%	-	65%	-	*	-	-	-
	Female	56%	77%	81%	60%	79%	89%	-	-	-	*	-	81%	*	81%	-	-	81%	*	-	*	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	10%	21%	30%	25%	32%	26%	-	-	-	*	-	30%	*	31%	*	19%	33%	*	-	-	-
	CWD	4%	4%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	11%	23%	31%	25%	35%	26%	-	-	-	*	-	31%	-	31%	*	21%	33%	*	-	-	-
	EL	1%	3%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	8%	18%	19%	*	*	22%	-	-	-	*	-	19%	*	21%	-	19%	-	*	-	-	-
	Female	13%	25%	33%	40%	37%	27%	-	-	-	*	-	33%	-	33%	*	-	33%	*	-	-	-
English II	All Students	9%	15%	11%	0%	9%	16%	-	*	-	*	*	12%	14%	11%	-	14%	10%	33%	-	-	-
	CWD	5%	2%	14%	-	*	*	-	-	-	*	-	14%	14%	-	-	*	*	-	-	-	-
	CWOD	9%	16%	11%	0%	7%	17%	-	*	-	*	*	11%	-	11%	-	16%	9%	33%	-	-	-
	EL	1%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	7%	10%	14%	0%	13%	19%	-	-	-	*	-	14%	*	16%	-	14%	-	*	-	-	-
	Female	11%	18%	10%	0%	8%	13%	-	*	-	-	*	10%	*	9%	-	-	10%	*	-	-	-
Algebra I	All Students	26%	28%	29%	*	26%	36%	-	-	-	*	-	29%	*	30%	-	25%	31%	*	-	-	-
	CWD	8%	6%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	29%	30%	30%	*	28%	36%	-	-	-	*	-	30%	-	30%	-	27%	31%	*	-	-	-
	EL	14%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	27%	25%	*	20%	40%	-	-	-	*	-	25%	*	27%	-	25%	-	-	-	-	-
	Female	28%	29%	31%	*	29%	33%	-	-	-	-	-	31%	-	31%	-	-	31%	*	-	-	-
Biology	All Students	21%	27%	31%	20%	30%	37%	-	*	-	20%	-	31%	*	30%	-	29%	32%	*	-	*	-
	CWD	7%	14%	*	-	*	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	22%	28%	30%	20%	28%	38%	-	*	-	*	-	30%	-	30%	-	25%	33%	*	-	*	-
	EL	5%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	28%	29%	0%	27%	36%	-	*	-	*	-	29%	*	25%	-	29%	-	*	-	-	-
	Female	21%	27%	32%	30%	31%	37%	-	-	-	*	-	32%	*	33%	-	-	32%	*	-	*	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						

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**ISCHOOL VIRTUAL ACADEMY OF TEXAS (221801022) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	73%	79%	85%	81%	83%	84%	-	*	-	100%	43%	86%	92%	84%	*	74%	90%	94%	-	*	-
	CWD	44%	49%	92%	-	100%	80%	-	-	-	*	-	92%	92%	-	-	100%	*	-	-	-	-
	CWOD	77%	81%	84%	81%	82%	85%	-	*	-	100%	43%	86%	-	84%	*	71%	90%	94%	-	*	-
	EL	59%	62%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	71%	79%	74%	56%	64%	78%	-	*	-	100%	40%	75%	100%	71%	-	74%	-	100%	-	-	-
	Female	75%	79%	90%	91%	89%	88%	-	*	-	*	44%	92%	*	90%	*	-	90%	91%	-	*	-
Reading	All Students	74%	84%	91%	85%	94%	90%	-	*	-	100%	*	91%	89%	91%	*	85%	94%	100%	-	-	-
	CWD	43%	54%	89%	-	*	*	-	-	-	*	-	89%	89%	-	-	100%	*	-	-	-	-
	CWOD	78%	87%	91%	85%	94%	91%	-	*	-	*	*	91%	-	91%	*	83%	95%	100%	-	-	-
	EL	57%	67%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	70%	82%	85%	63%	82%	90%	-	-	-	*	-	85%	100%	83%	-	85%	-	100%	-	-	-
	Female	78%	86%	94%	94%	98%	90%	-	*	-	*	*	94%	*	95%	*	-	94%	100%	-	-	-
Mathematics	All Students	71%	74%	59%	63%	54%	58%	-	-	-	*	45%	60%	*	58%	-	49%	65%	*	-	-	-
	CWD	44%	45%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	75%	76%	58%	63%	53%	58%	-	-	-	*	45%	60%	-	58%	-	47%	65%	*	-	-	-
	EL	61%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	76%	49%	*	45%	47%	-	-	-	*	*	48%	*	47%	-	49%	-	-	-	-	-
	Female	71%	72%	65%	80%	58%	66%	-	-	-	-	43%	67%	-	65%	-	-	65%	*	-	-	-
Science	All Students	74%	77%	89%	80%	85%	95%	-	*	-	100%	-	89%	*	89%	-	77%	96%	*	-	*	-
	CWD	47%	49%	*	-	*	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	80%	89%	80%	85%	95%	-	*	-	*	-	89%	-	89%	-	74%	96%	*	-	*	-
	EL	58%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	79%	77%	60%	58%	81%	-	*	-	*	-	77%	*	74%	-	77%	-	*	-	-	-
	Female	75%	76%	96%	90%	97%	96%	-	-	-	*	-	96%	*	96%	-	-	96%	*	-	*	-
SAT/ACT All Subjects	All Students	92%	95%	92%	*	80%	94%	-	-	-	*	83%	95%	-	92%	-	82%	100%	-	-	-	-
	CWD	75%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	95%	92%	*	80%	94%	-	-	-	*	83%	95%	-	92%	-	82%	100%	-	-	-	-
	EL	69%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	95%	82%	*	*	80%	-	-	-	*	*	88%	-	82%	-	82%	-	-	-	-	-
	Female	92%	96%	100%	*	*	100%	-	-	-	-	*	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	50%	72%	63%	69%	74%	-	*	-	83%	29%	74%	85%	71%	*	61%	77%	88%	-	*	-
	CWD	23%	24%	85%	-	100%	80%	-	-	-	*	-	85%	85%	-	-	89%	*	-	-	-	-
	CWOD	50%	53%	71%	63%	68%	73%	-	*	-	90%	29%	73%	-	71%	*	59%	77%	88%	-	*	-
	EL	29%	31%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	45%	50%	61%	50%	48%	67%	-	*	-	75%	20%	63%	89%	59%	-	61%	-	100%	-	-	-
	Female	48%	51%	77%	67%	77%	78%	-	*	-	*	33%	79%	*	77%	*	-	77%	82%	-	*	-

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**ISCHOOL VIRTUAL ACADEMY OF TEXAS (221801022) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	61%	87%	77%	91%	88%	-	*	-	80%	*	87%	78%	88%	*	81%	90%	100%	-	-	-
	CWD	24%	29%	78%	-	*	*	-	-	-	*	-	78%	78%	-	-	83%	*	-	-	-	-
	CWOD	56%	64%	88%	77%	90%	88%	-	*	-	*	*	87%	-	88%	*	80%	90%	100%	-	-	-
	EL	31%	38%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	47%	57%	81%	63%	73%	90%	-	-	-	*	-	81%	83%	80%	-	81%	-	100%	-	-	-
	Female	56%	64%	90%	83%	95%	87%	-	*	-	*	*	90%	*	90%	*	-	90%	100%	-	-	-
Mathematics	All Students	41%	39%	32%	25%	29%	33%	-	-	-	*	27%	32%	*	31%	-	23%	37%	*	-	-	-
	CWD	22%	18%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	44%	41%	31%	25%	26%	33%	-	-	-	*	27%	31%	-	31%	-	21%	37%	*	-	-	-
	EL	29%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	42%	41%	23%	*	18%	21%	-	-	-	*	*	23%	*	21%	-	23%	-	-	-	-	-
	Female	40%	37%	37%	20%	33%	41%	-	-	-	-	29%	37%	-	37%	-	-	37%	*	-	-	-
Science	All Students	46%	49%	76%	53%	71%	85%	-	*	-	100%	-	76%	*	75%	-	66%	81%	*	-	*	-
	CWD	23%	27%	*	-	*	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	49%	51%	75%	53%	70%	85%	-	*	-	*	-	75%	-	75%	-	62%	81%	*	-	*	-
	EL	25%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	52%	66%	40%	50%	69%	-	*	-	*	-	66%	*	62%	-	66%	-	*	-	-	-
	Female	45%	46%	81%	60%	79%	89%	-	-	-	*	-	81%	*	81%	-	-	81%	*	-	*	-
SAT/ACT All Subjects	All Students	64%	73%	56%	*	20%	69%	-	-	-	*	50%	58%	-	56%	-	45%	64%	-	-	-	-
	CWD	43%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	73%	56%	*	20%	69%	-	-	-	*	50%	58%	-	56%	-	45%	64%	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	74%	45%	*	*	40%	-	-	-	*	*	50%	-	45%	-	45%	-	-	-	-	-
	Female	60%	72%	64%	*	*	82%	-	-	-	-	*	64%	-	64%	-	-	64%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	21%	13%	21%	22%	-	*	-	25%	0%	22%	23%	21%	*	18%	23%	29%	-	*	-
	CWD	9%	10%	23%	-	33%	0%	-	-	-	*	-	23%	23%	-	-	22%	*	-	-	-	-
	CWOD	24%	25%	21%	13%	21%	22%	-	*	-	20%	0%	22%	-	21%	*	17%	23%	29%	-	*	-
	EL	12%	12%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	21%	23%	18%	0%	15%	21%	-	*	-	25%	0%	18%	22%	17%	-	18%	-	17%	-	-	-
	Female	23%	25%	23%	18%	23%	22%	-	*	-	*	0%	23%	*	23%	*	-	23%	36%	-	*	-
Reading	All Students	25%	31%	18%	8%	19%	20%	-	*	-	40%	*	18%	11%	19%	*	15%	20%	30%	-	-	-
	CWD	9%	11%	11%	-	*	*	-	-	-	*	-	11%	11%	-	-	0%	*	-	-	-	-
	CWOD	27%	33%	19%	8%	18%	21%	-	*	-	*	*	19%	-	19%	*	17%	19%	30%	-	-	-
	EL	13%	16%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	22%	27%	15%	0%	9%	20%	-	-	-	*	-	15%	0%	17%	-	15%	-	20%	-	-	-
	Female	28%	35%	20%	11%	21%	19%	-	*	-	*	*	20%	*	19%	*	-	20%	40%	-	-	-

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**ISCHOOL VIRTUAL ACADEMY OF TEXAS (221801022) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	18%	12%	13%	14%	10%	-	-	-	*	0%	14%	*	12%	-	9%	14%	*	-	-	-
	CWD	9%	7%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	21%	19%	12%	13%	15%	10%	-	-	-	*	0%	14%	-	12%	-	9%	14%	*	-	-	-
	EL	12%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	19%	9%	*	9%	11%	-	-	-	*	*	10%	*	9%	-	9%	-	-	-	-	-
	Female	19%	16%	14%	20%	17%	10%	-	-	-	-	0%	16%	-	14%	-	-	14%	*	-	-	-
Science	All Students	20%	19%	31%	20%	29%	37%	-	*	-	20%	-	31%	*	30%	-	29%	32%	*	-	*	-
	CWD	8%	11%	*	-	*	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	22%	20%	30%	20%	28%	38%	-	*	-	*	-	30%	-	30%	-	24%	33%	*	-	*	-
	EL	7%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	21%	29%	0%	25%	31%	-	*	-	*	-	29%	*	24%	-	29%	-	*	-	-	-
	Female	19%	17%	32%	30%	31%	37%	-	-	-	*	-	32%	*	33%	-	-	32%	*	-	*	-
SAT/ACT All Subjects	All Students	13%	9%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-	-	-	-
	CWD	11%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	10%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	15%	0%	*	*	0%	-	-	-	*	*	0%	-	0%	-	0%	-	-	-	-	-
	Female	10%	4%	0%	*	*	0%	-	-	-	-	*	0%	-	0%	-	-	0%	-	-	-	-

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	73	53	71	80	-	*	-	*	*	90	-
CWD	90	-	*	*	-	-	-	*	-	90	-
CWOD	71	53	69	79	-	*	-	-	*	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	76	*	71	88	-	-	-	*	-	*	-

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	71	59	71	74	-	*	-	-	*	*	-
<b>Mathematics</b>											
All Students	48	*	50	50	-	-	-	*	-	*	-
CWD	*	-	*	-	-	-	-	-	-	*	-
CWOD	46	*	45	50	-	-	-	*	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	50	-	*	*	-	-	-	*	-	*	-
Female	48	*	50	50	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

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

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

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

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



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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	63	52	62	65	-	*	-	69	48	67	*
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	60%	53%	55%	64%	-	*	*	40%	43%	86%	-

- 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y							
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	Y							
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		Y	Y							

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y		Y	Y							
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N							
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N							
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N							
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N							
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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

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

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

**Part (vii): STAAR Participation**

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	90%	98%	89%	88%	-	*	-	100%	53%	91%	100%	90%	86%	87%	91%	100%
	CWD	100%	-	100%	100%	-	-	-	*	-	100%	100%	-	-	100%	*	-
	CWOD	90%	98%	89%	87%	-	*	-	100%	53%	91%	-	90%	86%	86%	91%	100%
	EL	86%	-	83%	*	-	-	-	-	*	83%	-	86%	86%	-	86%	-
	Male	87%	94%	91%	82%	-	*	-	100%	60%	88%	100%	86%	-	87%	-	100%
	Female	91%	100%	88%	91%	-	*	-	*	50%	93%	*	91%	86%	-	91%	100%
<b>Reading</b>	All Students	99%	100%	97%	100%	-	*	-	100%	*	99%	100%	99%	86%	100%	98%	100%
	CWD	100%	-	*	*	-	-	-	*	-	100%	100%	-	-	100%	*	-
	CWOD	99%	100%	96%	100%	-	*	-	*	*	99%	-	99%	86%	100%	98%	100%
	EL	86%	-	83%	*	-	-	-	-	*	83%	-	86%	86%	-	86%	-
	Male	100%	100%	100%	100%	-	-	-	*	-	100%	100%	100%	-	100%	-	100%
	Female	98%	100%	96%	100%	-	*	-	*	*	99%	*	98%	86%	-	98%	100%
<b>Mathematics</b>	All Students	65%	88%	64%	60%	-	-	-	*	55%	66%	*	64%	-	61%	67%	*
		65%	88%	64%	60%	-	-	-	*	55%	66%	*	64%	-	61%	67%	*
	CWD	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-
		*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	64%	88%	63%	60%	-	-	-	*	55%	65%	-	64%	-	60%	67%	*
		64%	88%	63%	60%	-	-	-	*	55%	65%	-	64%	-	60%	67%	*
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	61%	*	73%	50%	-	-	-	*	*	59%	*	60%	-	61%	-	-
		61%	*	73%	50%	-	-	-	*	*	59%	*	60%	-	61%	-	-
	Female	67%	100%	60%	67%	-	-	-	-	43%	70%	-	67%	-	-	67%	*
		67%	100%	60%	67%	-	-	-	-	43%	70%	-	67%	-	-	67%	*
<b>SAT/ACT All Subjects</b>	All Students	41%	*	28%	42%	-	-	-	*	50%	39%	-	41%	-	41%	41%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	41%	*	28%	42%	-	-	-	*	50%	39%	-	41%	-	41%	41%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	41%	*	57%	29%	-	-	-	*	60%	36%	-	41%	-	41%	-	-
	Female	41%	*	9%	52%	-	-	-	-	43%	41%	-	41%	-	-	41%	-
<b>Non-Participation Rate</b>																	

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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
<b>All Subjects</b>	All Students	10%	2%	11%	12%	-	*	-	0%	47%	9%	0%	10%	14%	13%	9%	0%
	CWD	0%	-	0%	0%	-	-	-	*	-	0%	0%	-	-	0%	*	-
	CWOD	10%	2%	11%	13%	-	*	-	0%	47%	9%	-	10%	14%	14%	9%	0%
	EL	14%	-	17%	*	-	-	-	-	*	17%	-	14%	14%	-	14%	-
	Male	13%	6%	9%	18%	-	*	-	0%	40%	12%	0%	14%	-	13%	-	0%
	Female	9%	0%	12%	9%	-	*	-	*	50%	7%	*	9%	14%	-	9%	0%
<b>Reading</b>	All Students	1%	0%	3%	0%	-	*	-	0%	*	1%	0%	1%	14%	0%	2%	0%
	CWD	0%	-	*	*	-	-	-	*	-	0%	0%	-	-	0%	*	-
	CWOD	1%	0%	4%	0%	-	*	-	*	*	1%	-	1%	14%	0%	2%	0%
	EL	14%	-	17%	*	-	-	-	-	*	17%	-	14%	14%	-	14%	-
	Male	0%	0%	0%	0%	-	-	-	*	-	0%	0%	0%	-	0%	-	0%
	Female	2%	0%	4%	0%	-	*	-	*	*	1%	*	2%	14%	-	2%	0%
<b>Mathematics</b>	All Students	35%	12%	36%	40%	-	-	-	*	45%	34%	*	36%	-	39%	33%	*
	CWD	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	36%	12%	37%	40%	-	-	-	*	45%	35%	-	36%	-	40%	33%	*
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	39%	*	27%	50%	-	-	-	*	*	41%	*	40%	-	39%	-	-
	Female	33%	0%	40%	33%	-	-	-	-	57%	30%	-	33%	-	-	33%	*
<b>Science</b>	All Students	2%	0%	0%	5%	-	*	-	0%	*	1%	*	2%	-	5%	0%	*
	CWD	*	-	*	*	-	-	-	*	-	*	*	-	-	*	*	-
	CWOD	2%	0%	0%	5%	-	*	-	*	*	1%	-	2%	-	6%	0%	*
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	5%	0%	0%	12%	-	*	-	*	*	3%	*	6%	-	5%	-	*
	Female	0%	0%	0%	0%	-	-	-	*	-	0%	*	0%	-	-	0%	*
<b>SAT/ACT All Subjects</b>	All Students	59%	*	72%	58%	-	-	-	*	50%	61%	-	59%	-	59%	59%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	*	72%	58%	-	-	-	*	50%	61%	-	59%	-	59%	59%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	59%	*	43%	71%	-	-	-	*	40%	64%	-	59%	-	59%	-	-
	Female	59%	*	91%	48%	-	-	-	-	57%	59%	-	59%	-	-	59%	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	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		
<b>Out-of-School Suspensions</b>												
	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		
<b>Expulsions</b>												
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	102	22	39	30	1	6	2	2	5		
	Female	135	29	61	38	1	1	0	5	14		
	Total	237	51	100	68	2	7	2	7	19		
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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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
<b>Out-of-School Suspensions</b>												
	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
<b>Expulsions</b>												
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	1	0	1	0	0	0	0	0	0		0
	Female	2	1	1	0	0	0	0	0	0		0
	Total	3	1	2	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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-

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**ISCHOOL VIRTUAL ACADEMY OF TEXAS (221801022) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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**ISCHOOL VIRTUAL ACADEMY OF TEXAS (221801022) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

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

Low Poverty School		
		All School
		Number Percent
Inexperienced Teachers, Principals, and Other School Leaders		29.0 31.5%
Teachers Teaching with Emergency or Provisional Credentials		0.0 -
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		0.0 -

- Indicates there are no data available in the group.

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

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.



	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	42%	*	39%	38%	-	*	-	*	*	*	*
In-State Private Institutions	*	-	*	-	-	-	-	-	-	-	-
Out-of-State Institutions	*	-	*	*	-	-	-	-	-	*	-

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

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**Part (i): Description of State Accountability System**

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

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

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

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

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

### Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	92%	90%	96%	87%	-	90%	-	*	*	93%	60%	95%	94%	88%	94%	-	-	*	*
	CWD	52%	60%	60%	*	-	*	-	-	-	-	*	*	60%	-	-	*	*	-	-	-	-
	CWOD	80%	82%	95%	100%	96%	91%	-	90%	-	*	*	95%	-	95%	94%	92%	97%	-	-	*	*
	EL	66%	70%	94%	-	88%	*	-	100%	-	-	-	94%	-	94%	94%	100%	89%	-	-	-	*
	Male	74%	81%	88%	*	100%	75%	-	80%	-	-	-	88%	*	92%	100%	88%	-	-	-	-	-
	Female	78%	80%	94%	86%	93%	100%	-	100%	-	*	*	97%	*	97%	89%	-	94%	-	-	*	*
Mathematics	All Students	70%	70%	85%	90%	79%	80%	-	100%	-	*	*	86%	40%	89%	88%	92%	81%	-	-	*	*
	CWD	46%	46%	40%	*	-	*	-	-	-	-	*	*	40%	-	-	*	*	-	-	-	-
	CWOD	74%	73%	89%	100%	79%	91%	-	100%	-	*	*	89%	-	89%	88%	96%	84%	-	-	*	*
	EL	64%	59%	88%	-	75%	*	-	100%	-	-	-	88%	-	88%	88%	100%	78%	-	-	-	*
	Male	72%	75%	92%	*	100%	75%	-	100%	-	-	-	92%	*	96%	100%	92%	-	-	-	-	-
	Female	68%	67%	81%	86%	67%	86%	-	100%	-	*	*	82%	*	84%	78%	-	81%	-	-	*	*
Grade 4																						
Reading	All Students	76%	82%	92%	80%	95%	88%	-	100%	-	*	*	92%	*	98%	92%	93%	92%	-	-	-	*
	CWD	48%	52%	*	*	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	*
	CWOD	81%	84%	98%	*	100%	94%	-	100%	-	*	*	98%	-	98%	100%	96%	100%	-	-	-	*
	EL	66%	72%	92%	-	88%	*	-	*	-	-	*	90%	*	100%	92%	100%	83%	-	-	-	-
	Male	73%	79%	93%	-	100%	78%	-	*	-	*	*	92%	*	96%	100%	93%	-	-	-	-	*
	Female	79%	84%	92%	80%	89%	100%	-	*	-	-	*	92%	*	100%	83%	-	92%	-	-	-	-
Mathematics	All Students	68%	70%	87%	60%	86%	94%	-	100%	-	*	*	88%	*	92%	75%	85%	88%	-	-	-	*
	CWD	42%	38%	*	*	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	*
	CWOD	73%	73%	92%	*	89%	100%	-	100%	-	*	*	93%	-	92%	82%	88%	96%	-	-	-	*
	EL	63%	60%	75%	-	63%	*	-	*	-	-	*	80%	*	82%	75%	67%	83%	-	-	-	-
	Male	70%	73%	85%	-	83%	89%	-	*	-	*	*	88%	*	88%	67%	85%	-	-	-	-	*
	Female	67%	67%	88%	60%	89%	100%	-	*	-	-	*	88%	*	96%	83%	-	88%	-	-	-	-
Grade 5																						
Reading	All Students	80%	84%	76%	50%	76%	92%	-	75%	-	-	*	74%	*	77%	75%	77%	74%	-	*	-	-
	CWD	50%	50%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	85%	88%	77%	50%	80%	92%	-	75%	-	-	*	76%	-	77%	75%	77%	78%	-	*	-	-
	EL	71%	74%	75%	-	78%	*	-	*	-	-	-	75%	-	75%	75%	67%	*	-	-	-	-
	Male	77%	81%	77%	50%	80%	90%	-	*	-	-	*	76%	-	77%	67%	77%	-	-	*	-	-
	Female	83%	87%	74%	*	73%	*	-	*	-	-	*	72%	*	78%	*	-	74%	-	-	-	-
Mathematics	All Students	76%	76%	63%	38%	62%	67%	-	88%	-	-	*	64%	*	65%	83%	70%	53%	-	*	-	-
	CWD	50%	49%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	80%	78%	65%	38%	65%	67%	-	88%	-	-	*	65%	-	65%	83%	70%	56%	-	*	-	-
	EL	70%	70%	83%	-	78%	*	-	*	-	-	-	83%	-	83%	83%	89%	*	-	-	-	-
	Male	75%	76%	70%	50%	80%	60%	-	*	-	-	*	72%	-	70%	89%	70%	-	-	*	-	-
	Female	76%	76%	53%	*	45%	*	-	*	-	-	*	50%	*	56%	*	-	53%	-	-	-	-



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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	65%	65%	53%	50%	38%	67%	-	75%	-	-	*	53%	*	54%	42%	53%	53%	-	*	-	-
	CWD	40%	35%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	69%	68%	54%	50%	40%	67%	-	75%	-	-	*	54%	-	54%	42%	53%	56%	-	*	-	-
	EL	52%	46%	42%	-	33%	*	-	*	-	-	-	42%	-	42%	42%	44%	*	-	-	-	-
	Male	67%	66%	53%	67%	30%	60%	-	*	-	-	*	55%	-	53%	44%	53%	-	-	*	-	-
	Female	63%	64%	53%	*	45%	*	-	*	-	-	*	50%	*	56%	*	-	53%	-	-	-	-
Grade 6																						
Reading	All Students	69%	77%	71%	44%	56%	92%	-	86%	-	*	*	71%	57%	73%	36%	79%	63%	-	-	-	*
	CWD	38%	47%	57%	*	*	*	-	-	-	-	-	57%	57%	-	-	*	*	-	-	-	-
	CWOD	74%	80%	73%	40%	56%	91%	-	86%	-	*	*	74%	-	73%	36%	81%	65%	-	-	-	*
	EL	53%	57%	36%	*	17%	-	-	*	-	-	-	36%	-	36%	36%	*	25%	-	-	-	-
	Male	66%	74%	79%	*	73%	83%	-	*	-	*	*	82%	*	81%	*	79%	-	-	-	-	*
	Female	72%	80%	63%	33%	29%	100%	-	*	-	*	*	61%	*	65%	25%	-	63%	-	-	-	-
Mathematics	All Students	72%	76%	75%	56%	67%	83%	-	86%	-	*	*	73%	57%	78%	55%	83%	67%	-	-	-	*
	CWD	47%	49%	57%	*	*	*	-	-	-	-	-	57%	57%	-	-	*	*	-	-	-	-
	CWOD	76%	78%	78%	80%	63%	82%	-	86%	-	*	*	76%	-	78%	55%	86%	70%	-	-	-	*
	EL	61%	63%	55%	*	33%	-	-	*	-	-	-	55%	-	55%	55%	*	50%	-	-	-	-
	Male	73%	77%	83%	*	91%	67%	-	*	-	*	*	82%	*	86%	*	83%	-	-	-	-	*
	Female	72%	74%	67%	50%	29%	100%	-	*	-	*	*	65%	*	70%	50%	-	67%	-	-	-	-
Grade 7																						
Reading	All Students	79%	86%	85%	*	81%	95%	*	78%	-	*	*	84%	*	86%	79%	82%	88%	-	-	-	*
	CWD	47%	55%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	83%	89%	86%	*	85%	95%	*	78%	-	*	*	86%	-	86%	79%	85%	88%	-	-	-	*
	EL	63%	74%	79%	-	73%	*	*	*	-	-	*	78%	-	79%	79%	79%	80%	-	-	-	-
	Male	75%	83%	82%	*	82%	100%	-	*	-	*	-	82%	*	85%	79%	82%	-	-	-	-	*
	Female	83%	89%	88%	*	*	91%	*	100%	-	*	*	88%	-	88%	80%	-	88%	-	-	-	*
Mathematics	All Students	60%	66%	75%	*	71%	76%	*	89%	-	*	*	76%	*	76%	68%	79%	68%	-	-	-	*
	CWD	36%	36%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	63%	68%	76%	*	75%	76%	*	89%	-	*	*	77%	-	76%	68%	82%	68%	-	-	-	*
	EL	45%	51%	68%	-	64%	*	*	*	-	-	*	72%	-	68%	68%	79%	40%	-	-	-	-
	Male	60%	68%	79%	*	76%	90%	-	*	-	*	-	79%	*	82%	79%	79%	-	-	-	-	*
	Female	59%	64%	68%	*	*	64%	*	100%	-	*	*	71%	-	68%	40%	-	68%	-	-	-	*
Grade 8																						
Reading	All Students	82%	88%	80%	60%	75%	92%	-	*	-	*	*	82%	17%	91%	63%	76%	83%	-	-	-	*
	CWD	50%	60%	17%	*	*	*	-	-	-	-	-	17%	17%	-	*	*	*	-	-	-	-
	CWOD	86%	90%	91%	86%	82%	100%	-	*	-	*	*	94%	-	91%	71%	86%	95%	-	-	-	*
	EL	65%	65%	63%	*	40%	-	-	*	-	-	*	71%	*	71%	63%	67%	*	-	-	-	*
	Male	78%	86%	76%	60%	60%	*	-	*	-	*	-	76%	*	86%	67%	76%	-	-	-	-	*
	Female	86%	90%	83%	60%	86%	88%	-	*	-	*	*	86%	*	95%	*	-	83%	-	-	-	*

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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	70%	69%	47%	50%	20%	*	-	-	-	-	*	50%	0%	70%	*	40%	50%	-	-	-	-
	CWD	40%	40%	0%	*	*	*	-	-	-	-	-	0%	0%	-	*	*	*	-	-	-	-
	CWOD	74%	73%	70%	*	*	*	-	-	-	-	*	78%	-	70%	*	*	71%	-	-	-	-
	EL	57%	57%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	68%	73%	40%	*	*	*	-	-	-	-	-	40%	*	*	*	40%	-	-	-	-	-
	Female	72%	67%	50%	*	*	*	-	-	-	-	*	56%	*	71%	*	-	50%	-	-	-	-
Science	All Students	73%	79%	71%	60%	75%	83%	-	*	-	*	*	72%	17%	80%	38%	65%	75%	-	-	-	*
	CWD	42%	43%	17%	*	*	*	-	-	-	-	-	17%	17%	-	*	*	*	-	-	-	-
	CWOD	77%	82%	80%	86%	82%	90%	-	*	-	*	*	82%	-	80%	43%	71%	86%	-	-	-	*
	EL	54%	52%	38%	*	40%	-	-	*	-	-	*	43%	*	43%	38%	33%	*	-	-	-	*
	Male	73%	83%	65%	60%	60%	*	-	*	-	*	-	65%	*	71%	33%	65%	-	-	-	-	*
	Female	73%	75%	75%	60%	86%	75%	-	*	-	*	*	77%	*	86%	*	-	75%	-	-	-	*
End of Course																						
English I	All Students	64%	87%	63%	*	54%	60%	-	80%	-	-	*	64%	20%	69%	38%	64%	59%	-	-	-	*
	CWD	29%	54%	20%	*	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	68%	90%	69%	*	55%	75%	-	80%	-	-	*	68%	-	69%	43%	75%	64%	-	-	-	*
	EL	38%	49%	38%	-	0%	-	-	*	-	-	*	43%	*	43%	38%	*	40%	-	-	-	-
	Male	58%	84%	64%	*	*	67%	-	*	-	-	-	64%	*	75%	*	64%	-	-	-	-	*
	Female	70%	90%	59%	*	56%	*	-	*	-	-	*	60%	*	64%	40%	-	59%	-	-	-	-
English II	All Students	71%	91%	79%	-	83%	60%	-	-	-	*	*	77%	-	79%	*	82%	*	-	-	-	*
	CWD	33%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	76%	94%	79%	-	83%	60%	-	-	-	*	*	77%	-	79%	*	82%	*	-	-	-	*
	EL	43%	66%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	65%	88%	82%	-	*	60%	-	-	-	*	*	80%	-	82%	*	82%	-	-	-	-	*
	Female	77%	93%	*	-	*	-	-	-	-	*	-	*	-	*	*	-	*	-	-	-	-
Algebra I	All Students	74%	85%	76%	83%	59%	88%	-	71%	-	*	*	74%	50%	79%	55%	74%	77%	-	-	-	*
	CWD	46%	52%	50%	*	*	*	-	-	-	-	*	40%	50%	-	*	*	*	-	-	-	*
	CWOD	78%	88%	79%	100%	53%	100%	-	71%	-	*	*	79%	-	79%	50%	80%	78%	-	-	-	*
	EL	64%	63%	55%	*	33%	-	-	*	-	-	*	50%	*	50%	55%	57%	*	-	-	-	*
	Male	71%	84%	74%	80%	57%	86%	-	*	-	*	-	74%	*	80%	57%	74%	-	-	-	-	*
	Female	78%	86%	77%	*	60%	89%	-	*	-	*	*	75%	*	78%	*	-	77%	-	-	-	*
Biology	All Students	82%	94%	96%	*	90%	100%	-	100%	-	-	*	96%	100%	96%	86%	100%	94%	-	-	-	*
	CWD	57%	77%	100%	*	*	*	-	-	-	-	*	*	100%	-	*	*	*	-	-	-	*
	CWOD	86%	96%	96%	*	88%	100%	-	100%	-	-	*	95%	-	96%	83%	100%	92%	-	-	-	*
	EL	66%	75%	86%	-	*	-	-	*	-	-	*	83%	*	83%	86%	*	*	-	-	-	-
	Male	80%	94%	100%	*	*	100%	-	*	-	-	-	100%	*	100%	*	100%	-	-	-	-	*
	Female	85%	95%	94%	*	88%	*	-	*	-	-	*	93%	*	92%	*	-	94%	-	-	-	*

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

**Grade 3**

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	50%	55%	72%	50%	83%	67%	-	70%	-	*	*	75%	20%	77%	82%	68%	75%	-	-	*	*
	CWD	30%	34%	20%	*	-	*	-	-	-	-	*	*	20%	-	-	*	*	-	-	-	-
	CWOD	54%	58%	77%	56%	83%	82%	-	70%	-	*	*	78%	-	77%	82%	71%	81%	-	-	*	*
	EL	37%	44%	82%	-	88%	*	-	75%	-	-	-	82%	-	82%	82%	100%	67%	-	-	-	*
	Male	49%	54%	68%	*	89%	63%	-	80%	-	-	-	68%	*	71%	100%	68%	-	-	-	-	-
	Female	52%	56%	75%	71%	80%	71%	-	60%	-	*	*	79%	*	81%	67%	-	75%	-	-	*	*
Mathematics	All Students	42%	38%	51%	30%	54%	47%	-	60%	-	*	*	53%	0%	55%	65%	56%	47%	-	-	*	*
	CWD	27%	21%	0%	*	-	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	45%	40%	55%	33%	54%	64%	-	60%	-	*	*	56%	-	55%	65%	58%	53%	-	-	*	*
	EL	35%	32%	65%	-	75%	*	-	63%	-	-	-	65%	-	65%	65%	88%	44%	-	-	-	*
	Male	45%	42%	56%	*	67%	50%	-	60%	-	-	-	56%	*	58%	88%	56%	-	-	-	-	-
	Female	39%	34%	47%	29%	47%	43%	-	60%	-	*	*	50%	*	53%	44%	-	47%	-	-	*	*
Grade 4																						
Reading	All Students	53%	56%	69%	60%	62%	76%	-	100%	-	*	*	70%	*	73%	58%	67%	72%	-	-	-	*
	CWD	29%	29%	*	*	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	*
	CWOD	57%	58%	73%	*	63%	81%	-	100%	-	*	*	74%	-	73%	64%	68%	78%	-	-	-	*
	EL	41%	44%	58%	-	38%	*	-	*	-	-	*	60%	*	64%	58%	67%	50%	-	-	-	-
	Male	51%	55%	67%	-	67%	67%	-	*	-	*	*	69%	*	68%	67%	67%	-	-	-	-	*
	Female	55%	57%	72%	60%	56%	88%	-	*	-	-	*	71%	*	78%	50%	-	72%	-	-	-	-
Mathematics	All Students	42%	37%	63%	20%	48%	94%	-	71%	-	*	*	64%	*	67%	33%	70%	56%	-	-	-	*
	CWD	25%	20%	*	*	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	*
	CWOD	45%	38%	67%	*	47%	100%	-	71%	-	*	*	67%	-	67%	36%	72%	61%	-	-	-	*
	EL	34%	25%	33%	-	13%	*	-	*	-	-	*	30%	*	36%	33%	33%	33%	-	-	-	-
	Male	45%	41%	70%	-	50%	89%	-	*	-	*	*	73%	*	72%	33%	70%	-	-	-	-	*
	Female	38%	32%	56%	20%	44%	100%	-	*	-	-	*	54%	*	61%	33%	-	56%	-	-	-	-
Grade 5																						
Reading	All Students	57%	62%	47%	38%	43%	50%	-	63%	-	-	*	49%	*	48%	50%	43%	53%	-	*	-	-
	CWD	29%	29%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	61%	66%	48%	38%	45%	50%	-	63%	-	-	*	50%	-	48%	50%	43%	56%	-	*	-	-
	EL	43%	49%	50%	-	44%	*	-	*	-	-	-	50%	-	50%	50%	56%	*	-	-	-	-
	Male	53%	58%	43%	33%	50%	40%	-	*	-	-	*	45%	-	43%	56%	43%	-	-	*	-	-
	Female	60%	66%	53%	*	36%	*	-	*	-	-	*	56%	*	56%	*	-	53%	-	-	-	-
Mathematics	All Students	47%	43%	24%	25%	10%	33%	-	50%	-	-	*	26%	*	25%	25%	30%	16%	-	*	-	-
	CWD	25%	23%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	50%	45%	25%	25%	10%	33%	-	50%	-	-	*	26%	-	25%	25%	30%	17%	-	*	-	-
	EL	38%	33%	25%	-	22%	*	-	*	-	-	-	25%	-	25%	25%	33%	*	-	-	-	-
	Male	48%	43%	30%	33%	20%	30%	-	*	-	-	*	31%	-	30%	33%	30%	-	-	*	-	-
	Female	46%	42%	16%	*	0%	*	-	*	-	-	*	17%	*	17%	*	-	16%	-	-	-	-

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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	38%	35%	20%	0%	10%	33%	-	50%	-	-	*	21%	*	21%	8%	17%	26%	-	*	-	-
	CWD	23%	24%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	40%	36%	21%	0%	10%	33%	-	50%	-	-	*	22%	-	21%	8%	17%	28%	-	*	-	-
	EL	24%	17%	8%	-	0%	*	-	*	-	-	-	8%	-	8%	8%	11%	*	-	-	-	-
	Male	41%	38%	17%	0%	10%	20%	-	*	-	-	*	17%	-	17%	11%	17%	-	-	*	-	-
	Female	34%	31%	26%	*	9%	*	-	*	-	-	*	28%	*	28%	*	-	26%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	40%	22%	22%	58%	-	57%	-	*	*	40%	29%	41%	27%	33%	46%	-	-	-	*
	CWD	21%	19%	29%	*	*	*	-	-	-	-	-	29%	29%	-	-	*	*	-	-	-	-
	CWOD	46%	49%	41%	20%	25%	55%	-	57%	-	*	*	42%	-	41%	27%	38%	45%	-	-	-	*
	EL	24%	26%	27%	*	17%	-	-	*	-	-	-	27%	-	27%	27%	*	25%	-	-	-	-
	Male	40%	42%	33%	*	27%	33%	-	*	-	*	*	32%	*	38%	*	33%	-	-	-	-	*
	Female	45%	50%	46%	17%	14%	83%	-	*	-	*	*	48%	*	45%	25%	-	46%	-	-	-	-
Mathematics	All Students	38%	36%	21%	0%	11%	25%	-	57%	-	*	*	22%	0%	24%	9%	25%	17%	-	-	-	*
	CWD	20%	15%	0%	*	*	*	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	-
	CWOD	41%	39%	24%	0%	13%	27%	-	57%	-	*	*	26%	-	24%	9%	29%	20%	-	-	-	*
	EL	24%	23%	9%	*	0%	-	-	*	-	-	-	9%	-	9%	9%	*	0%	-	-	-	-
	Male	40%	40%	25%	*	18%	17%	-	*	-	*	*	27%	*	29%	*	25%	-	-	-	-	*
	Female	36%	33%	17%	0%	0%	33%	-	*	-	*	*	17%	*	20%	0%	-	17%	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	68%	*	62%	76%	*	67%	-	*	*	69%	*	69%	53%	65%	72%	-	-	-	*
	CWD	25%	25%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	59%	63%	69%	*	65%	76%	*	67%	-	*	*	70%	-	69%	53%	67%	72%	-	-	-	*
	EL	33%	39%	53%	-	55%	*	*	*	-	-	*	56%	-	53%	53%	57%	40%	-	-	-	-
	Male	50%	57%	65%	*	65%	70%	-	*	-	*	-	65%	*	67%	57%	65%	-	-	-	-	*
	Female	60%	64%	72%	*	*	82%	*	80%	-	*	*	75%	-	72%	40%	-	72%	-	-	-	*
Mathematics	All Students	30%	35%	49%	*	43%	48%	*	67%	-	*	*	50%	*	50%	26%	44%	56%	-	-	-	*
	CWD	18%	16%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	32%	37%	50%	*	45%	48%	*	67%	-	*	*	51%	-	50%	26%	45%	56%	-	-	-	*
	EL	17%	20%	26%	-	18%	*	*	*	-	-	*	28%	-	26%	26%	29%	20%	-	-	-	-
	Male	31%	36%	44%	*	41%	40%	-	*	-	*	-	44%	*	45%	29%	44%	-	-	-	-	*
	Female	29%	34%	56%	*	*	55%	*	80%	-	*	*	58%	-	56%	20%	-	56%	-	-	-	*
Grade 8																						
Reading	All Students	57%	63%	56%	20%	67%	75%	-	*	-	*	*	56%	17%	63%	25%	41%	67%	-	-	-	*
	CWD	25%	30%	17%	*	*	*	-	-	-	-	-	17%	17%	-	*	*	*	-	-	-	-
	CWOD	61%	66%	63%	29%	73%	80%	-	*	-	*	*	64%	-	63%	29%	43%	76%	-	-	-	*
	EL	33%	32%	25%	*	40%	-	-	*	-	-	*	29%	*	29%	25%	17%	*	-	-	-	*
	Male	51%	58%	41%	0%	40%	*	-	*	-	*	-	41%	*	43%	17%	41%	-	-	-	-	*
	Female	63%	68%	67%	40%	86%	63%	-	*	-	*	*	68%	*	76%	*	-	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
Mathematics	All Students	39%	34%	7%	0%	0%	*	-	-	-	-	*	7%	0%	10%	*	20%	0%	-	-	-	-
	CWD	20%	13%	0%	*	*	*	-	-	-	-	-	0%	0%	-	*	*	*	-	-	-	-
	CWOD	41%	37%	10%	*	*	*	-	-	-	-	*	11%	-	10%	*	*	0%	-	-	-	-
	EL	24%	21%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	38%	38%	20%	*	*	*	-	-	-	-	-	20%	*	*	*	20%	-	-	-	-	-
	Female	40%	32%	0%	*	*	*	-	-	-	-	*	0%	*	0%	*	-	0%	-	-	-	-
Science	All Students	44%	45%	22%	10%	33%	17%	-	*	-	*	*	23%	17%	23%	13%	29%	17%	-	-	-	*
	CWD	22%	19%	17%	*	*	*	-	-	-	-	-	17%	17%	-	*	*	*	-	-	-	-
	CWOD	47%	47%	23%	14%	36%	10%	-	*	-	*	*	24%	-	23%	14%	29%	19%	-	-	-	*
	EL	23%	22%	13%	*	20%	-	-	*	-	-	*	14%	*	14%	13%	17%	*	-	-	-	*
	Male	45%	50%	29%	0%	40%	*	-	*	-	*	-	29%	*	29%	17%	29%	-	-	-	-	*
	Female	42%	40%	17%	20%	29%	0%	-	*	-	*	*	18%	*	19%	*	-	17%	-	-	-	*
End of Course																						
English I	All Students	46%	75%	50%	*	31%	60%	-	80%	-	-	*	50%	0%	58%	38%	50%	47%	-	-	-	*
	CWD	17%	28%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	50%	79%	58%	*	36%	75%	-	80%	-	-	*	56%	-	58%	43%	58%	57%	-	-	-	*
	EL	19%	23%	38%	-	0%	-	-	*	-	-	*	43%	*	43%	38%	*	40%	-	-	-	-
	Male	40%	70%	50%	*	*	67%	-	*	-	-	-	50%	*	58%	*	50%	-	-	-	-	*
	Female	53%	79%	47%	*	33%	*	-	*	-	-	*	47%	*	57%	40%	-	47%	-	-	-	-
English II	All Students	54%	81%	64%	-	50%	60%	-	-	-	*	*	69%	-	64%	*	64%	*	-	-	-	*
	CWD	21%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	84%	64%	-	50%	60%	-	-	-	*	*	69%	-	64%	*	64%	*	-	-	-	*
	EL	22%	40%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	48%	75%	64%	-	*	60%	-	-	-	*	*	70%	-	64%	*	64%	-	-	-	-	*
	Female	62%	85%	*	-	*	-	-	-	-	*	-	*	-	*	*	-	*	-	-	-	-
Algebra I	All Students	42%	46%	20%	17%	6%	31%	-	14%	-	*	*	19%	17%	21%	0%	22%	19%	-	-	-	*
	CWD	19%	16%	17%	*	*	*	-	-	-	-	*	20%	17%	-	*	*	*	-	-	-	*
	CWOD	45%	49%	21%	20%	7%	31%	-	14%	-	*	*	19%	-	21%	0%	20%	22%	-	-	-	*
	EL	28%	21%	0%	*	0%	-	-	*	-	-	*	0%	*	0%	0%	0%	*	-	-	-	*
	Male	40%	43%	22%	0%	14%	43%	-	*	-	*	-	22%	*	20%	0%	22%	-	-	-	-	*
	Female	45%	49%	19%	*	0%	22%	-	*	-	*	*	17%	*	22%	*	-	19%	-	-	-	*
Biology	All Students	54%	76%	57%	*	50%	67%	-	80%	-	-	*	54%	40%	61%	57%	58%	56%	-	-	-	*
	CWD	25%	41%	40%	*	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	*
	CWOD	57%	79%	61%	*	38%	86%	-	80%	-	-	*	59%	-	61%	50%	70%	54%	-	-	-	*
	EL	26%	36%	57%	-	*	-	-	*	-	-	*	50%	*	50%	57%	*	*	-	-	-	-
	Male	52%	74%	58%	*	*	80%	-	*	-	-	-	58%	*	70%	*	58%	-	-	-	-	*
	Female	56%	77%	56%	*	63%	*	-	*	-	-	*	50%	*	54%	*	-	56%	-	-	-	*

**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	29%	33%	44%	40%	46%	47%	-	30%	-	*	*	46%	0%	48%	35%	40%	47%	-	-	*	*	
	CWD	12%	16%	0%	*	-	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-	
	CWOD	32%	35%	48%	44%	46%	64%	-	30%	-	*	*	49%	-	48%	35%	42%	53%	-	-	*	*	
	EL	19%	17%	35%	-	50%	*	-	25%	-	-	-	35%	-	35%	35%	50%	22%	-	-	-	*	
	Male	28%	31%	40%	*	33%	63%	-	40%	-	-	-	40%	*	42%	50%	40%	-	-	-	-	-	
	Female	31%	35%	47%	57%	53%	29%	-	20%	-	*	*	50%	*	53%	22%	-	47%	-	-	*	*	
Mathematics	All Students	20%	15%	28%	20%	21%	27%	-	40%	-	*	*	29%	0%	30%	41%	24%	31%	-	-	*	*	
	CWD	10%	7%	0%	*	-	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-	
	CWOD	22%	16%	30%	22%	21%	36%	-	40%	-	*	*	31%	-	30%	41%	25%	34%	-	-	*	*	
	EL	15%	11%	41%	-	38%	*	-	50%	-	-	-	41%	-	41%	41%	38%	44%	-	-	-	*	
	Male	23%	17%	24%	*	11%	25%	-	40%	-	-	-	24%	*	25%	38%	24%	-	-	-	-	-	
	Female	18%	13%	31%	14%	27%	29%	-	40%	-	*	*	32%	*	34%	44%	-	31%	-	-	*	*	
Grade 4																							
Reading	All Students	28%	29%	52%	40%	38%	59%	-	100%	-	*	*	52%	*	56%	42%	44%	60%	-	-	-	*	
	CWD	10%	7%	*	*	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	*	
	CWOD	31%	31%	56%	*	42%	63%	-	100%	-	*	*	57%	-	56%	45%	48%	65%	-	-	-	*	
	EL	18%	22%	42%	-	13%	*	-	*	-	-	*	40%	*	45%	42%	33%	50%	-	-	-	-	
	Male	26%	27%	44%	-	33%	44%	-	*	-	*	*	46%	*	48%	33%	44%	-	-	-	-	*	
	Female	29%	32%	60%	40%	44%	75%	-	*	-	-	*	58%	*	65%	50%	-	60%	-	-	-	-	
Mathematics	All Students	22%	20%	46%	20%	29%	65%	-	71%	-	*	*	46%	*	50%	33%	44%	48%	-	-	-	*	
	CWD	10%	10%	*	*	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	*	
	CWOD	25%	21%	50%	*	32%	69%	-	71%	-	*	*	50%	-	50%	36%	48%	52%	-	-	-	*	
	EL	16%	12%	33%	-	13%	*	-	*	-	-	*	30%	*	36%	33%	33%	33%	-	-	-	-	
	Male	25%	23%	44%	-	17%	56%	-	*	-	*	*	46%	*	48%	33%	44%	-	-	-	-	*	
	Female	19%	18%	48%	20%	44%	75%	-	*	-	-	*	46%	*	52%	33%	-	48%	-	-	-	-	
Grade 5																							
Reading	All Students	36%	38%	24%	25%	24%	25%	-	25%	-	-	*	26%	*	25%	25%	20%	32%	-	*	-	-	
	CWD	12%	15%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	
	CWOD	40%	41%	25%	25%	25%	25%	-	25%	-	-	*	26%	-	25%	25%	20%	33%	-	*	-	-	
	EL	23%	20%	25%	-	33%	*	-	*	-	-	-	25%	-	25%	25%	22%	*	-	-	-	-	
	Male	32%	32%	20%	17%	30%	20%	-	*	-	-	*	21%	-	20%	22%	20%	-	-	*	-	-	
	Female	39%	44%	32%	*	18%	*	-	*	-	-	*	33%	*	33%	*	-	32%	-	-	-	-	
Mathematics	All Students	24%	21%	12%	0%	0%	17%	-	50%	-	-	*	13%	*	13%	8%	13%	11%	-	*	-	-	
	CWD	9%	8%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	
	CWOD	26%	23%	13%	0%	0%	17%	-	50%	-	-	*	13%	-	13%	8%	13%	11%	-	*	-	-	
	EL	17%	14%	8%	-	0%	*	-	*	-	-	-	8%	-	8%	8%	11%	*	-	-	-	-	
	Male	25%	23%	13%	0%	0%	20%	-	*	-	-	*	14%	-	13%	11%	13%	-	-	*	-	-	
	Female	23%	20%	11%	*	0%	*	-	*	-	-	*	11%	*	11%	*	-	11%	-	-	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	14%	4%	0%	0%	17%	-	0%	-	-	*	4%	*	4%	0%	3%	5%	-	*	-	-
	CWD	9%	9%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	19%	14%	4%	0%	0%	17%	-	0%	-	-	*	4%	-	4%	0%	3%	6%	-	*	-	-
	EL	9%	7%	0%	-	0%	*	-	*	-	-	-	0%	-	0%	0%	0%	*	-	-	-	-
	Male	20%	16%	3%	0%	0%	10%	-	*	-	-	*	3%	-	3%	0%	3%	-	-	*	-	-
	Female	15%	12%	5%	*	0%	*	-	*	-	-	*	6%	*	6%	*	-	5%	-	-	-	-
Grade 6																						
Reading	All Students	23%	23%	23%	11%	6%	42%	-	43%	-	*	*	24%	14%	24%	9%	17%	29%	-	-	-	*
	CWD	8%	7%	14%	*	*	*	-	-	-	-	-	14%	14%	-	-	*	*	-	-	-	-
	CWOD	25%	25%	24%	20%	6%	36%	-	43%	-	*	*	26%	-	24%	9%	19%	30%	-	-	-	*
	EL	9%	14%	9%	*	0%	-	-	*	-	-	-	9%	-	9%	9%	*	13%	-	-	-	-
	Male	21%	21%	17%	*	9%	17%	-	*	-	*	*	18%	*	19%	*	17%	-	-	-	-	*
	Female	25%	25%	29%	0%	0%	67%	-	*	-	*	*	30%	*	30%	13%	-	29%	-	-	-	-
Mathematics	All Students	16%	13%	8%	0%	0%	17%	-	29%	-	*	*	9%	0%	10%	0%	0%	17%	-	-	-	*
	CWD	8%	7%	0%	*	*	*	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	-
	CWOD	17%	14%	10%	0%	0%	18%	-	29%	-	*	*	11%	-	10%	0%	0%	20%	-	-	-	*
	EL	7%	5%	0%	*	0%	-	-	*	-	-	-	0%	-	0%	0%	*	0%	-	-	-	-
	Male	17%	14%	0%	*	0%	0%	-	*	-	*	*	0%	*	0%	*	0%	-	-	-	-	*
	Female	14%	12%	17%	0%	0%	33%	-	*	-	*	*	17%	*	20%	0%	-	17%	-	-	-	-
Grade 7																						
Reading	All Students	36%	41%	47%	*	33%	62%	*	33%	-	*	*	48%	*	48%	37%	44%	52%	-	-	-	*
	CWD	11%	12%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	40%	43%	48%	*	35%	62%	*	33%	-	*	*	49%	-	48%	37%	45%	52%	-	-	-	*
	EL	17%	22%	37%	-	36%	*	*	*	-	-	*	39%	-	37%	37%	36%	40%	-	-	-	-
	Male	32%	37%	44%	*	35%	60%	-	*	-	*	-	44%	*	45%	36%	44%	-	-	-	-	*
	Female	41%	45%	52%	*	*	64%	*	40%	-	*	*	54%	-	52%	40%	-	52%	-	-	-	*
Mathematics	All Students	13%	14%	20%	*	10%	29%	*	33%	-	*	*	21%	*	21%	16%	24%	16%	-	-	-	*
	CWD	7%	7%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	14%	14%	21%	*	10%	29%	*	33%	-	*	*	21%	-	21%	16%	24%	16%	-	-	-	*
	EL	6%	7%	16%	-	9%	*	*	*	-	-	*	17%	-	16%	16%	14%	20%	-	-	-	-
	Male	13%	14%	24%	*	12%	40%	-	*	-	*	-	24%	*	24%	14%	24%	-	-	-	-	*
	Female	12%	13%	16%	*	*	18%	*	40%	-	*	*	17%	-	16%	20%	-	16%	-	-	-	*
Grade 8																						
Reading	All Students	37%	42%	34%	20%	42%	33%	-	*	-	*	*	36%	17%	37%	13%	24%	42%	-	-	-	*
	CWD	11%	23%	17%	*	*	*	-	-	-	-	-	17%	17%	-	*	*	*	-	-	-	-
	CWOD	40%	43%	37%	29%	45%	30%	-	*	-	*	*	39%	-	37%	14%	21%	48%	-	-	-	*
	EL	16%	15%	13%	*	20%	-	-	*	-	-	*	14%	*	14%	13%	0%	*	-	-	-	*
	Male	31%	34%	24%	0%	20%	*	-	*	-	*	-	24%	*	21%	0%	24%	-	-	-	-	*
	Female	42%	48%	42%	40%	57%	25%	-	*	-	*	*	45%	*	48%	*	-	42%	-	-	-	*

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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	14%	11%	0%	0%	0%	*	-	-	-	-	*	0%	0%	0%	*	0%	0%	-	-	-	-
	CWD	8%	5%	0%	*	*	*	-	-	-	-	-	0%	0%	-	*	*	*	-	-	-	-
	CWOD	15%	11%	0%	*	*	*	-	-	-	-	*	0%	-	0%	*	*	0%	-	-	-	-
	EL	6%	5%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	14%	13%	0%	*	*	*	-	-	-	-	-	0%	*	*	*	0%	-	-	-	-	-
	Female	14%	8%	0%	*	*	*	-	-	-	-	*	0%	*	0%	*	-	0%	-	-	-	-
Science	All Students	23%	19%	5%	0%	8%	0%	-	*	-	*	*	5%	0%	6%	0%	12%	0%	-	-	-	*
	CWD	9%	10%	0%	*	*	*	-	-	-	-	-	0%	0%	-	*	*	*	-	-	-	-
	CWOD	24%	20%	6%	0%	9%	0%	-	*	-	*	*	6%	-	6%	0%	14%	0%	-	-	-	*
	EL	8%	9%	0%	*	0%	-	-	*	-	-	*	0%	*	0%	0%	0%	*	-	-	-	*
	Male	24%	23%	12%	0%	20%	*	-	*	-	*	-	12%	*	14%	0%	12%	-	-	-	-	*
	Female	21%	16%	0%	0%	0%	0%	-	*	-	*	*	0%	*	0%	*	-	0%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	10%	21%	7%	*	0%	10%	-	20%	-	-	*	7%	0%	8%	0%	14%	0%	-	-	-	*
	CWD	4%	4%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	11%	23%	8%	*	0%	13%	-	20%	-	-	*	8%	-	8%	0%	17%	0%	-	-	-	*
	EL	1%	3%	0%	-	0%	-	-	*	-	-	*	0%	*	0%	0%	*	0%	-	-	-	-
	Male	8%	18%	14%	*	*	17%	-	*	-	-	-	14%	*	17%	*	14%	-	-	-	-	*
	Female	13%	25%	0%	*	0%	*	-	*	-	-	*	0%	*	0%	0%	-	0%	-	-	-	-
English II	All Students	9%	15%	0%	-	0%	0%	-	-	-	*	*	0%	-	0%	*	0%	*	-	-	-	*
	CWD	5%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	9%	16%	0%	-	0%	0%	-	-	-	*	*	0%	-	0%	*	0%	*	-	-	-	*
	EL	1%	1%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	7%	10%	0%	-	*	0%	-	-	-	*	*	0%	-	0%	*	0%	-	-	-	-	*
	Female	11%	18%	*	-	*	-	-	-	-	*	-	*	-	*	*	-	*	-	-	-	-
Algebra I	All Students	26%	28%	12%	17%	6%	19%	-	0%	-	*	*	13%	0%	14%	0%	17%	8%	-	-	-	*
	CWD	8%	6%	0%	*	*	*	-	-	-	-	*	0%	0%	-	*	*	*	-	-	-	*
	CWOD	29%	30%	14%	20%	7%	23%	-	0%	-	*	*	14%	-	14%	0%	20%	9%	-	-	-	*
	EL	14%	13%	0%	*	0%	-	-	*	-	-	*	0%	*	0%	0%	0%	*	-	-	-	*
	Male	25%	27%	17%	0%	14%	29%	-	*	-	*	-	17%	*	20%	0%	17%	-	-	-	-	*
	Female	28%	29%	8%	*	0%	11%	-	*	-	*	*	8%	*	9%	*	-	8%	-	-	-	*
Biology	All Students	21%	27%	36%	*	20%	56%	-	60%	-	-	*	38%	0%	43%	29%	50%	25%	-	-	-	*
	CWD	7%	14%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	*
	CWOD	22%	28%	43%	*	25%	71%	-	60%	-	-	*	45%	-	43%	33%	60%	31%	-	-	-	*
	EL	5%	11%	29%	-	*	-	-	*	-	-	*	33%	*	33%	29%	*	*	-	-	-	-
	Male	21%	28%	50%	*	*	80%	-	*	-	-	-	50%	*	60%	*	50%	-	-	-	-	*
	Female	21%	27%	25%	*	25%	*	-	*	-	-	*	29%	*	31%	*	-	25%	-	-	-	*

**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%	79%	<b>77%</b>	62%	73%	84%	*	85%	-	97%	68%	78%	38%	81%	68%	78%	76%	-	*	*	96%
	CWD	44%	49%	<b>38%</b>	17%	45%	52%	-	-	-	-	40%	38%	38%	-	25%	38%	38%	-	-	-	60%
	CWOD	77%	81%	<b>81%</b>	74%	75%	88%	*	85%	-	97%	72%	81%	-	81%	70%	81%	81%	-	*	*	100%
	EL	59%	62%	<b>68%</b>	80%	56%	85%	*	88%	-	-	54%	69%	25%	70%	68%	73%	61%	-	-	-	100%
	Male	71%	79%	<b>78%</b>	65%	78%	80%	-	84%	-	93%	60%	79%	38%	81%	73%	78%	-	-	*	-	100%
	Female	75%	79%	<b>76%</b>	59%	67%	89%	*	87%	-	100%	71%	77%	38%	81%	61%	-	76%	-	-	*	86%
Reading	All Students	74%	84%	<b>81%</b>	62%	79%	87%	*	86%	-	100%	73%	82%	36%	85%	72%	81%	81%	-	*	*	92%
	CWD	43%	54%	<b>36%</b>	20%	33%	50%	-	-	-	-	*	38%	36%	-	*	33%	35%	-	-	-	*
	CWOD	78%	87%	<b>85%</b>	73%	83%	90%	*	86%	-	100%	85%	85%	-	85%	74%	85%	86%	-	*	*	100%
	EL	57%	67%	<b>72%</b>	*	61%	100%	*	88%	-	-	67%	72%	*	74%	72%	78%	64%	-	-	-	*
	Male	70%	82%	<b>81%</b>	60%	83%	83%	-	83%	-	100%	80%	81%	33%	85%	78%	81%	-	-	*	-	100%
	Female	78%	86%	<b>81%</b>	63%	75%	93%	*	88%	-	100%	70%	82%	35%	86%	64%	-	81%	-	-	*	83%
Mathematics	All Students	71%	74%	<b>76%</b>	61%	70%	81%	*	90%	-	93%	62%	76%	34%	80%	69%	79%	72%	-	*	*	92%
	CWD	44%	45%	<b>34%</b>	10%	56%	40%	-	-	-	-	*	33%	34%	-	*	33%	35%	-	-	-	*
	CWOD	75%	76%	<b>80%</b>	75%	71%	86%	*	90%	-	93%	64%	80%	-	80%	70%	83%	76%	-	*	*	100%
	EL	61%	60%	<b>69%</b>	*	56%	83%	*	92%	-	-	40%	70%	*	70%	69%	76%	59%	-	-	-	*
	Male	71%	76%	<b>79%</b>	65%	79%	78%	-	91%	-	83%	*	80%	33%	83%	76%	79%	-	-	*	-	100%
	Female	71%	72%	<b>72%</b>	58%	59%	85%	*	88%	-	100%	67%	72%	35%	76%	59%	-	72%	-	-	*	83%
Science	All Students	74%	77%	<b>69%</b>	64%	60%	82%	-	71%	-	*	67%	70%	50%	72%	52%	66%	73%	-	*	-	*
	CWD	47%	49%	<b>50%</b>	*	*	*	-	-	-	-	*	45%	50%	-	*	60%	43%	-	-	-	*
	CWOD	78%	80%	<b>72%</b>	72%	62%	83%	-	71%	-	*	60%	72%	-	72%	52%	67%	77%	-	*	-	*
	EL	58%	54%	<b>52%</b>	*	44%	*	-	71%	-	-	*	52%	*	52%	52%	50%	56%	-	-	-	*
	Male	74%	79%	<b>66%</b>	71%	47%	79%	-	63%	-	*	*	67%	60%	67%	50%	66%	-	-	*	-	*
	Female	75%	76%	<b>73%</b>	50%	69%	86%	-	78%	-	*	80%	72%	43%	77%	56%	-	73%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	<b>46%</b>	22%	40%	55%	*	60%	-	74%	24%	47%	14%	49%	37%	45%	47%	-	*	*	82%
	CWD	23%	24%	<b>14%</b>	4%	18%	22%	-	-	-	-	20%	14%	14%	-	13%	17%	13%	-	-	-	40%
	CWOD	50%	53%	<b>49%</b>	26%	42%	59%	*	60%	-	74%	24%	50%	-	49%	38%	47%	51%	-	*	*	88%
	EL	29%	31%	<b>37%</b>	0%	29%	46%	*	57%	-	-	23%	38%	13%	38%	37%	41%	32%	-	-	-	80%
	Male	45%	50%	<b>45%</b>	13%	43%	52%	-	58%	-	80%	10%	46%	17%	47%	41%	45%	-	-	*	-	87%
	Female	48%	51%	<b>47%</b>	30%	37%	58%	*	62%	-	68%	29%	48%	13%	51%	32%	-	47%	-	-	*	71%
Reading	All Students	52%	61%	<b>59%</b>	34%	55%	68%	*	68%	-	82%	27%	60%	18%	63%	51%	54%	64%	-	*	*	92%
	CWD	24%	29%	<b>18%</b>	10%	11%	30%	-	-	-	-	*	19%	18%	-	*	17%	18%	-	-	-	*
	CWOD	56%	64%	<b>63%</b>	41%	58%	71%	*	68%	-	82%	31%	64%	-	63%	52%	57%	69%	-	*	*	100%
	EL	31%	38%	<b>51%</b>	*	43%	67%	*	68%	-	-	17%	53%	*	52%	51%	56%	44%	-	-	-	*
	Male	47%	57%	<b>54%</b>	15%	56%	60%	-	63%	-	75%	20%	55%	17%	57%	56%	54%	-	-	*	-	100%
	Female	56%	64%	<b>64%</b>	48%	54%	78%	*	73%	-	89%	30%	66%	18%	69%	44%	-	64%	-	-	*	83%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	41%	39%	38%	15%	29%	47%	*	54%	-	71%	15%	39%	7%	41%	28%	41%	35%	-	*	*	75%	
	CWD	22%	18%	7%	0%	11%	10%	-	-	-	-	*	7%	7%	-	*	17%	0%	-	-	-	*	
	CWOD	44%	41%	41%	19%	31%	52%	*	54%	-	71%	18%	42%	-	41%	29%	43%	39%	-	*	*	80%	
	EL	29%	25%	28%	*	21%	33%	*	46%	-	-	20%	28%	*	29%	28%	35%	19%	-	-	-	*	
	Male	42%	41%	41%	15%	35%	47%	-	57%	-	83%	*	42%	17%	43%	35%	41%	-	-	*	-	67%	
	Female	40%	37%	35%	15%	22%	48%	*	52%	-	63%	22%	35%	0%	39%	19%	-	35%	-	-	*	83%	
Science	All Students	46%	49%	30%	9%	26%	36%	-	53%	-	*	33%	29%	25%	30%	22%	29%	31%	-	*	-	*	
	CWD	23%	27%	25%	*	*	*	-	-	-	-	*	18%	25%	-	*	20%	29%	-	-	-	*	
	CWOD	49%	51%	30%	11%	23%	38%	-	53%	-	*	20%	31%	-	30%	20%	30%	31%	-	*	-	*	
	EL	25%	23%	22%	*	11%	*	-	57%	-	-	*	20%	*	20%	22%	17%	33%	-	-	-	*	
	Male	47%	52%	29%	7%	18%	42%	-	50%	-	*	*	29%	20%	30%	17%	29%	-	-	*	-	*	
	Female	45%	46%	31%	13%	31%	29%	-	56%	-	*	40%	30%	29%	31%	33%	-	31%	-	-	-	*	
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	22%	24%	25%	13%	18%	33%	*	36%	-	44%	6%	26%	3%	27%	20%	23%	27%	-	*	*	54%	
	CWD	9%	10%	3%	0%	0%	9%	-	-	-	-	0%	3%	3%	-	0%	3%	3%	-	-	-	0%	
	CWOD	24%	25%	27%	16%	19%	36%	*	36%	-	44%	7%	28%	-	27%	21%	25%	30%	-	*	*	63%	
	EL	12%	12%	20%	0%	15%	31%	*	30%	-	-	15%	20%	0%	21%	20%	19%	21%	-	-	-	40%	
	Male	21%	23%	23%	6%	16%	32%	-	35%	-	53%	0%	24%	3%	25%	19%	23%	-	-	*	-	53%	
	Female	23%	25%	27%	20%	20%	35%	*	37%	-	37%	8%	28%	3%	30%	21%	-	27%	-	-	*	50%	
Reading	All Students	25%	31%	34%	23%	27%	42%	*	40%	-	53%	7%	35%	7%	37%	26%	29%	40%	-	*	*	62%	
	CWD	9%	11%	7%	0%	0%	20%	-	-	-	-	*	8%	7%	-	*	8%	6%	-	-	-	*	
	CWOD	27%	33%	37%	30%	29%	44%	*	40%	-	53%	8%	38%	-	37%	27%	31%	43%	-	*	*	73%	
	EL	13%	16%	26%	*	24%	33%	*	28%	-	-	17%	27%	*	27%	26%	26%	26%	-	-	-	*	
	Male	22%	27%	29%	10%	25%	36%	-	33%	-	50%	0%	30%	8%	31%	26%	29%	-	-	*	-	57%	
	Female	28%	35%	40%	33%	30%	49%	*	46%	-	56%	10%	41%	6%	43%	26%	-	40%	-	-	*	67%	
Mathematics	All Students	20%	18%	21%	9%	11%	29%	*	38%	-	36%	8%	21%	0%	23%	17%	20%	21%	-	*	*	50%	
	CWD	9%	7%	0%	0%	0%	0%	-	-	-	-	*	0%	0%	-	*	0%	0%	-	-	-	*	
	CWOD	21%	19%	23%	11%	12%	32%	*	38%	-	36%	9%	23%	-	23%	18%	22%	24%	-	*	*	60%	
	EL	12%	10%	17%	*	10%	33%	*	33%	-	-	20%	17%	*	18%	17%	16%	19%	-	-	-	*	
	Male	21%	19%	20%	5%	9%	29%	-	39%	-	50%	*	21%	0%	22%	16%	20%	-	-	*	-	50%	
	Female	19%	16%	21%	12%	14%	28%	*	36%	-	25%	11%	22%	0%	24%	19%	-	21%	-	-	*	50%	
Science	All Students	20%	19%	12%	0%	7%	21%	-	18%	-	*	0%	13%	0%	13%	7%	15%	8%	-	*	-	*	
	CWD	8%	11%	0%	*	*	*	-	-	-	-	*	0%	0%	-	*	0%	0%	-	-	-	*	
	CWOD	22%	20%	13%	0%	8%	24%	-	18%	-	*	0%	14%	-	13%	8%	17%	10%	-	*	-	*	
	EL	7%	8%	7%	*	0%	*	-	29%	-	-	*	8%	*	8%	7%	6%	11%	-	-	-	*	
	Male	22%	21%	15%	0%	6%	26%	-	25%	-	*	*	16%	0%	17%	6%	15%	-	-	*	-	*	
	Female	19%	17%	8%	0%	8%	14%	-	11%	-	*	0%	9%	0%	10%	11%	-	8%	-	-	-	*	

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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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	78	67	83	74	-	83	-	89	*	63	76
CWD	63	33	83	*	-	-	-	-	-	63	*
CWOD	79	75	83	74	-	83	-	89	*	-	78
EL ◇	76	*	78	80	-	75	-	-	*	*	76
Male	76	60	80	76	-	72	-	100	*	67	77
Female	81	73	88	71	-	94	-	*	*	57	75
<b>Mathematics</b>											
All Students	64	67	57	71	-	71	-	38	50	45	63
CWD	45	43	56	30	-	-	-	-	*	45	*
CWOD	66	74	58	74	-	71	-	38	50	-	63
EL ◇	63	*	59	60	-	70	-	-	*	*	63
Male	62	71	54	69	-	68	-	40	*	40	54
Female	67	63	62	73	-	74	-	*	*	50	79

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

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

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

#### Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
119	28	24%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	49	32	44	57	*	60	-	72	33	18	42
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		N				N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	Y	Y		N				N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N		N				N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		N				N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N		N				N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N		N				N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N				N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N				N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
<b>Federal Graduation Status<sup>Δ</sup></b>											

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

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

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

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

### Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	99%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	100%	99%	-
	CWD	99%	100%	100%	96%	-	-	-	-	100%	98%	99%	-	100%	100%	98%	-
	CWOD	100%	100%	99%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	99%	*	100%	-	100%	100%	99%	98%	99%	100%	-	99%	-
<b>Reading</b>	All Students	99%	100%	99%	99%	*	100%	-	100%	100%	99%	97%	100%	100%	100%	99%	-
	CWD	97%	100%	100%	90%	-	-	-	-	*	96%	97%	-	*	100%	94%	-
	CWOD	100%	100%	99%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	100%	*	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	98%	98%	*	100%	-	100%	100%	99%	94%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	100%	100%	99%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	99%	-
		100%	100%	99%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	99%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	CWD	100%	100%	100%	100%	-	-	-	-	*	100%	100%	-	*	100%	100%	-
		100%	100%	100%	100%	-	-	-	-	*	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	99%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	99%	-
		100%	100%	99%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	100%	*	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
		100%	*	100%	100%	*	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	*	100%	100%	100%	100%	100%	-	-
		100%	100%	100%	100%	-	100%	-	100%	*	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	98%	100%	*	100%	-	100%	100%	99%	100%	99%	100%	-	99%	-
		99%	100%	98%	100%	*	100%	-	100%	100%	99%	100%	99%	100%	-	99%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	1%	0%	*	0%	-	0%	0%	0%	1%	0%	0%	0%	1%	-
	CWD	1%	0%	0%	4%	-	-	-	-	0%	2%	1%	-	0%	0%	2%	-
	CWOD	0%	0%	1%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	1%	*	0%	-	0%	0%	1%	2%	1%	0%	-	1%	-
Reading	All Students	1%	0%	1%	1%	*	0%	-	0%	0%	1%	3%	0%	0%	0%	1%	-
	CWD	3%	0%	0%	10%	-	-	-	-	*	4%	3%	-	*	0%	6%	-
	CWOD	0%	0%	1%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	1%	-
	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	1%	0%	2%	2%	*	0%	-	0%	0%	1%	6%	1%	0%	-	1%	-
Mathematics	All Students	0%	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	-	-	-	*	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	1%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	0%	*	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	*	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	2%	0%	*	0%	-	0%	0%	1%	0%	1%	0%	-	1%	-

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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
<b>Science</b>	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	*	-	-	-	-	*	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	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%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	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		
<b>Out-of-School Suspensions</b>												
	Male	4	0	1	2	0	0	0	1	1		
	Female	4	3	0	1	0	0	0	0	0		
	Total	8	3	1	3	0	0	0	1	1		
<b>Expulsions</b>												



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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	11	1	1	5	-8	2	-8	2	2	2	-8
	Female	6	2	3	1	-8	-8	-8	-8	-8	1	-8
	Total	17	3	4	6	-8	2	-8	2	2	3	-8

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

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

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

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Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	17.1	37.3%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	*	2%
Mathematics	6,408	2%	*	0%	*	2%
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	*	0%
Reading	48,805	1%	25	0%	*	0%
Mathematics	43,293	1%	24	0%	*	0%
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	14%	17%	18%	12%	*	6%	-	13%	23%	22%	13%

- Indicates there are no students in the group.

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

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**Part (i): Description of State Accountability System**

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

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

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

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



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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

### Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	66%	*	80%	54%	-	*	-	*	67%	65%	*	69%	-	81%	47%	-	-	-	*
	CWD	52%	60%	*	-	-	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	80%	82%	69%	*	80%	58%	-	*	-	*	67%	70%	-	69%	-	80%	53%	-	-	-	*
	EL	66%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	81%	81%	*	*	73%	-	*	-	*	100%	75%	*	80%	-	81%	-	-	-	-	*
	Female	78%	80%	47%	*	*	27%	-	-	-	*	43%	50%	*	53%	-	-	47%	-	-	-	-
Mathematics	All Students	70%	70%	76%	*	100%	65%	-	*	-	*	75%	77%	*	80%	-	90%	59%	-	-	-	*
	CWD	46%	46%	*	-	-	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	74%	73%	80%	*	100%	71%	-	*	-	*	75%	83%	-	80%	-	90%	67%	-	-	-	*
	EL	64%	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	72%	75%	90%	*	*	87%	-	*	-	*	80%	94%	*	90%	-	90%	-	-	-	-	*
	Female	68%	67%	59%	*	*	36%	-	-	-	*	71%	50%	*	67%	-	-	59%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	82%	68%	*	38%	71%	-	*	-	*	50%	71%	*	68%	*	73%	56%	-	-	-	-
	CWD	48%	52%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	81%	84%	68%	*	38%	71%	-	*	-	*	56%	69%	-	68%	*	75%	53%	-	-	-	-
	EL	66%	72%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	73%	79%	73%	*	*	63%	-	*	-	-	*	74%	*	75%	-	73%	-	-	-	-	-
	Female	79%	84%	56%	-	0%	88%	-	*	-	*	43%	67%	*	53%	*	-	56%	-	-	-	-
Mathematics	All Students	68%	70%	50%	*	50%	46%	-	*	-	*	30%	57%	*	54%	*	55%	44%	-	-	-	-
	CWD	42%	38%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	73%	73%	54%	*	50%	52%	-	*	-	*	33%	62%	-	54%	*	60%	47%	-	-	-	-
	EL	63%	60%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	70%	73%	55%	*	*	50%	-	*	-	-	*	58%	*	60%	-	55%	-	-	-	-	-
	Female	67%	67%	44%	-	40%	38%	-	*	-	*	29%	56%	*	47%	*	-	44%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	84%	80%	-	100%	71%	-	*	-	*	73%	83%	*	82%	*	65%	100%	-	-	-	-
	CWD	50%	50%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	85%	88%	82%	-	100%	73%	-	*	-	*	80%	82%	-	82%	*	68%	100%	-	-	-	-
	EL	71%	74%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	77%	81%	65%	-	*	56%	-	*	-	-	57%	69%	*	68%	*	65%	-	-	-	-	-
	Female	83%	87%	100%	-	100%	100%	-	-	-	*	*	100%	*	100%	*	-	100%	-	-	-	-
Mathematics	All Students	76%	76%	68%	-	70%	64%	-	*	-	*	64%	69%	*	71%	*	52%	88%	-	-	-	-
	CWD	50%	49%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	80%	78%	71%	-	70%	69%	-	*	-	*	70%	71%	-	71%	*	55%	94%	-	-	-	-
	EL	70%	70%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	75%	76%	52%	-	*	50%	-	*	-	-	43%	53%	*	55%	*	52%	-	-	-	-	-
	Female	76%	76%	88%	-	83%	90%	-	-	-	*	*	85%	*	94%	*	-	88%	-	-	-	-

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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	65%	65%	63%	-	70%	57%	-	*	-	*	55%	66%	*	66%	*	52%	76%	-	-	-	-
	CWD	40%	35%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	69%	68%	66%	-	70%	62%	-	*	-	*	60%	68%	-	66%	*	55%	81%	-	-	-	-
	EL	52%	46%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	67%	66%	52%	-	*	44%	-	*	-	-	29%	59%	*	55%	*	52%	-	-	-	-	-
	Female	63%	64%	76%	-	67%	80%	-	-	-	*	*	69%	*	81%	*	-	76%	-	-	-	-
Grade 6																						
Reading	All Students	69%	77%	82%	*	86%	83%	-	*	-	*	56%	92%	*	83%	*	76%	88%	-	-	-	*
	CWD	38%	47%	*	-	-	*	-	*	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	74%	80%	83%	*	86%	88%	-	*	-	*	56%	95%	-	83%	*	73%	93%	-	-	-	*
	EL	53%	57%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	66%	74%	76%	-	*	80%	-	*	-	*	40%	92%	*	73%	*	76%	-	-	-	-	*
	Female	72%	80%	88%	*	*	88%	-	-	-	*	*	92%	*	93%	*	-	88%	-	-	-	*
Mathematics	All Students	72%	76%	79%	*	71%	89%	-	*	-	*	67%	83%	*	83%	*	82%	75%	-	-	-	*
	CWD	47%	49%	*	-	-	*	-	*	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	76%	78%	83%	*	71%	94%	-	*	-	*	67%	90%	-	83%	*	87%	80%	-	-	-	*
	EL	61%	63%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	73%	77%	82%	-	*	100%	-	*	-	*	80%	83%	*	87%	*	82%	-	-	-	-	*
	Female	72%	74%	75%	*	*	75%	-	-	-	*	*	83%	*	80%	*	-	75%	-	-	-	*
Grade 7																						
Reading	All Students	79%	86%	95%	*	100%	96%	*	-	-	*	85%	100%	*	94%	-	100%	90%	-	-	-	*
	CWD	47%	55%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	83%	89%	94%	*	100%	95%	*	-	-	*	83%	100%	-	94%	-	100%	90%	-	-	-	*
	EL	63%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	75%	83%	100%	-	*	100%	-	-	-	*	100%	100%	*	100%	-	100%	-	-	-	-	-
	Female	83%	89%	90%	*	100%	86%	*	-	-	*	67%	94%	*	90%	-	-	90%	-	-	-	*
Mathematics	All Students	60%	66%	73%	*	75%	74%	*	-	-	*	62%	79%	*	71%	-	81%	67%	-	-	-	*
	CWD	36%	36%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	63%	68%	71%	*	75%	71%	*	-	-	*	58%	78%	-	71%	-	80%	65%	-	-	-	*
	EL	45%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	60%	68%	81%	-	*	80%	-	-	-	*	71%	89%	*	80%	-	81%	-	-	-	-	-
	Female	59%	64%	67%	*	80%	64%	*	-	-	*	50%	69%	*	65%	-	-	67%	-	-	-	*
Grade 8																						
Reading	All Students	82%	88%	74%	*	57%	82%	-	-	-	*	*	71%	*	82%	*	64%	78%	-	-	-	-
	CWD	50%	60%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	86%	90%	82%	*	*	82%	-	-	-	*	*	80%	-	82%	*	78%	88%	-	-	-	-
	EL	65%	65%	*	-	*	-	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	78%	86%	64%	*	*	83%	-	-	-	*	*	67%	*	78%	*	64%	-	-	-	-	-
	Female	86%	90%	78%	-	*	80%	-	-	-	-	*	75%	*	88%	*	-	78%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	69%	79%	*	71%	82%	-	-	-	*	*	76%	*	82%	*	64%	89%	-	-	-	-
	CWD	40%	40%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	74%	73%	82%	*	*	82%	-	-	-	*	*	80%	-	82%	*	78%	88%	-	-	-	-
	EL	57%	57%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	68%	73%	64%	*	*	83%	-	-	-	*	*	67%	*	78%	*	64%	-	-	-	-	-
	Female	72%	67%	89%	-	*	80%	-	-	-	-	*	88%	*	88%	*	-	89%	-	-	-	-
Science	All Students	73%	79%	74%	*	57%	82%	-	-	-	*	*	71%	*	82%	*	64%	78%	-	-	-	-
	CWD	42%	43%	*	-	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD	77%	82%	82%	*	*	82%	-	-	-	*	*	80%	-	82%	*	78%	88%	-	-	-	-
	EL	54%	52%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	73%	83%	64%	*	*	83%	-	-	-	*	*	67%	*	78%	*	64%	-	-	-	-	-
	Female	73%	75%	78%	-	*	80%	-	-	-	-	*	75%	*	88%	*	-	78%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	55%	26%	*	60%	19%	-	*	-	*	25%	27%	*	26%	-	29%	24%	-	-	-	*
	CWD	30%	34%	*	-	-	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	54%	58%	26%	*	60%	21%	-	*	-	*	25%	26%	-	26%	-	25%	27%	-	-	-	*
	EL	37%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	49%	54%	29%	*	*	20%	-	*	-	*	20%	31%	*	25%	-	29%	-	-	-	-	*
	Female	52%	56%	24%	*	*	18%	-	-	-	*	29%	20%	*	27%	-	-	24%	-	-	-	-
Mathematics	All Students	42%	38%	39%	*	40%	31%	-	*	-	*	25%	46%	*	40%	-	52%	24%	-	-	-	*
	CWD	27%	21%	*	-	-	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	45%	40%	40%	*	40%	33%	-	*	-	*	25%	48%	-	40%	-	50%	27%	-	-	-	*
	EL	35%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	42%	52%	*	*	40%	-	*	-	*	40%	56%	*	50%	-	52%	-	-	-	-	*
	Female	39%	34%	24%	*	*	18%	-	-	-	*	14%	30%	*	27%	-	-	24%	-	-	-	-
Grade 4																						
Reading	All Students	53%	56%	41%	*	0%	46%	-	*	-	*	10%	50%	*	41%	*	45%	31%	-	-	-	-
	CWD	29%	29%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	57%	58%	41%	*	0%	48%	-	*	-	*	11%	50%	-	41%	*	45%	33%	-	-	-	-
	EL	41%	44%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	51%	55%	45%	*	*	50%	-	*	-	-	*	47%	*	45%	-	45%	-	-	-	-	-
	Female	55%	57%	31%	-	0%	38%	-	*	-	*	0%	56%	*	33%	*	-	31%	-	-	-	-
Mathematics	All Students	42%	37%	24%	*	0%	21%	-	*	-	*	10%	29%	*	26%	*	27%	19%	-	-	-	-
	CWD	25%	20%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	45%	38%	26%	*	0%	24%	-	*	-	*	11%	31%	-	26%	*	30%	20%	-	-	-	-
	EL	34%	25%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	45%	41%	27%	*	*	25%	-	*	-	-	*	26%	*	30%	-	27%	-	-	-	-	-
	Female	38%	32%	19%	-	0%	13%	-	*	-	*	0%	33%	*	20%	*	-	19%	-	-	-	-

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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
Grade 5																						
Reading	All Students	57%	62%	63%	-	60%	61%	-	*	-	*	55%	66%	*	66%	*	48%	82%	-	-	-	-
	CWD	29%	29%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	61%	66%	66%	-	60%	65%	-	*	-	*	60%	68%	-	66%	*	50%	88%	-	-	-	-
	EL	43%	49%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	53%	58%	48%	-	*	44%	-	*	-	-	29%	56%	*	50%	*	48%	-	-	-	-	-
	Female	60%	66%	82%	-	67%	90%	-	-	-	*	*	77%	*	88%	*	-	82%	-	-	-	-
Mathematics	All Students	47%	43%	25%	-	30%	18%	-	*	-	*	9%	31%	*	26%	*	17%	35%	-	-	-	-
	CWD	25%	23%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	50%	45%	26%	-	30%	19%	-	*	-	*	10%	32%	-	26%	*	18%	38%	-	-	-	-
	EL	38%	33%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	48%	43%	17%	-	*	17%	-	*	-	-	14%	18%	*	18%	*	17%	-	-	-	-	-
	Female	46%	42%	35%	-	50%	20%	-	-	-	*	*	46%	*	38%	*	-	35%	-	-	-	-
Science	All Students	38%	35%	23%	-	30%	18%	-	*	-	*	18%	24%	*	24%	*	22%	24%	-	-	-	-
	CWD	23%	24%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	40%	36%	24%	-	30%	19%	-	*	-	*	20%	25%	-	24%	*	23%	25%	-	-	-	-
	EL	24%	17%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	41%	38%	22%	-	*	22%	-	*	-	-	29%	18%	*	23%	*	22%	-	-	-	-	-
	Female	34%	31%	24%	-	33%	10%	-	-	-	*	*	31%	*	25%	*	-	24%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	45%	*	29%	56%	-	*	-	*	33%	50%	*	47%	*	35%	56%	-	-	-	*
	CWD	21%	19%	*	-	-	*	-	*	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	46%	49%	47%	*	29%	59%	-	*	-	*	33%	52%	-	47%	*	33%	60%	-	-	-	*
	EL	24%	26%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	40%	42%	35%	-	*	40%	-	*	-	*	20%	42%	*	33%	*	35%	-	-	-	-	*
	Female	45%	50%	56%	*	*	75%	-	-	-	*	*	58%	*	60%	*	-	56%	-	-	-	*
Mathematics	All Students	38%	36%	33%	*	14%	44%	-	*	-	*	11%	42%	*	37%	*	41%	25%	-	-	-	*
	CWD	20%	15%	*	-	-	*	-	*	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	41%	39%	37%	*	14%	47%	-	*	-	*	11%	48%	-	37%	*	47%	27%	-	-	-	*
	EL	24%	23%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	40%	40%	41%	-	*	50%	-	*	-	*	20%	50%	*	47%	*	41%	-	-	-	-	*
	Female	36%	33%	25%	*	*	38%	-	-	-	*	*	33%	*	27%	*	-	25%	-	-	-	*
Grade 7																						
Reading	All Students	55%	61%	78%	*	75%	83%	*	-	-	*	62%	88%	*	77%	-	81%	76%	-	-	-	*
	CWD	25%	25%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	59%	63%	77%	*	75%	81%	*	-	-	*	58%	87%	-	77%	-	80%	75%	-	-	-	*
	EL	33%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	50%	57%	81%	-	*	80%	-	-	-	*	71%	89%	*	80%	-	81%	-	-	-	-	-
	Female	60%	64%	76%	*	80%	79%	*	-	-	*	50%	81%	*	75%	-	-	76%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	30%	35%	38%	*	38%	30%	*	-	-	*	15%	50%	*	40%	-	50%	29%	-	-	-	*
	CWD	18%	16%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	32%	37%	40%	*	38%	33%	*	-	-	*	17%	52%	-	40%	-	53%	30%	-	-	-	*
	EL	17%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	31%	36%	50%	-	*	40%	-	-	-	*	29%	67%	*	53%	-	50%	-	-	-	-	-
	Female	29%	34%	29%	*	40%	21%	*	-	-	*	0%	38%	*	30%	-	-	29%	-	-	-	*
<b>Grade 8</b>																						
Reading	All Students	57%	63%	53%	*	43%	55%	-	-	-	*	*	47%	*	59%	*	45%	56%	-	-	-	-
	CWD	25%	30%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	61%	66%	59%	*	*	55%	-	-	-	*	*	53%	-	59%	*	56%	63%	-	-	-	-
	EL	33%	32%	*	-	*	-	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	51%	58%	45%	*	*	67%	-	-	-	*	*	44%	*	56%	*	45%	-	-	-	-	-
	Female	63%	68%	56%	-	*	40%	-	-	-	-	*	50%	*	63%	*	-	56%	-	-	-	-
Mathematics	All Students	39%	34%	42%	*	29%	45%	-	-	-	*	*	41%	*	47%	*	45%	33%	-	-	-	-
	CWD	20%	13%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	41%	37%	47%	*	*	45%	-	-	-	*	*	47%	-	47%	*	56%	38%	-	-	-	-
	EL	24%	21%	*	-	*	-	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	38%	38%	45%	*	*	67%	-	-	-	*	*	44%	*	56%	*	45%	-	-	-	-	-
	Female	40%	32%	33%	-	*	20%	-	-	-	-	*	38%	*	38%	*	-	33%	-	-	-	-
Science	All Students	44%	45%	47%	*	43%	45%	-	-	-	*	*	47%	*	53%	*	55%	33%	-	-	-	-
	CWD	22%	19%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	47%	47%	53%	*	*	45%	-	-	-	*	*	53%	-	53%	*	67%	38%	-	-	-	-
	EL	23%	22%	*	-	*	-	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	45%	50%	55%	*	*	67%	-	-	-	*	*	56%	*	67%	*	55%	-	-	-	-	-
	Female	42%	40%	33%	-	*	20%	-	-	-	-	*	38%	*	38%	*	-	33%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	29%	33%	16%	*	20%	15%	-	*	-	*	8%	19%	*	14%	-	14%	18%	-	-	-	*
	CWD	12%	16%	*	-	-	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	32%	35%	14%	*	20%	17%	-	*	-	*	8%	17%	-	14%	-	10%	20%	-	-	-	*
	EL	19%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	28%	31%	14%	*	*	13%	-	*	-	*	0%	19%	*	10%	-	14%	-	-	-	-	*
	Female	31%	35%	18%	*	*	18%	-	-	-	*	14%	20%	*	20%	-	-	18%	-	-	-	-
Mathematics	All Students	20%	15%	8%	*	40%	0%	-	*	-	*	0%	12%	*	6%	-	10%	6%	-	-	-	*
	CWD	10%	7%	*	-	-	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	22%	16%	6%	*	40%	0%	-	*	-	*	0%	9%	-	6%	-	5%	7%	-	-	-	*
	EL	15%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	23%	17%	10%	*	*	0%	-	*	-	*	0%	13%	*	5%	-	10%	-	-	-	-	*
	Female	18%	13%	6%	*	*	0%	-	-	-	*	0%	10%	*	7%	-	-	6%	-	-	-	-

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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
Grade 4																						
Reading	All Students	28%	29%	22%	*	0%	17%	-	*	-	*	0%	29%	*	24%	*	23%	19%	-	-	-	-
	CWD	10%	7%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	31%	31%	24%	*	0%	19%	-	*	-	*	0%	31%	-	24%	*	25%	20%	-	-	-	-
	EL	18%	22%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	26%	27%	23%	*	*	19%	-	*	-	-	*	26%	*	25%	-	23%	-	-	-	-	-
	Female	29%	32%	19%	-	0%	13%	-	*	-	*	0%	33%	*	20%	*	-	19%	-	-	-	-
Mathematics	All Students	22%	20%	5%	*	0%	4%	-	*	-	*	0%	7%	*	6%	*	9%	0%	-	-	-	-
	CWD	10%	10%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	25%	21%	6%	*	0%	5%	-	*	-	*	0%	8%	-	6%	*	10%	0%	-	-	-	-
	EL	16%	12%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	25%	23%	9%	*	*	6%	-	*	-	-	*	11%	*	10%	-	9%	-	-	-	-	-
	Female	19%	18%	0%	-	0%	0%	-	*	-	*	0%	0%	*	0%	*	-	0%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	35%	-	30%	39%	-	*	-	*	27%	38%	*	37%	*	22%	53%	-	-	-	-
	CWD	12%	15%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	40%	41%	37%	-	30%	42%	-	*	-	*	30%	39%	-	37%	*	23%	56%	-	-	-	-
	EL	23%	20%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	32%	32%	22%	-	*	28%	-	*	-	-	14%	25%	*	23%	*	22%	-	-	-	-	-
	Female	39%	44%	53%	-	50%	60%	-	-	-	*	*	54%	*	56%	*	-	53%	-	-	-	-
Mathematics	All Students	24%	21%	8%	-	10%	7%	-	*	-	*	0%	10%	*	8%	*	0%	18%	-	-	-	-
	CWD	9%	8%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	26%	23%	8%	-	10%	8%	-	*	-	*	0%	11%	-	8%	*	0%	19%	-	-	-	-
	EL	17%	14%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	25%	23%	0%	-	*	0%	-	*	-	-	0%	0%	*	0%	*	0%	-	-	-	-	-
	Female	23%	20%	18%	-	17%	20%	-	-	-	*	*	23%	*	19%	*	-	18%	-	-	-	-
Science	All Students	17%	14%	5%	-	10%	0%	-	*	-	*	0%	7%	*	5%	*	0%	12%	-	-	-	-
	CWD	9%	9%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	19%	14%	5%	-	10%	0%	-	*	-	*	0%	7%	-	5%	*	0%	13%	-	-	-	-
	EL	9%	7%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	20%	16%	0%	-	*	0%	-	*	-	-	0%	0%	*	0%	*	0%	-	-	-	-	-
	Female	15%	12%	12%	-	17%	0%	-	-	-	*	*	15%	*	13%	*	-	12%	-	-	-	-
Grade 6																						
Reading	All Students	23%	23%	24%	*	0%	33%	-	*	-	*	22%	25%	*	27%	*	24%	25%	-	-	-	*
	CWD	8%	7%	*	-	-	*	-	*	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	25%	25%	27%	*	0%	35%	-	*	-	*	22%	29%	-	27%	*	27%	27%	-	-	-	*
	EL	9%	14%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	21%	21%	24%	-	*	30%	-	*	-	*	20%	25%	*	27%	*	24%	-	-	-	-	*
	Female	25%	25%	25%	*	*	38%	-	-	-	*	*	25%	*	27%	*	-	25%	-	-	-	*



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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	16%	13%	18%	*	0%	22%	-	*	-	*	0%	25%	*	20%	*	18%	19%	-	-	-	*
	CWD	8%	7%	*	-	-	*	-	*	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	17%	14%	20%	*	0%	24%	-	*	-	*	0%	29%	-	20%	*	20%	20%	-	-	-	*
	EL	7%	5%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	17%	14%	18%	-	*	20%	-	*	-	*	0%	25%	*	20%	*	18%	-	-	-	-	*
	Female	14%	12%	19%	*	*	25%	-	-	-	*	*	25%	*	20%	*	-	19%	-	-	-	*
Grade 7																						
Reading	All Students	36%	41%	54%	*	50%	61%	*	-	-	*	54%	54%	*	57%	-	63%	48%	-	-	-	*
	CWD	11%	12%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	40%	43%	57%	*	50%	67%	*	-	-	*	58%	57%	-	57%	-	67%	50%	-	-	-	*
	EL	17%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	32%	37%	63%	-	*	60%	-	-	-	*	71%	56%	*	67%	-	63%	-	-	-	-	-
	Female	41%	45%	48%	*	40%	57%	*	-	-	*	33%	50%	*	50%	-	-	48%	-	-	-	*
Mathematics	All Students	13%	14%	14%	*	25%	9%	*	-	-	*	8%	17%	*	14%	-	19%	10%	-	-	-	*
	CWD	7%	7%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	14%	14%	14%	*	25%	10%	*	-	-	*	8%	17%	-	14%	-	20%	10%	-	-	-	*
	EL	6%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	13%	14%	19%	-	*	10%	-	-	-	*	14%	22%	*	20%	-	19%	-	-	-	-	-
	Female	12%	13%	10%	*	20%	7%	*	-	-	*	0%	13%	*	10%	-	-	10%	-	-	-	*
Grade 8																						
Reading	All Students	37%	42%	32%	*	14%	45%	-	-	-	*	*	24%	*	35%	*	27%	33%	-	-	-	-
	CWD	11%	23%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	40%	43%	35%	*	*	45%	-	-	-	*	*	27%	-	35%	*	33%	38%	-	-	-	-
	EL	16%	15%	*	-	*	-	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	31%	34%	27%	*	*	50%	-	-	-	*	*	22%	*	33%	*	27%	-	-	-	-	-
	Female	42%	48%	33%	-	*	40%	-	-	-	-	*	25%	*	38%	*	-	33%	-	-	-	-
Mathematics	All Students	14%	11%	21%	*	0%	36%	-	-	-	*	*	18%	*	24%	*	27%	11%	-	-	-	-
	CWD	8%	5%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	15%	11%	24%	*	*	36%	-	-	-	*	*	20%	-	24%	*	33%	13%	-	-	-	-
	EL	6%	5%	*	-	*	-	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	14%	13%	27%	*	*	50%	-	-	-	*	*	22%	*	33%	*	27%	-	-	-	-	-
	Female	14%	8%	11%	-	*	20%	-	-	-	-	*	13%	*	13%	*	-	11%	-	-	-	-
Science	All Students	23%	19%	26%	*	14%	27%	-	-	-	*	*	24%	*	29%	*	36%	11%	-	-	-	-
	CWD	9%	10%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	24%	20%	29%	*	*	27%	-	-	-	*	*	27%	-	29%	*	44%	13%	-	-	-	-
	EL	8%	9%	*	-	*	-	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	24%	23%	36%	*	*	50%	-	-	-	*	*	33%	*	44%	*	36%	-	-	-	-	-
	Female	21%	16%	11%	-	*	0%	-	-	-	-	*	13%	*	13%	*	-	11%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	73%	79%	73%	47%	74%	71%	*	87%	-	94%	64%	76%	35%	76%	58%	71%	75%	-	-	-	60%
	CWD	44%	49%	35%	-	11%	32%	-	*	-	*	20%	41%	35%	-	*	38%	31%	-	-	-	-
	CWOD	77%	81%	76%	47%	79%	74%	*	92%	-	93%	67%	79%	-	76%	61%	74%	78%	-	-	-	60%
	EL	59%	62%	58%	-	59%	-	-	*	-	-	36%	70%	*	61%	58%	54%	61%	-	-	-	-
	Male	71%	79%	71%	43%	66%	69%	-	85%	-	100%	63%	74%	38%	74%	54%	71%	-	-	-	-	*
	Female	75%	79%	75%	50%	78%	74%	*	*	-	85%	65%	79%	31%	78%	61%	-	75%	-	-	-	33%
Reading	All Students	74%	84%	77%	63%	80%	75%	*	86%	-	93%	68%	81%	50%	80%	58%	76%	79%	-	-	-	60%
	CWD	43%	54%	50%	-	*	50%	-	*	-	*	*	58%	50%	-	*	56%	43%	-	-	-	-
	CWOD	78%	87%	80%	63%	85%	77%	*	83%	-	92%	72%	83%	-	80%	64%	78%	82%	-	-	-	60%
	EL	57%	67%	58%	-	64%	-	-	*	-	-	40%	71%	*	64%	58%	60%	57%	-	-	-	-
	Male	70%	82%	76%	*	82%	72%	-	83%	-	100%	72%	78%	56%	78%	60%	76%	-	-	-	-	*
	Female	78%	86%	79%	60%	78%	80%	*	*	-	83%	64%	85%	43%	82%	57%	-	79%	-	-	-	*
Mathematics	All Students	71%	74%	70%	38%	71%	68%	*	86%	-	93%	60%	73%	31%	73%	58%	70%	69%	-	-	-	60%
	CWD	44%	45%	31%	-	*	20%	-	*	-	*	*	33%	31%	-	*	33%	29%	-	-	-	-
	CWOD	75%	76%	73%	38%	74%	72%	*	100%	-	92%	63%	77%	-	73%	55%	73%	73%	-	-	-	60%
	EL	61%	60%	58%	-	55%	-	-	*	-	-	40%	71%	*	55%	58%	40%	71%	-	-	-	-
	Male	71%	76%	70%	*	53%	71%	-	83%	-	100%	62%	73%	33%	73%	40%	70%	-	-	-	-	*
	Female	71%	72%	69%	40%	82%	65%	*	*	-	83%	59%	74%	29%	73%	71%	-	69%	-	-	-	*
Science	All Students	74%	77%	66%	*	65%	66%	-	*	-	*	57%	69%	0%	72%	57%	56%	80%	-	-	-	-
	CWD	47%	49%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	78%	80%	72%	*	79%	69%	-	*	-	*	67%	74%	-	72%	67%	61%	87%	-	-	-	-
	EL	58%	54%	57%	-	57%	-	-	-	-	-	*	67%	*	67%	57%	*	*	-	-	-	-
	Male	74%	79%	56%	*	57%	54%	-	*	-	*	33%	64%	*	61%	*	56%	-	-	-	-	-
	Female	75%	76%	80%	-	70%	80%	-	-	-	*	100%	75%	*	87%	*	-	80%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	50%	40%	18%	35%	39%	*	67%	-	72%	27%	45%	16%	42%	16%	41%	40%	-	-	-	40%
	CWD	23%	24%	16%	-	0%	14%	-	*	-	*	10%	19%	16%	-	*	24%	6%	-	-	-	-
	CWOD	50%	53%	42%	18%	38%	41%	*	69%	-	75%	29%	48%	-	42%	18%	42%	43%	-	-	-	40%
	EL	29%	31%	16%	-	17%	-	-	*	-	-	0%	25%	*	18%	16%	8%	22%	-	-	-	-
	Male	45%	50%	41%	14%	24%	40%	-	62%	-	79%	33%	43%	24%	42%	8%	41%	-	-	-	-	*
	Female	48%	51%	40%	20%	42%	39%	*	*	-	62%	21%	48%	6%	43%	22%	-	40%	-	-	-	33%
Reading	All Students	52%	61%	51%	13%	45%	53%	*	71%	-	67%	40%	55%	31%	53%	17%	46%	56%	-	-	-	40%
	CWD	24%	29%	31%	-	*	30%	-	*	-	*	*	33%	31%	-	*	44%	14%	-	-	-	-
	CWOD	56%	64%	53%	13%	49%	55%	*	67%	-	69%	42%	57%	-	53%	18%	47%	60%	-	-	-	40%
	EL	31%	38%	17%	-	18%	-	-	*	-	-	0%	29%	*	18%	17%	0%	29%	-	-	-	-
	Male	47%	57%	46%	*	29%	47%	-	67%	-	78%	38%	49%	44%	47%	0%	46%	-	-	-	-	*
	Female	56%	64%	56%	20%	56%	61%	*	*	-	50%	43%	62%	14%	60%	29%	-	56%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	39%	<b>33%</b>	25%	24%	29%	*	71%	-	73%	16%	39%	6%	35%	8%	37%	27%	-	-	-	40%
	CWD	22%	18%	<b>6%</b>	-	*	0%	-	*	-	*	*	8%	6%	-	*	11%	0%	-	-	-	-
	CWOD	44%	41%	<b>35%</b>	25%	26%	32%	*	83%	-	77%	17%	42%	-	35%	9%	40%	30%	-	-	-	40%
	EL	29%	25%	<b>8%</b>	-	9%	-	-	*	-	-	0%	14%	*	9%	8%	0%	14%	-	-	-	-
	Male	42%	41%	<b>37%</b>	*	18%	35%	-	67%	-	78%	28%	41%	11%	40%	0%	37%	-	-	-	-	*
	Female	40%	37%	<b>27%</b>	20%	29%	22%	*	*	-	67%	3%	38%	0%	30%	14%	-	27%	-	-	-	*
Science	All Students	46%	49%	<b>31%</b>	*	35%	26%	-	*	-	*	21%	33%	0%	33%	29%	32%	28%	-	-	-	-
	CWD	23%	27%	<b>0%</b>	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	49%	51%	<b>33%</b>	*	43%	28%	-	*	-	*	25%	36%	-	33%	33%	35%	30%	-	-	-	-
	EL	25%	23%	<b>29%</b>	-	29%	-	-	-	-	-	*	33%	*	33%	29%	*	*	-	-	-	-
	Male	47%	52%	<b>32%</b>	*	29%	33%	-	*	-	*	33%	32%	*	35%	*	32%	-	-	-	-	-
	Female	45%	46%	<b>28%</b>	-	40%	13%	-	-	-	*	0%	35%	*	30%	*	-	28%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	<b>20%</b>	12%	15%	20%	*	27%	-	31%	14%	22%	5%	21%	6%	19%	21%	-	-	-	0%
	CWD	9%	10%	<b>5%</b>	-	0%	0%	-	*	-	*	0%	7%	5%	-	*	10%	0%	-	-	-	-
	CWOD	24%	25%	<b>21%</b>	12%	16%	22%	*	31%	-	29%	15%	23%	-	21%	7%	19%	23%	-	-	-	0%
	EL	12%	12%	<b>6%</b>	-	7%	-	-	*	-	-	0%	10%	*	7%	6%	0%	11%	-	-	-	-
	Male	21%	23%	<b>19%</b>	0%	10%	18%	-	23%	-	42%	16%	19%	10%	19%	0%	19%	-	-	-	-	*
	Female	23%	25%	<b>21%</b>	20%	18%	23%	*	*	-	15%	11%	25%	0%	23%	11%	-	21%	-	-	-	0%
Reading	All Students	25%	31%	<b>30%</b>	13%	20%	34%	*	43%	-	33%	26%	32%	6%	32%	8%	27%	34%	-	-	-	0%
	CWD	9%	11%	<b>6%</b>	-	*	0%	-	*	-	*	*	8%	6%	-	*	11%	0%	-	-	-	-
	CWOD	27%	33%	<b>32%</b>	13%	22%	37%	*	50%	-	31%	28%	34%	-	32%	9%	29%	37%	-	-	-	0%
	EL	13%	16%	<b>8%</b>	-	9%	-	-	*	-	-	0%	14%	*	9%	8%	0%	14%	-	-	-	-
	Male	22%	27%	<b>27%</b>	*	12%	29%	-	33%	-	44%	28%	27%	11%	29%	0%	27%	-	-	-	-	*
	Female	28%	35%	<b>34%</b>	20%	26%	41%	*	*	-	17%	25%	38%	0%	37%	14%	-	34%	-	-	-	*
Mathematics	All Students	20%	18%	<b>11%</b>	13%	11%	10%	*	14%	-	20%	3%	14%	6%	12%	0%	12%	11%	-	-	-	0%
	CWD	9%	7%	<b>6%</b>	-	*	0%	-	*	-	*	*	8%	6%	-	*	11%	0%	-	-	-	-
	CWOD	21%	19%	<b>12%</b>	13%	12%	11%	*	17%	-	15%	4%	15%	-	12%	0%	12%	11%	-	-	-	0%
	EL	12%	10%	<b>0%</b>	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	21%	19%	<b>12%</b>	*	12%	9%	-	17%	-	33%	7%	14%	11%	12%	0%	12%	-	-	-	-	*
	Female	19%	16%	<b>11%</b>	20%	11%	11%	*	*	-	0%	0%	15%	0%	11%	0%	-	11%	-	-	-	*
Science	All Students	20%	19%	<b>12%</b>	*	12%	8%	-	*	-	*	7%	13%	0%	13%	14%	12%	12%	-	-	-	-
	CWD	8%	11%	<b>0%</b>	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	22%	20%	<b>13%</b>	*	14%	8%	-	*	-	*	8%	14%	-	13%	17%	13%	13%	-	-	-	-
	EL	7%	8%	<b>14%</b>	-	14%	-	-	-	-	-	*	17%	*	17%	14%	*	*	-	-	-	-
	Male	22%	21%	<b>12%</b>	*	0%	13%	-	*	-	*	11%	12%	*	13%	*	12%	-	-	-	-	-
	Female	19%	17%	<b>12%</b>	-	20%	0%	-	-	-	*	0%	15%	*	13%	*	-	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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	70	*	65	72	*	90	-	63	74	60	70
CWD	60	-	*	67	-	*	-	*	*	60	*
CWOD	71	*	66	73	*	*	-	64	75	-	67
EL ◇	70	-	67	-	-	*	-	-	60	*	70
Male	68	*	73	69	-	*	-	*	75	50	90
Female	72	*	61	77	*	*	-	*	73	*	50
<b>Mathematics</b>											
All Students	53	*	47	57	*	60	-	50	53	70	50
CWD	70	-	*	67	-	*	-	*	*	70	*
CWOD	52	*	43	56	*	*	-	43	52	-	45
EL ◇	50	-	45	-	-	*	-	-	60	*	50
Male	48	*	36	51	-	*	-	*	39	67	40
Female	59	*	53	65	*	*	-	*	70	*	58

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

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

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

#### Part (iv): English Language Proficiency

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

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

- Indicates there are no students in the group.

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

◇ Indicates data reporting does not meet for Minimum Size.

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

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	44	26	41	43	*	60	-	66	35	19	27
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	N					Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		Y	N					N		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N		
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N					N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%

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

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

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

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

### Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	<b>98%</b>	100%	99%	98%	*	100%	-	100%	99%	98%	100%	98%	100%	99%	97%	-
	CWD	<b>100%</b>	-	100%	100%	-	*	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	<b>98%</b>	100%	99%	98%	*	100%	-	100%	99%	98%	-	98%	100%	99%	97%	-
	EL	<b>100%</b>	-	100%	-	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	<b>99%</b>	100%	100%	99%	-	100%	-	100%	100%	99%	100%	99%	100%	99%	-	-
	Female	<b>97%</b>	100%	98%	96%	*	*	-	100%	98%	97%	100%	97%	100%	-	97%	-

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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
<b>Reading</b>	All Students	99%	100%	98%	98%	*	100%	-	100%	98%	99%	100%	98%	100%	100%	97%	-
	CWD	100%	-	*	100%	-	*	-	*	*	100%	100%	-	*	100%	100%	-
	CWOD	98%	100%	98%	98%	*	100%	-	100%	98%	99%	-	98%	100%	100%	97%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	97%	100%	96%	96%	*	*	-	100%	97%	97%	100%	97%	100%	-	97%	-
<b>Mathematics</b>	All Students	99%	100%	100%	98%	*	100%	-	100%	100%	98%	100%	98%	100%	99%	98%	-
		99%	100%	100%	98%	*	100%	-	100%	100%	98%	100%	98%	100%	99%	98%	-
	CWD	100%	-	*	100%	-	*	-	*	*	100%	100%	-	*	100%	100%	-
		100%	-	*	100%	-	*	-	*	*	100%	100%	-	*	100%	100%	-
	CWOD	98%	100%	100%	98%	*	100%	-	100%	100%	98%	-	98%	100%	99%	98%	-
		98%	100%	100%	98%	*	100%	-	100%	100%	98%	-	98%	100%	99%	98%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
		100%	-	100%	-	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	*	100%	99%	-	100%	-	100%	100%	99%	100%	99%	100%	99%	-	-
		99%	*	100%	99%	-	100%	-	100%	100%	99%	100%	99%	100%	99%	-	-
	Female	98%	100%	100%	96%	*	*	-	100%	100%	97%	100%	98%	100%	-	98%	-
		98%	100%	100%	96%	*	*	-	100%	100%	97%	100%	98%	100%	-	98%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	2%	0%	1%	2%	*	0%	-	0%	1%	2%	0%	2%	0%	1%	3%	-
	CWD	0%	-	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	2%	0%	1%	2%	*	0%	-	0%	1%	2%	-	2%	0%	1%	3%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	-	0%	-	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	3%	0%	2%	4%	*	*	-	0%	2%	3%	0%	3%	0%	-	3%	-
<b>Reading</b>	All Students	1%	0%	2%	2%	*	0%	-	0%	2%	1%	0%	2%	0%	0%	3%	-
	CWD	0%	-	*	0%	-	*	-	*	*	0%	0%	-	*	0%	0%	-
	CWOD	2%	0%	2%	2%	*	0%	-	0%	2%	1%	-	2%	0%	0%	3%	-
	EL	0%	-	0%	-	-	*	-	-	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
<b>Reading</b>	Female	3%	0%	4%	4%	*	*	-	0%	3%	3%	0%	3%	0%	-	3%	-
<b>Mathematics</b>	All Students	1%	0%	0%	2%	*	0%	-	0%	0%	2%	0%	2%	0%	1%	2%	-
	CWD	0%	-	*	0%	-	*	-	*	*	0%	0%	-	*	0%	0%	-
	CWOD	2%	0%	0%	2%	*	0%	-	0%	0%	2%	-	2%	0%	1%	2%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	*	0%	1%	-	0%	-	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	2%	0%	0%	4%	*	*	-	0%	0%	3%	0%	2%	0%	-	2%	-
<b>Science</b>	All Students	3%	*	0%	5%	-	*	-	*	0%	4%	0%	4%	0%	3%	4%	-
	CWD	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-
	CWOD	4%	*	0%	5%	-	*	-	*	0%	5%	-	4%	0%	3%	4%	-
	EL	0%	-	0%	-	-	-	-	-	*	0%	*	0%	0%	*	*	-
	Male	3%	*	0%	4%	-	*	-	*	0%	4%	*	3%	*	3%	-	-
	Female	4%	-	0%	7%	-	-	-	*	0%	5%	*	4%	*	-	4%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	5	0	0	5	0	0	0	0	0		
	Female	2	0	1	0	0	0	0	1	0		
	Total	7	0	1	5	0	0	0	1	0		
<b>Out-of-School Suspensions</b>												
	Male	9	0	2	7	0	0	0	0	0		
	Female	3	0	2	1	0	0	0	0	0		
	Total	12	0	4	8	0	0	0	0	0		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	1	0	1	0	0	0	0	0	1		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	1		0
<b>Out-of-School Suspensions</b>												

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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	4	0	1	2	0	0	0	1	1		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	0	1	2	0	0	0	1	1		0
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	6	-8	1	5	-8	-8	-8	-8	-8	-8	-8
	Female	7	-8	2	4	-8	-8	-8	1	-8	-8	-8
	Total	13	-8	3	9	-8	-8	-8	1	-8	-8	-8

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

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

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**Part (ix): Teacher Quality Data**

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

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	22.7%
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	0.0	-

- Indicates there are no data available in the group.

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

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	8%	18%	16%	7%	*	*	*	0%	12%	7%	*

- Indicates there are no students in the group.

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



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**Part (i): Description of State Accountability System**

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

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

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

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

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

### Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	76%	80%	64%	*	64%	*	-	-	-	-	67%	*	33%	73%	63%	69%	60%	-	-	-	*	
	CWD	52%	60%	33%	*	40%	-	-	-	-	-	33%	-	33%	-	40%	*	*	-	-	-	-	
	CWOD	80%	82%	73%	*	71%	*	-	-	-	-	76%	*	-	73%	73%	78%	69%	-	-	-	*	
	EL	66%	70%	63%	*	67%	-	-	-	-	-	63%	-	40%	73%	63%	75%	50%	-	-	-	-	
	Male	74%	81%	69%	*	78%	*	-	-	-	-	69%	-	*	78%	75%	69%	-	-	-	-	*	
	Female	78%	80%	60%	*	54%	-	-	-	-	-	64%	*	*	69%	50%	-	60%	-	-	-	-	
Mathematics	All Students	70%	70%	57%	*	50%	*	-	-	-	-	59%	*	17%	68%	44%	62%	53%	-	-	-	*	
	CWD	46%	46%	17%	*	20%	-	-	-	-	-	17%	-	17%	-	20%	*	*	-	-	-	-	
	CWOD	74%	73%	68%	*	59%	*	-	-	-	-	71%	*	-	68%	55%	78%	62%	-	-	-	*	
	EL	64%	59%	44%	*	47%	-	-	-	-	-	44%	-	20%	55%	44%	50%	38%	-	-	-	-	
	Male	72%	75%	62%	*	56%	*	-	-	-	-	62%	-	*	78%	50%	62%	-	-	-	-	*	
	Female	68%	67%	53%	*	46%	-	-	-	-	-	57%	*	*	62%	38%	-	53%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	82%	92%	*	89%	-	*	-	-	*	91%	*	*	96%	94%	100%	89%	-	-	-	-	
	CWD	48%	52%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-	
	CWOD	81%	84%	96%	*	94%	-	*	-	-	*	95%	*	-	96%	94%	100%	94%	-	-	-	-	
	EL	66%	72%	94%	-	94%	-	-	-	-	-	94%	-	-	94%	94%	*	93%	-	-	-	-	
	Male	73%	79%	100%	*	*	-	*	-	-	-	100%	*	-	100%	*	100%	-	-	-	-	-	
	Female	79%	84%	89%	*	88%	-	-	-	-	*	89%	-	*	94%	93%	-	89%	-	-	-	-	
Mathematics	All Students	68%	70%	63%	*	63%	-	*	-	-	*	65%	*	*	65%	65%	83%	56%	-	-	-	-	
	CWD	42%	38%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-	
	CWOD	73%	73%	65%	*	67%	-	*	-	-	*	68%	*	-	65%	65%	83%	59%	-	-	-	-	
	EL	63%	60%	65%	-	65%	-	-	-	-	-	65%	-	-	65%	65%	*	57%	-	-	-	-	
	Male	70%	73%	83%	*	*	-	*	-	-	-	100%	*	-	83%	*	83%	-	-	-	-	-	
	Female	67%	67%	56%	*	56%	-	-	-	-	*	56%	-	*	59%	57%	-	56%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	84%	79%	100%	73%	*	-	-	-	*	78%	86%	*	81%	73%	82%	76%	-	-	-	-	
	CWD	50%	50%	*	*	*	-	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	85%	88%	81%	100%	72%	*	-	-	-	-	79%	86%	-	81%	73%	81%	80%	-	-	-	-	
	EL	71%	74%	73%	-	73%	-	-	-	-	-	75%	*	-	73%	73%	80%	60%	-	-	-	-	
	Male	77%	81%	82%	100%	71%	*	-	-	-	-	78%	*	*	81%	80%	82%	-	-	-	-	-	
	Female	83%	87%	76%	*	75%	-	-	-	-	*	79%	*	*	80%	60%	-	76%	-	-	-	-	
Mathematics	All Students	76%	76%	79%	89%	76%	*	-	-	-	*	78%	71%	*	80%	67%	82%	71%	-	-	-	-	
	CWD	50%	49%	*	*	*	-	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	80%	78%	80%	88%	75%	*	-	-	-	-	82%	71%	-	80%	67%	85%	73%	-	-	-	-	
	EL	70%	70%	67%	-	67%	-	-	-	-	-	67%	*	-	67%	67%	80%	40%	-	-	-	-	
	Male	75%	76%	82%	80%	79%	*	-	-	-	-	79%	*	*	85%	80%	82%	-	-	-	-	-	
	Female	76%	76%	71%	*	67%	-	-	-	-	*	71%	*	*	73%	40%	-	71%	-	-	-	-	

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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	65%	65%	62%	89%	54%	*	-	-	-	*	59%	71%	*	64%	60%	68%	53%	-	-	-	-	
	CWD	40%	35%	*	*	*	-	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	69%	68%	64%	88%	56%	*	-	-	-	-	62%	71%	-	64%	60%	67%	60%	-	-	-	-	
	EL	52%	46%	60%	-	60%	-	-	-	-	-	58%	*	-	60%	60%	70%	40%	-	-	-	-	
	Male	67%	66%	68%	80%	64%	*	-	-	-	-	67%	*	*	67%	70%	68%	-	-	-	-	-	
	Female	63%	64%	53%	*	42%	-	-	-	-	*	50%	*	*	60%	40%	-	53%	-	-	-	-	-
Grade 6																							
Reading	All Students	69%	77%	73%	80%	64%	100%	*	-	*	-	66%	100%	*	75%	63%	68%	81%	-	-	-	*	
	CWD	38%	47%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	74%	80%	75%	*	64%	100%	*	-	*	-	68%	100%	-	75%	63%	71%	81%	-	-	-	*	
	EL	53%	57%	63%	-	60%	*	*	-	*	-	57%	*	-	63%	63%	57%	70%	-	-	-	-	
	Male	66%	74%	68%	*	59%	*	*	-	-	-	58%	100%	*	71%	57%	68%	-	-	-	-	-	
	Female	72%	80%	81%	*	75%	*	*	-	*	-	77%	*	-	81%	70%	-	81%	-	-	-	-	*
Mathematics	All Students	72%	76%	68%	60%	64%	100%	*	-	*	-	63%	89%	*	70%	58%	60%	81%	-	-	-	*	
	CWD	47%	49%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	76%	78%	70%	*	64%	100%	*	-	*	-	65%	89%	-	70%	58%	63%	81%	-	-	-	*	
	EL	61%	63%	58%	-	55%	*	*	-	*	-	57%	*	-	58%	58%	50%	70%	-	-	-	-	
	Male	73%	77%	60%	*	59%	*	*	-	-	-	53%	83%	*	63%	50%	60%	-	-	-	-	-	
	Female	72%	74%	81%	*	75%	*	*	-	*	-	77%	*	-	81%	70%	-	81%	-	-	-	-	*
Grade 7																							
Reading	All Students	79%	86%	84%	*	87%	*	-	-	-	*	89%	57%	*	90%	85%	84%	84%	-	-	-	-	
	CWD	47%	55%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	83%	89%	90%	*	91%	-	-	-	-	*	91%	80%	-	90%	88%	87%	94%	-	-	-	-	
	EL	63%	74%	85%	-	85%	-	-	-	-	-	88%	*	*	88%	85%	82%	90%	-	-	-	-	
	Male	75%	83%	84%	*	86%	-	-	-	-	-	90%	*	*	87%	82%	84%	-	-	-	-	-	
	Female	83%	89%	84%	-	88%	*	-	-	-	*	88%	*	*	94%	90%	-	84%	-	-	-	-	-
Mathematics	All Students	60%	66%	60%	*	60%	*	-	-	-	*	61%	57%	*	64%	62%	55%	67%	-	-	-	-	
	CWD	36%	36%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	63%	68%	64%	*	63%	-	-	-	-	*	65%	60%	-	64%	63%	55%	75%	-	-	-	-	
	EL	45%	51%	62%	-	62%	-	-	-	-	-	57%	*	*	63%	62%	56%	70%	-	-	-	-	
	Male	60%	68%	55%	*	53%	-	-	-	-	-	56%	*	*	55%	56%	55%	-	-	-	-	-	
	Female	59%	64%	67%	-	69%	*	-	-	-	*	67%	*	*	75%	70%	-	67%	-	-	-	-	-
Grade 8																							
Reading	All Students	82%	88%	94%	100%	93%	*	*	-	-	-	94%	*	*	94%	89%	96%	92%	-	-	-	-	
	CWD	50%	60%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	86%	90%	94%	100%	92%	*	*	-	-	-	94%	*	-	94%	88%	95%	92%	-	-	-	-	
	EL	65%	65%	89%	-	88%	*	-	-	-	-	88%	*	*	88%	89%	92%	83%	-	-	-	-	
	Male	78%	86%	96%	*	94%	*	-	-	-	-	95%	*	*	95%	92%	96%	-	-	-	-	-	
	Female	86%	90%	92%	*	90%	-	*	-	-	-	92%	-	*	92%	83%	-	92%	-	-	-	-	-

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VISTA ACADEMY OF GARLAND (221801026) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	69%	86%	*	86%	*	*	-	-	-	89%	*	*	85%	78%	92%	77%	-	-	-	-
	CWD	40%	40%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	74%	73%	85%	*	85%	*	*	-	-	-	88%	*	-	85%	76%	91%	75%	-	-	-	-
	EL	57%	57%	78%	-	76%	*	-	-	-	-	81%	*	*	76%	78%	85%	60%	-	-	-	-
	Male	68%	73%	92%	*	89%	*	-	-	-	-	95%	*	*	91%	85%	92%	-	-	-	-	-
	Female	72%	67%	77%	*	80%	-	*	-	-	-	77%	-	*	75%	60%	-	77%	-	-	-	-
Science	All Students	73%	79%	86%	80%	89%	*	*	-	-	-	88%	*	*	85%	83%	91%	77%	-	-	-	-
	CWD	42%	43%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	77%	82%	85%	80%	88%	*	*	-	-	-	87%	*	-	85%	82%	90%	75%	-	-	-	-
	EL	54%	52%	83%	-	82%	*	-	-	-	-	88%	*	*	82%	83%	83%	83%	-	-	-	-
	Male	73%	83%	91%	*	88%	*	-	-	-	-	95%	*	*	90%	83%	91%	-	-	-	-	-
	Female	73%	75%	77%	*	90%	-	*	-	-	-	77%	-	*	75%	83%	-	77%	-	-	-	-
End of Course																						
Algebra I	All Students	74%	85%	*	*	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	CWD	46%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	88%	*	*	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	64%	63%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	71%	84%	*	*	-	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	78%	86%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	55%	39%	*	36%	*	-	-	-	-	41%	*	17%	45%	31%	46%	33%	-	-	-	*
	CWD	30%	34%	17%	*	20%	-	-	-	-	-	17%	-	17%	-	20%	*	*	-	-	-	-
	CWOD	54%	58%	45%	*	41%	*	-	-	-	-	48%	*	-	45%	36%	56%	38%	-	-	-	*
	EL	37%	44%	31%	*	33%	-	-	-	-	-	31%	-	20%	36%	31%	38%	25%	-	-	-	-
	Male	49%	54%	46%	*	44%	*	-	-	-	-	46%	-	*	56%	38%	46%	-	-	-	-	*
	Female	52%	56%	33%	*	31%	-	-	-	-	-	36%	*	*	38%	25%	-	33%	-	-	-	-
Mathematics	All Students	42%	38%	14%	*	14%	*	-	-	-	-	15%	*	17%	14%	13%	31%	0%	-	-	-	*
	CWD	27%	21%	17%	*	20%	-	-	-	-	-	17%	-	17%	-	20%	*	*	-	-	-	-
	CWOD	45%	40%	14%	*	12%	*	-	-	-	-	14%	*	-	14%	9%	33%	0%	-	-	-	*
	EL	35%	32%	13%	*	13%	-	-	-	-	-	13%	-	20%	9%	13%	25%	0%	-	-	-	-
	Male	45%	42%	31%	*	33%	*	-	-	-	-	31%	-	*	33%	25%	31%	-	-	-	-	*
	Female	39%	34%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-
Grade 4																						
Reading	All Students	53%	56%	63%	*	63%	-	*	-	-	*	61%	*	*	65%	71%	83%	56%	-	-	-	-
	CWD	29%	29%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	57%	58%	65%	*	67%	-	*	-	-	*	64%	*	-	65%	71%	83%	59%	-	-	-	-
	EL	41%	44%	71%	-	71%	-	-	-	-	-	71%	-	-	71%	71%	*	64%	-	-	-	-
	Male	51%	55%	83%	*	*	-	*	-	-	-	80%	*	-	83%	*	83%	-	-	-	-	-

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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	Female	55%	57%	56%	*	56%	-	-	-	-	*	56%	-	*	59%	64%	-	56%	-	-	-	-
Mathematics	All Students	42%	37%	17%	*	11%	-	*	-	-	*	17%	*	*	17%	12%	33%	11%	-	-	-	-
	CWD	25%	20%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	45%	38%	17%	*	11%	-	*	-	-	*	18%	*	-	17%	12%	33%	12%	-	-	-	-
	EL	34%	25%	12%	-	12%	-	-	-	-	-	12%	-	-	12%	12%	*	7%	-	-	-	-
	Male	45%	41%	33%	*	*	-	*	-	-	-	40%	*	-	33%	*	33%	-	-	-	-	-
	Female	38%	32%	11%	*	6%	-	-	-	-	*	11%	-	*	12%	7%	-	11%	-	-	-	-
Grade 5																						
Reading	All Students	57%	62%	49%	56%	46%	*	-	-	-	*	50%	43%	*	50%	53%	50%	47%	-	-	-	-
	CWD	29%	29%	*	*	*	-	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-
	CWOD	61%	66%	50%	50%	48%	*	-	-	-	-	52%	43%	-	50%	53%	48%	53%	-	-	-	-
	EL	43%	49%	53%	-	53%	-	-	-	-	-	58%	*	-	53%	53%	60%	40%	-	-	-	-
	Male	53%	58%	50%	40%	50%	*	-	-	-	-	56%	*	*	48%	60%	50%	-	-	-	-	-
	Female	60%	66%	47%	*	42%	-	-	-	-	*	43%	*	*	53%	40%	-	47%	-	-	-	-
Mathematics	All Students	47%	43%	58%	67%	56%	*	-	-	-	*	59%	43%	*	60%	53%	64%	47%	-	-	-	-
	CWD	25%	23%	*	*	*	-	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-
	CWOD	50%	45%	60%	63%	58%	*	-	-	-	-	64%	43%	-	60%	53%	65%	53%	-	-	-	-
	EL	38%	33%	53%	-	53%	-	-	-	-	-	58%	*	-	53%	53%	60%	40%	-	-	-	-
	Male	48%	43%	64%	60%	64%	*	-	-	-	-	68%	*	*	65%	60%	64%	-	-	-	-	-
	Female	46%	42%	47%	*	42%	-	-	-	-	*	43%	*	*	53%	40%	-	47%	-	-	-	-
Science	All Students	38%	35%	15%	11%	15%	*	-	-	-	*	13%	29%	*	17%	20%	14%	18%	-	-	-	-
	CWD	23%	24%	*	*	*	-	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-
	CWOD	40%	36%	17%	13%	16%	*	-	-	-	-	14%	29%	-	17%	20%	14%	20%	-	-	-	-
	EL	24%	17%	20%	-	20%	-	-	-	-	-	25%	*	-	20%	20%	20%	20%	-	-	-	-
	Male	41%	38%	14%	0%	14%	*	-	-	-	-	11%	*	*	14%	20%	14%	-	-	-	-	-
	Female	34%	31%	18%	*	17%	-	-	-	-	*	14%	*	*	20%	20%	-	18%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	39%	40%	20%	83%	*	-	*	-	38%	44%	*	40%	25%	24%	63%	-	-	-	*
	CWD	21%	19%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	46%	49%	40%	*	20%	83%	*	-	*	-	39%	44%	-	40%	25%	25%	63%	-	-	-	*
	EL	24%	26%	25%	-	15%	*	*	-	*	-	24%	*	-	25%	25%	14%	40%	-	-	-	-
	Male	40%	42%	24%	*	12%	*	*	-	-	-	21%	33%	*	25%	14%	24%	-	-	-	-	-
	Female	45%	50%	63%	*	38%	*	*	-	*	-	62%	*	-	63%	40%	-	63%	-	-	-	*
Mathematics	All Students	38%	36%	27%	20%	16%	50%	*	-	*	-	25%	33%	*	28%	21%	12%	50%	-	-	-	*
	CWD	20%	15%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	41%	39%	28%	*	16%	50%	*	-	*	-	26%	33%	-	28%	21%	13%	50%	-	-	-	*
	EL	24%	23%	21%	-	10%	*	*	-	*	-	24%	*	-	21%	21%	7%	40%	-	-	-	-
	Male	40%	40%	12%	*	6%	*	*	-	-	-	11%	17%	*	13%	7%	12%	-	-	-	-	-
	Female	36%	33%	50%	*	38%	*	*	-	*	-	46%	*	-	50%	40%	-	50%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 7																						
Reading	All Students	55%	61%	52%	*	53%	*	-	-	-	*	57%	29%	*	58%	41%	52%	53%	-	-	-	-
	CWD	25%	25%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	59%	63%	58%	*	57%	-	-	-	-	*	60%	40%	-	58%	44%	57%	59%	-	-	-	-
	EL	33%	39%	41%	-	41%	-	-	-	-	-	46%	*	*	44%	41%	41%	40%	-	-	-	-
	Male	50%	57%	52%	*	52%	-	-	-	-	-	52%	*	*	57%	41%	52%	-	-	-	-	-
	Female	60%	64%	53%	-	53%	*	-	-	-	*	63%	*	*	59%	40%	-	53%	-	-	-	-
Mathematics	All Students	30%	35%	25%	*	20%	*	-	-	-	*	27%	14%	*	28%	12%	23%	28%	-	-	-	-
	CWD	18%	16%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	32%	37%	28%	*	22%	-	-	-	-	*	29%	20%	-	28%	13%	25%	31%	-	-	-	-
	EL	17%	20%	12%	-	12%	-	-	-	-	-	13%	*	*	13%	12%	13%	10%	-	-	-	-
	Male	31%	36%	23%	*	16%	-	-	-	-	-	22%	*	*	25%	13%	23%	-	-	-	-	-
	Female	29%	34%	28%	-	25%	*	-	-	-	*	33%	*	*	31%	10%	-	28%	-	-	-	-
Grade 8																						
Reading	All Students	57%	63%	69%	80%	63%	*	*	-	-	-	71%	*	*	70%	61%	65%	77%	-	-	-	-
	CWD	25%	30%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	61%	66%	70%	80%	63%	*	*	-	-	-	71%	*	-	70%	65%	67%	75%	-	-	-	-
	EL	33%	32%	61%	-	59%	*	-	-	-	-	63%	*	*	65%	61%	58%	67%	-	-	-	-
	Male	51%	58%	65%	*	59%	*	-	-	-	-	67%	*	*	67%	58%	65%	-	-	-	-	-
	Female	63%	68%	77%	*	70%	-	*	-	-	-	77%	-	*	75%	67%	-	77%	-	-	-	-
Mathematics	All Students	39%	34%	59%	*	59%	*	*	-	-	-	60%	*	*	59%	50%	75%	31%	-	-	-	-
	CWD	20%	13%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	41%	37%	59%	*	58%	*	*	-	-	-	59%	*	-	59%	47%	73%	33%	-	-	-	-
	EL	24%	21%	50%	-	47%	*	-	-	-	-	50%	*	*	47%	50%	62%	20%	-	-	-	-
	Male	38%	38%	75%	*	74%	*	-	-	-	-	77%	*	*	73%	62%	75%	-	-	-	-	-
	Female	40%	32%	31%	*	30%	-	*	-	-	-	31%	-	*	33%	20%	-	31%	-	-	-	-
Science	All Students	44%	45%	69%	80%	67%	*	*	-	-	-	71%	*	*	70%	61%	74%	62%	-	-	-	-
	CWD	22%	19%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	47%	47%	70%	80%	67%	*	*	-	-	-	71%	*	-	70%	65%	76%	58%	-	-	-	-
	EL	23%	22%	61%	-	59%	*	-	-	-	-	63%	*	*	65%	61%	58%	67%	-	-	-	-
	Male	45%	50%	74%	*	65%	*	-	-	-	-	76%	*	*	76%	58%	74%	-	-	-	-	-
	Female	42%	40%	62%	*	70%	-	*	-	-	-	62%	-	*	58%	67%	-	62%	-	-	-	-
End of Course																						
Algebra I	All Students	42%	46%	*	*	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	CWD	19%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	49%	*	*	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	28%	21%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	40%	43%	*	*	-	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	45%	49%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-



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

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**VISTA ACADEMY OF GARLAND (221801026) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	23%	20%	18%	*	17%	-	-	-	-	*	7%	*	*	20%	20%	-	18%	-	-	-	-
Science	All Students	17%	14%	8%	0%	8%	*	-	-	-	*	6%	14%	*	8%	13%	14%	0%	-	-	-	-
	CWD	9%	9%	*	*	*	-	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-
	CWOD	19%	14%	8%	0%	8%	*	-	-	-	-	7%	14%	-	8%	13%	14%	0%	-	-	-	-
	EL	9%	7%	13%	-	13%	-	-	-	-	-	17%	*	-	13%	13%	20%	0%	-	-	-	-
	Male	20%	16%	14%	0%	14%	*	-	-	-	-	11%	*	*	14%	20%	14%	-	-	-	-	-
	Female	15%	12%	0%	*	0%	-	-	-	-	*	0%	*	*	0%	0%	-	0%	-	-	-	-
<b>Grade 6</b>																						
Reading	All Students	23%	23%	20%	20%	8%	33%	*	-	*	-	22%	11%	*	20%	17%	4%	44%	-	-	-	*
	CWD	8%	7%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	25%	25%	20%	*	8%	33%	*	-	*	-	23%	11%	-	20%	17%	4%	44%	-	-	-	*
	EL	9%	14%	17%	-	5%	*	*	-	*	-	19%	*	-	17%	17%	0%	40%	-	-	-	-
	Male	21%	21%	4%	*	0%	*	*	-	-	-	5%	0%	*	4%	0%	4%	-	-	-	-	-
	Female	25%	25%	44%	*	25%	*	*	-	*	-	46%	*	-	44%	40%	-	44%	-	-	-	*
Mathematics	All Students	16%	13%	10%	20%	4%	17%	*	-	*	-	9%	11%	*	10%	4%	4%	19%	-	-	-	*
	CWD	8%	7%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	17%	14%	10%	*	4%	17%	*	-	*	-	10%	11%	-	10%	4%	4%	19%	-	-	-	*
	EL	7%	5%	4%	-	0%	*	*	-	*	-	5%	*	-	4%	4%	0%	10%	-	-	-	-
	Male	17%	14%	4%	*	0%	*	*	-	-	-	5%	0%	*	4%	0%	4%	-	-	-	-	-
	Female	14%	12%	19%	*	13%	*	*	-	*	-	15%	*	-	19%	10%	-	19%	-	-	-	*
<b>Grade 7</b>																						
Reading	All Students	36%	41%	36%	*	37%	*	-	-	-	*	41%	14%	*	40%	22%	40%	32%	-	-	-	-
	CWD	11%	12%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	40%	43%	40%	*	40%	-	-	-	-	*	43%	20%	-	40%	24%	43%	35%	-	-	-	-
	EL	17%	22%	22%	-	22%	-	-	-	-	-	25%	*	*	24%	22%	29%	10%	-	-	-	-
	Male	32%	37%	40%	*	43%	-	-	-	-	-	43%	*	*	43%	29%	40%	-	-	-	-	-
	Female	41%	45%	32%	-	29%	*	-	-	-	*	38%	*	*	35%	10%	-	32%	-	-	-	-
Mathematics	All Students	13%	14%	5%	*	6%	*	-	-	-	*	6%	0%	*	6%	0%	0%	11%	-	-	-	-
	CWD	7%	7%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	14%	14%	6%	*	6%	-	-	-	-	*	6%	0%	-	6%	0%	0%	13%	-	-	-	-
	EL	6%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	13%	14%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	12%	13%	11%	-	13%	*	-	-	-	*	13%	*	*	13%	0%	-	11%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	37%	42%	42%	80%	33%	*	*	-	-	-	44%	*	*	42%	17%	39%	46%	-	-	-	-
	CWD	11%	23%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	40%	43%	42%	80%	33%	*	*	-	-	-	45%	*	-	42%	18%	38%	50%	-	-	-	-
	EL	16%	15%	17%	-	18%	*	-	-	-	-	19%	*	*	18%	17%	8%	33%	-	-	-	-
	Male	31%	34%	39%	*	29%	*	-	-	-	-	43%	*	*	38%	8%	39%	-	-	-	-	-

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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	Female	42%	48%	46%	*	40%	-	*	-	-	-	46%	-	*	50%	33%	-	46%	-	-	-	-
Mathematics	All Students	14%	11%	24%	*	21%	*	*	-	-	-	26%	*	*	24%	11%	25%	23%	-	-	-	-
	CWD	8%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	15%	11%	24%	*	19%	*	*	-	-	-	25%	*	-	24%	12%	23%	25%	-	-	-	-
	EL	6%	5%	11%	-	12%	*	-	-	-	-	13%	*	*	12%	11%	8%	20%	-	-	-	-
	Male	14%	13%	25%	*	21%	*	-	-	-	-	27%	*	*	23%	8%	25%	-	-	-	-	-
	Female	14%	8%	23%	*	20%	-	*	-	-	-	23%	-	*	25%	20%	-	23%	-	-	-	-
Science	All Students	23%	19%	36%	60%	26%	*	*	-	-	-	35%	*	*	36%	22%	39%	31%	-	-	-	-
	CWD	9%	10%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	24%	20%	36%	60%	25%	*	*	-	-	-	35%	*	-	36%	24%	38%	33%	-	-	-	-
	EL	8%	9%	22%	-	18%	*	-	-	-	-	19%	*	*	24%	22%	17%	33%	-	-	-	-
	Male	24%	23%	39%	*	24%	*	-	-	-	-	38%	*	*	38%	17%	39%	-	-	-	-	-
	Female	21%	16%	31%	*	30%	-	*	-	-	-	31%	-	*	33%	33%	-	31%	-	-	-	-
<b>End of Course</b>																						
Algebra I	All Students	26%	28%	*	*	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	CWD	8%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	29%	30%	*	*	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	14%	13%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	25%	27%	*	*	-	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	28%	29%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	79%	75%	84%	73%	84%	62%	-	*	57%	76%	73%	44%	78%	71%	78%	73%	-	-	-	*
	CWD	44%	49%	44%	43%	53%	0%	-	-	-	*	46%	*	44%	-	47%	56%	26%	-	-	-	-
	CWOD	77%	81%	78%	88%	75%	94%	62%	-	*	*	79%	76%	-	78%	72%	79%	77%	-	-	-	*
	EL	59%	62%	71%	*	71%	100%	*	-	*	-	70%	74%	47%	72%	71%	73%	68%	-	-	-	-
	Male	71%	79%	78%	79%	75%	87%	*	-	-	-	78%	75%	56%	79%	73%	78%	-	-	-	-	*
	Female	75%	79%	73%	92%	71%	75%	56%	-	*	57%	73%	70%	26%	77%	68%	-	73%	-	-	-	*
Reading	All Students	74%	84%	81%	90%	79%	81%	83%	-	*	*	81%	81%	44%	85%	78%	82%	81%	-	-	-	*
	CWD	43%	54%	44%	*	54%	*	-	-	-	*	47%	*	44%	-	50%	55%	25%	-	-	-	-
	CWOD	78%	87%	85%	96%	81%	93%	83%	-	*	*	84%	88%	-	85%	80%	84%	86%	-	-	-	*
	EL	57%	67%	78%	*	78%	*	*	-	*	-	77%	82%	50%	80%	78%	78%	77%	-	-	-	-
	Male	70%	82%	82%	85%	79%	83%	*	-	-	-	80%	88%	55%	84%	78%	82%	-	-	-	-	*
	Female	78%	86%	81%	100%	79%	*	*	-	*	*	82%	70%	25%	86%	77%	-	81%	-	-	-	*
Mathematics	All Students	71%	74%	70%	77%	68%	88%	50%	-	*	*	71%	67%	39%	73%	63%	73%	68%	-	-	-	*
	CWD	44%	45%	39%	*	46%	*	-	-	-	*	35%	*	39%	-	38%	45%	25%	-	-	-	-
	CWOD	75%	76%	73%	81%	70%	100%	50%	-	*	*	74%	68%	-	73%	65%	75%	72%	-	-	-	*
	EL	61%	60%	63%	*	63%	*	*	-	*	-	62%	73%	38%	65%	63%	67%	58%	-	-	-	-
	Male	71%	76%	73%	70%	70%	92%	*	-	-	-	74%	65%	45%	75%	67%	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
Mathematics	Female	71%	72%	<b>68%</b>	90%	65%	*	*	-	*	*	68%	70%	25%	72%	58%	-	68%	-	-	-	*
Science	All Students	74%	77%	<b>73%</b>	86%	72%	71%	*	-	-	*	74%	67%	57%	74%	73%	80%	63%	-	-	-	-
	CWD	47%	49%	<b>57%</b>	*	*	-	-	-	-	*	57%	-	57%	-	*	*	*	-	-	-	-
	CWOD	78%	80%	<b>74%</b>	85%	71%	83%	*	-	-	-	75%	67%	-	74%	72%	79%	67%	-	-	-	-
	EL	58%	54%	<b>73%</b>	-	72%	*	-	-	-	-	75%	60%	*	72%	73%	77%	64%	-	-	-	-
	Male	74%	79%	<b>80%</b>	88%	77%	71%	-	-	-	-	82%	67%	*	79%	77%	80%	-	-	-	-	-
	Female	75%	76%	<b>63%</b>	83%	64%	-	*	-	-	*	63%	*	*	67%	64%	-	63%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	<b>43%</b>	49%	39%	63%	46%	-	*	57%	45%	35%	23%	45%	36%	46%	41%	-	-	-	*
	CWD	23%	24%	<b>23%</b>	29%	27%	0%	-	-	-	*	26%	*	23%	-	18%	32%	11%	-	-	-	-
	CWOD	50%	53%	<b>45%</b>	51%	41%	71%	46%	-	*	*	46%	37%	-	45%	38%	47%	44%	-	-	-	*
	EL	29%	31%	<b>36%</b>	*	35%	100%	*	-	*	-	38%	22%	18%	38%	36%	38%	34%	-	-	-	-
	Male	45%	50%	<b>46%</b>	48%	42%	63%	*	-	-	-	48%	33%	32%	47%	38%	46%	-	-	-	-	*
	Female	48%	51%	<b>41%</b>	50%	36%	63%	56%	-	*	57%	41%	39%	11%	44%	34%	-	41%	-	-	-	*
Reading	All Students	52%	61%	<b>51%</b>	57%	47%	69%	67%	-	*	*	53%	41%	22%	54%	45%	49%	54%	-	-	-	*
	CWD	24%	29%	<b>22%</b>	*	23%	*	-	-	-	*	24%	*	22%	-	13%	27%	13%	-	-	-	-
	CWOD	56%	64%	<b>54%</b>	59%	49%	79%	67%	-	*	*	56%	44%	-	54%	48%	51%	58%	-	-	-	*
	EL	31%	38%	<b>45%</b>	*	44%	*	*	-	*	-	47%	27%	13%	48%	45%	44%	47%	-	-	-	-
	Male	47%	57%	<b>49%</b>	50%	46%	67%	*	-	-	-	51%	41%	27%	51%	44%	49%	-	-	-	-	*
	Female	56%	64%	<b>54%</b>	70%	49%	*	*	-	*	*	56%	40%	13%	58%	47%	-	54%	-	-	-	*
Mathematics	All Students	41%	39%	<b>36%</b>	47%	31%	56%	33%	-	*	*	37%	30%	22%	38%	26%	42%	29%	-	-	-	*
	CWD	22%	18%	<b>22%</b>	*	23%	*	-	-	-	*	24%	*	22%	-	25%	36%	0%	-	-	-	-
	CWOD	44%	41%	<b>38%</b>	48%	32%	64%	33%	-	*	*	38%	32%	-	38%	26%	43%	31%	-	-	-	*
	EL	29%	25%	<b>26%</b>	*	24%	*	*	-	*	-	27%	18%	25%	26%	26%	32%	19%	-	-	-	-
	Male	42%	41%	<b>42%</b>	50%	39%	58%	*	-	-	-	46%	24%	36%	43%	32%	42%	-	-	-	-	*
	Female	40%	37%	<b>29%</b>	40%	23%	*	*	-	*	*	28%	40%	0%	31%	19%	-	29%	-	-	-	*
Science	All Students	46%	49%	<b>41%</b>	36%	42%	57%	*	-	-	*	42%	33%	29%	42%	42%	44%	37%	-	-	-	-
	CWD	23%	27%	<b>29%</b>	*	*	-	-	-	-	*	29%	-	29%	-	*	*	*	-	-	-	-
	CWOD	49%	51%	<b>42%</b>	38%	41%	67%	*	-	-	-	43%	33%	-	42%	44%	45%	37%	-	-	-	-
	EL	25%	23%	<b>42%</b>	-	41%	*	-	-	-	-	46%	20%	*	44%	42%	41%	45%	-	-	-	-
	Male	47%	52%	<b>44%</b>	38%	42%	57%	-	-	-	-	46%	33%	*	45%	41%	44%	-	-	-	-	-
	Female	45%	46%	<b>37%</b>	33%	41%	-	*	-	-	*	37%	*	*	37%	45%	-	37%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						

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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	22%	24%	<b>21%</b>	24%	18%	45%	23%	-	*	14%	22%	17%	9%	22%	14%	22%	20%	-	-	-	*
	CWD	9%	10%	<b>9%</b>	14%	10%	0%	-	-	-	*	10%	*	9%	-	0%	16%	0%	-	-	-	-
	CWOD	24%	25%	<b>22%</b>	25%	19%	50%	23%	-	*	*	23%	19%	-	22%	15%	22%	22%	-	-	-	*
	EL	12%	12%	<b>14%</b>	*	13%	40%	*	-	*	-	15%	11%	0%	15%	14%	13%	16%	-	-	-	-
	Male	21%	23%	<b>22%</b>	23%	18%	47%	*	-	-	-	24%	13%	16%	22%	13%	22%	-	-	-	-	*
	Female	23%	25%	<b>20%</b>	27%	18%	38%	33%	-	*	14%	20%	26%	0%	22%	16%	-	20%	-	-	-	*
Reading	All Students	25%	31%	<b>28%</b>	33%	25%	44%	33%	-	*	*	30%	19%	11%	30%	20%	26%	31%	-	-	-	*
	CWD	9%	11%	<b>11%</b>	*	8%	*	-	-	-	*	12%	*	11%	-	0%	18%	0%	-	-	-	-
	CWOD	27%	33%	<b>30%</b>	33%	26%	50%	33%	-	*	*	31%	20%	-	30%	21%	27%	33%	-	-	-	*
	EL	13%	16%	<b>20%</b>	*	18%	*	*	-	*	-	21%	9%	0%	21%	20%	16%	25%	-	-	-	-
	Male	22%	27%	<b>26%</b>	30%	23%	42%	*	-	-	-	29%	12%	18%	27%	16%	26%	-	-	-	-	*
	Female	28%	35%	<b>31%</b>	40%	26%	*	*	-	*	*	31%	30%	0%	33%	25%	-	31%	-	-	-	*
Mathematics	All Students	20%	18%	<b>14%</b>	17%	12%	38%	17%	-	*	*	14%	15%	6%	15%	8%	16%	12%	-	-	-	*
	CWD	9%	7%	<b>6%</b>	*	8%	*	-	-	-	*	6%	*	6%	-	0%	9%	0%	-	-	-	-
	CWOD	21%	19%	<b>15%</b>	19%	12%	43%	17%	-	*	*	15%	16%	-	15%	8%	17%	13%	-	-	-	*
	EL	12%	10%	<b>8%</b>	*	7%	*	*	-	*	-	8%	9%	0%	8%	8%	8%	8%	-	-	-	-
	Male	21%	19%	<b>16%</b>	15%	13%	42%	*	-	-	-	18%	6%	9%	17%	8%	16%	-	-	-	-	*
	Female	19%	16%	<b>12%</b>	20%	11%	*	*	-	*	*	10%	30%	0%	13%	8%	-	12%	-	-	-	*
Science	All Students	20%	19%	<b>21%</b>	21%	17%	57%	*	-	-	*	21%	22%	14%	22%	18%	27%	13%	-	-	-	-
	CWD	8%	11%	<b>14%</b>	*	*	-	-	-	-	*	14%	-	14%	-	*	*	*	-	-	-	-
	CWOD	22%	20%	<b>22%</b>	23%	16%	67%	*	-	-	-	22%	22%	-	22%	19%	26%	15%	-	-	-	-
	EL	7%	8%	<b>18%</b>	-	16%	*	-	-	-	-	18%	20%	*	19%	18%	18%	18%	-	-	-	-
	Male	22%	21%	<b>27%</b>	25%	19%	57%	-	-	-	-	26%	33%	*	26%	18%	27%	-	-	-	-	-
	Female	19%	17%	<b>13%</b>	17%	14%	-	*	-	-	*	15%	*	*	15%	18%	-	13%	-	-	-	-

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	85	90	84	77	100	-	*	*	87	64	86
CWD	64	*	86	*	-	-	-	*	78	64	*
CWOD	86	95	84	83	100	-	*	*	87	-	87
EL ◇	86	-	86	*	*	-	*	-	88	*	86
Male	84	88	84	78	*	-	-	-	86	67	84
Female	86	*	85	*	*	-	*	*	88	60	88
<b>Mathematics</b>											
All Students	75	79	74	83	50	-	*	*	75	77	70
CWD	77	*	79	*	-	-	-	*	83	77	*
CWOD	74	76	74	91	50	-	*	*	75	-	70
EL ◇	70	-	69	*	*	-	*	-	69	*	70
Male	75	79	73	88	*	-	-	-	75	83	70
Female	74	*	76	*	*	-	*	*	76	70	70

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

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

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

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
166	19	11%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	46	52	43	68	44	-	*	43	48	26	40
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

**Part (vi): Goal Meeting Status**

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y						Y		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	Y	N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	N						Y		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	Y	N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											



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

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

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

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

### Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	99%	100%	99%	92%	100%	-	*	100%	99%	100%	93%	100%	100%	99%	100%	-
	CWD	93%	100%	100%	40%	-	-	-	*	93%	*	93%	-	100%	88%	100%	-
	CWOD	100%	100%	99%	100%	100%	-	*	*	99%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	*	-	*	-	100%	100%	100%	100%	100%	99%	100%	-
	Male	99%	100%	99%	90%	*	-	-	-	98%	100%	88%	100%	99%	99%	-	-
	Female	100%	100%	99%	100%	100%	-	*	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	100%	100%	100%	94%	100%	-	*	*	99%	100%	95%	100%	100%	99%	100%	-
	CWD	95%	*	100%	*	-	-	-	*	94%	*	95%	-	100%	91%	100%	-
	CWOD	100%	100%	100%	100%	100%	-	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	*	-	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	92%	*	-	-	-	99%	100%	91%	100%	100%	99%	-	-
	Female	100%	100%	100%	*	*	-	*	*	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	99%	100%	99%	94%	100%	-	*	*	98%	100%	95%	99%	99%	98%	99%	-
		99%	100%	99%	94%	100%	-	*	*	98%	100%	95%	99%	99%	98%	99%	-
	CWD	95%	*	100%	*	-	-	-	*	94%	*	95%	-	100%	91%	100%	-
		95%	*	100%	*	-	-	-	*	94%	*	95%	-	100%	91%	100%	-
	CWOD	99%	100%	99%	100%	100%	-	*	*	99%	100%	-	99%	99%	99%	99%	-
		99%	100%	99%	100%	100%	-	*	*	99%	100%	-	99%	99%	99%	99%	-
	EL	99%	*	99%	*	*	-	*	-	99%	100%	100%	99%	99%	98%	100%	-
		99%	*	99%	*	*	-	*	-	99%	100%	100%	99%	99%	98%	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	Male	98%	100%	99%	92%	*	-	-	-	98%	100%	91%	99%	98%	98%	-	-
		98%	100%	99%	92%	*	-	-	-	98%	100%	91%	99%	98%	98%	-	-
	Female	99%	100%	99%	*	*	-	*	*	99%	100%	100%	99%	100%	-	99%	-
		99%	100%	99%	*	*	-	*	*	99%	100%	100%	99%	100%	-	99%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	1%	0%	1%	8%	0%	-	*	0%	1%	0%	7%	0%	0%	1%	0%	-
	CWD	7%	0%	0%	60%	-	-	-	*	7%	*	7%	-	0%	12%	0%	-
	CWOD	0%	0%	1%	0%	0%	-	*	*	1%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	*	-	*	-	0%	0%	0%	0%	0%	1%	0%	-
	Male	1%	0%	1%	10%	*	-	-	-	2%	0%	12%	0%	1%	1%	-	-
	Female	0%	0%	1%	0%	0%	-	*	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	6%	0%	-	*	*	1%	0%	5%	0%	0%	1%	0%	-
	CWD	5%	*	0%	*	-	-	-	*	6%	*	5%	-	0%	9%	0%	-
	CWOD	0%	0%	0%	0%	0%	-	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	*	-	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	8%	*	-	-	-	1%	0%	9%	0%	0%	1%	-	-
	Female	0%	0%	0%	*	*	-	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	0%	1%	6%	0%	-	*	*	2%	0%	5%	1%	1%	2%	1%	-
	CWD	5%	*	0%	*	-	-	-	*	6%	*	5%	-	0%	9%	0%	-
	CWOD	1%	0%	1%	0%	0%	-	*	*	1%	0%	-	1%	1%	1%	1%	-
	EL	1%	*	1%	*	*	-	*	-	1%	0%	0%	1%	1%	2%	0%	-
	Male	2%	0%	1%	8%	*	-	-	-	2%	0%	9%	1%	2%	2%	-	-
	Female	1%	0%	1%	*	*	-	*	*	1%	0%	0%	1%	0%	-	1%	-
Science	All Students	1%	0%	0%	14%	*	-	-	*	1%	0%	14%	0%	0%	2%	0%	-
	CWD	14%	*	*	*	-	-	-	*	14%	-	14%	-	*	*	*	-
	CWOD	0%	0%	0%	0%	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	2%	0%	0%	14%	-	-	-	-	2%	0%	*	0%	0%	2%	-	-
	Female	0%	0%	0%	-	*	-	-	*	0%	*	*	0%	0%	-	0%	-

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

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	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		
<b>Out-of-School Suspensions</b>												
	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		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	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
<b>Out-of-School Suspensions</b>												
	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
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												

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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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	20	5	10	5	-8	-8	-8	-8	5	3	-8
	Female	18	1	9	7	-8	-8	-8	1	6	2	-8
	Total	38	6	19	12	-8	-8	-8	1	11	5	-8

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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**VISTA ACADEMY OF GARLAND (221801026) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	11.0	40.1%
Teachers Teaching with Emergency or Provisional Credentials	4.0	15.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

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

## Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

## Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

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



State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	English Language Learners	53	68	47	32	10	5	n/a	n/a
		Overall	39	38	61	62	24	26	5	7
	Mathematics	Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

**Part (xiv): Additional Information - Chronic Absenteeism**

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	16%	16%	17%	11%	14%	*	*	0%	16%	21%	13%

- Indicates there are no students in the group.

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

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**ISCHOOL LEWISVILLE (K-5 CAMPUS) (221801027) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR 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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

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

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

**ISCHOOL LEWISVILLE (K-5 CAMPUS) (221801027) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

**Part (ii): Student Achievement by Proficiency Level**

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

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

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**ISCHOOL LEWISVILLE (K-5 CAMPUS) (221801027) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	76%	80%	77%	60%	*	*	-	*	-	*	67%	86%	60%	88%	*	*	75%	-	-	*	-	
	CWD	52%	60%	60%	*	*	*	-	-	-	*	*	60%	-	*	*	*	-	-	-	*	-	
	CWOD	80%	82%	88%	*	*	*	-	*	-	*	*	80%	-	88%	-	*	*	-	-	-	-	
	EL	66%	70%	*	*	-	-	-	-	-	*	-	*	-	*	-	*	*	-	-	-	-	
	Male	74%	81%	*	*	*	-	-	*	-	*	*	*	*	*	-	*	-	-	-	*	-	
	Female	78%	80%	75%	*	*	*	-	-	-	*	*	80%	*	*	*	-	75%	-	-	-	-	
Mathematics	All Students	70%	70%	62%	40%	*	*	-	*	-	*	50%	71%	40%	75%	*	*	63%	-	-	*	-	
	CWD	46%	46%	40%	*	*	*	-	-	-	*	*	*	40%	-	*	*	*	-	-	*	-	
	CWOD	74%	73%	75%	*	*	*	-	*	-	*	*	80%	-	75%	-	*	*	-	-	-	-	
	EL	64%	59%	*	*	-	-	-	-	-	*	-	*	-	*	-	*	*	-	-	-	-	
	Male	72%	75%	*	*	*	-	-	*	-	*	*	*	*	*	-	*	-	-	-	*	-	
	Female	68%	67%	63%	*	*	*	-	-	-	*	*	60%	*	*	*	-	63%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	82%	85%	*	83%	*	-	*	-	*	100%	75%	*	89%	*	100%	75%	-	-	-	-	
	CWD	48%	52%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	81%	84%	89%	*	*	*	-	*	-	*	*	83%	-	89%	*	*	80%	-	-	-	-	
	EL	66%	72%	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-	
	Male	73%	79%	100%	*	*	*	-	-	-	*	*	*	*	*	*	100%	-	-	-	-	-	
	Female	79%	84%	75%	*	*	*	-	*	-	*	*	60%	*	80%	-	-	75%	-	-	-	-	
Mathematics	All Students	68%	70%	31%	*	50%	*	-	*	-	*	20%	38%	*	44%	*	80%	0%	-	-	-	-	
	CWD	42%	38%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	73%	73%	44%	*	*	*	-	*	-	*	*	50%	-	44%	*	*	0%	-	-	-	-	
	EL	63%	60%	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-	
	Male	70%	73%	80%	*	*	*	-	-	-	*	*	*	*	*	*	80%	-	-	-	-	-	
	Female	67%	67%	0%	*	*	*	-	*	-	*	*	0%	*	0%	-	-	0%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	84%	76%	*	86%	60%	*	*	-	*	88%	69%	*	80%	*	83%	73%	-	-	-	-	
	CWD	50%	50%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	
	CWOD	85%	88%	80%	*	86%	*	*	*	-	*	88%	75%	-	80%	*	100%	73%	-	-	-	-	
	EL	71%	74%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-	
	Male	77%	81%	83%	*	*	*	-	-	-	-	*	*	*	100%	-	83%	-	-	-	-	-	
	Female	83%	87%	73%	*	80%	*	*	*	-	*	80%	70%	-	73%	*	-	73%	-	-	-	-	
Mathematics	All Students	76%	76%	52%	*	43%	60%	*	*	-	*	75%	38%	*	55%	*	83%	40%	-	-	-	-	
	CWD	50%	49%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	
	CWOD	80%	78%	55%	*	43%	*	*	*	-	*	75%	42%	-	55%	*	100%	40%	-	-	-	-	
	EL	70%	70%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-	
	Male	75%	76%	83%	*	*	*	-	-	-	-	*	*	*	100%	-	83%	-	-	-	-	-	
	Female	76%	76%	40%	*	20%	*	*	*	-	*	60%	30%	-	40%	*	-	40%	-	-	-	-	

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**ISCHOOL LEWISVILLE (K-5 CAMPUS) (221801027) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	65%	65%	43%	*	29%	60%	*	*	-	*	63%	31%	*	45%	*	83%	27%	-	-	-	-
	CWD	40%	35%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	69%	68%	45%	*	29%	*	*	*	-	*	63%	33%	-	45%	*	100%	27%	-	-	-	-
	EL	52%	46%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	67%	66%	83%	*	*	*	-	-	-	-	*	*	*	100%	-	83%	-	-	-	-	-
	Female	63%	64%	27%	*	0%	*	*	*	*	-	*	40%	20%	-	27%	*	-	27%	-	-	-
Grade 6																						
Reading	All Students	69%	77%	*	-	-	-	-	-	-	-	-	*	-	*	-	-	-	-	-	-	-
	CWD	38%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	80%	*	-	-	-	-	-	-	-	-	*	-	*	-	-	-	-	-	-	-
	EL	53%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	66%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	72%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All Students	72%	76%	*	-	-	-	-	-	-	-	-	*	-	*	-	-	-	-	-	-	-
	CWD	47%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	76%	78%	*	-	-	-	-	-	-	-	-	*	-	*	-	-	-	-	-	-	-
	EL	61%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	72%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	55%	54%	60%	*	*	-	*	-	*	50%	57%	20%	75%	*	*	50%	-	-	*	-
	CWD	30%	34%	20%	*	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	*	-
	CWOD	54%	58%	75%	*	*	*	-	*	-	*	*	60%	-	75%	-	*	*	-	-	-	-
	EL	37%	44%	*	*	-	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	49%	54%	*	*	*	-	-	*	-	-	*	*	*	*	-	*	-	-	-	*	-
	Female	52%	56%	50%	*	*	*	-	-	-	*	*	60%	*	*	*	-	50%	-	-	-	-
Mathematics	All Students	42%	38%	23%	20%	*	*	-	*	-	*	0%	43%	0%	38%	*	*	13%	-	-	*	-
	CWD	27%	21%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	*	-
	CWOD	45%	40%	38%	*	*	*	-	*	-	*	*	60%	-	38%	-	*	*	-	-	-	-
	EL	35%	32%	*	*	-	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	45%	42%	*	*	*	-	-	*	-	-	*	*	*	*	-	*	-	-	-	*	-
	Female	39%	34%	13%	*	*	*	-	-	-	*	*	20%	*	*	*	-	13%	-	-	-	-
Grade 4																						
Reading	All Students	53%	56%	62%	*	50%	*	-	*	-	*	40%	75%	*	67%	*	80%	50%	-	-	-	-
	CWD	29%	29%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	57%	58%	67%	*	*	*	-	*	-	*	*	83%	-	67%	*	*	60%	-	-	-	-
	EL	41%	44%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	51%	55%	80%	*	*	*	-	-	-	-	-	*	*	*	*	80%	-	-	-	-	-

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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	Female	55%	57%	50%	*	*	*	-	*	-	*	*	60%	*	60%	-	-	50%	-	-	-	-
Mathematics	All Students	42%	37%	15%	*	33%	*	-	*	-	*	0%	25%	*	22%	*	40%	0%	-	-	-	-
	CWD	25%	20%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	45%	38%	22%	*	*	*	-	*	-	*	*	33%	-	22%	*	*	0%	-	-	-	-
	EL	34%	25%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	45%	41%	40%	*	*	*	-	-	-	-	*	*	*	*	*	40%	-	-	-	-	-
	Female	38%	32%	0%	*	*	*	-	*	-	*	*	0%	*	0%	-	-	0%	-	-	-	-
Grade 5																						
Reading	All Students	57%	62%	48%	*	57%	40%	*	*	-	*	50%	46%	*	50%	*	67%	40%	-	-	-	-
	CWD	29%	29%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	61%	66%	50%	*	57%	*	*	*	-	*	50%	50%	-	50%	*	80%	40%	-	-	-	-
	EL	43%	49%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	53%	58%	67%	*	*	*	-	-	-	-	*	*	*	80%	-	67%	-	-	-	-	-
	Female	60%	66%	40%	*	40%	*	*	*	-	*	40%	40%	-	40%	*	-	40%	-	-	-	-
Mathematics	All Students	47%	43%	19%	*	14%	40%	*	*	-	*	38%	8%	*	20%	*	17%	20%	-	-	-	-
	CWD	25%	23%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	50%	45%	20%	*	14%	*	*	*	-	*	38%	8%	-	20%	*	20%	20%	-	-	-	-
	EL	38%	33%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	48%	43%	17%	*	*	*	-	-	-	-	*	*	*	20%	-	17%	-	-	-	-	-
	Female	46%	42%	20%	*	20%	*	*	*	-	*	40%	10%	-	20%	*	-	20%	-	-	-	-
Science	All Students	38%	35%	10%	*	0%	20%	*	*	-	*	13%	8%	*	10%	*	0%	13%	-	-	-	-
	CWD	23%	24%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	40%	36%	10%	*	0%	*	*	*	-	*	13%	8%	-	10%	*	0%	13%	-	-	-	-
	EL	24%	17%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	41%	38%	0%	*	*	*	-	-	-	-	*	*	*	0%	-	0%	-	-	-	-	-
	Female	34%	31%	13%	*	0%	*	*	*	-	*	20%	10%	-	13%	*	-	13%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	*	-	-	-	-	-	-	-	-	*	-	*	-	-	-	-	-	-	-
	CWD	21%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	46%	49%	*	-	-	-	-	-	-	-	-	*	-	*	-	-	-	-	-	-	-
	EL	24%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	45%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All Students	38%	36%	*	-	-	-	-	-	-	-	-	*	-	*	-	-	-	-	-	-	-
	CWD	20%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	41%	39%	*	-	-	-	-	-	-	-	-	*	-	*	-	-	-	-	-	-	-
	EL	24%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	36%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	33%	38%	20%	*	*	-	*	-	*	17%	57%	20%	50%	*	*	50%	-	-	*	-
	CWD	12%	16%	20%	*	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	*	-
	CWOD	32%	35%	50%	*	*	*	-	*	-	*	*	60%	-	50%	-	*	*	-	-	-	-
	EL	19%	17%	*	*	-	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	28%	31%	*	*	*	-	-	*	-	-	*	*	*	*	-	*	-	-	-	*	-
	Female	31%	35%	50%	*	*	*	-	-	-	-	*	*	60%	*	*	*	-	50%	-	-	-
Mathematics	All Students	20%	15%	8%	0%	*	*	-	*	-	*	0%	14%	0%	13%	*	*	0%	-	-	*	-
	CWD	10%	7%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	*	-
	CWOD	22%	16%	13%	*	*	*	-	*	-	*	*	20%	-	13%	-	*	*	-	-	-	-
	EL	15%	11%	*	*	-	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	23%	17%	*	*	*	-	-	*	-	-	*	*	*	*	-	*	-	-	-	*	-
	Female	18%	13%	0%	*	*	*	-	-	-	-	*	*	0%	*	*	*	-	0%	-	-	-
Grade 4																						
Reading	All Students	28%	29%	31%	*	33%	*	-	*	-	*	20%	38%	*	44%	*	60%	13%	-	-	-	-
	CWD	10%	7%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	31%	31%	44%	*	*	*	-	*	-	*	*	50%	-	44%	*	*	20%	-	-	-	-
	EL	18%	22%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	26%	27%	60%	*	*	*	-	-	-	-	*	*	*	*	*	60%	-	-	-	-	-
	Female	29%	32%	13%	*	*	*	-	*	-	*	*	0%	*	20%	-	-	13%	-	-	-	-
Mathematics	All Students	22%	20%	8%	*	17%	*	-	*	-	*	0%	13%	*	11%	*	20%	0%	-	-	-	-
	CWD	10%	10%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	25%	21%	11%	*	*	*	-	*	-	*	*	17%	-	11%	*	*	0%	-	-	-	-
	EL	16%	12%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	25%	23%	20%	*	*	*	-	-	-	-	*	*	*	*	*	20%	-	-	-	-	-
	Female	19%	18%	0%	*	*	*	-	*	-	*	*	0%	*	0%	-	-	0%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	19%	*	14%	40%	*	*	-	*	25%	15%	*	20%	*	17%	20%	-	-	-	-
	CWD	12%	15%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	40%	41%	20%	*	14%	*	*	*	-	*	25%	17%	-	20%	*	20%	20%	-	-	-	-
	EL	23%	20%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	32%	32%	17%	*	*	*	-	-	-	-	*	*	*	20%	-	17%	-	-	-	-	-
	Female	39%	44%	20%	*	20%	*	*	*	-	*	20%	20%	-	20%	*	-	20%	-	-	-	-
Mathematics	All Students	24%	21%	0%	*	0%	0%	*	*	-	*	0%	0%	*	0%	*	0%	0%	-	-	-	-
	CWD	9%	8%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	26%	23%	0%	*	0%	*	*	*	-	*	0%	0%	-	0%	*	0%	0%	-	-	-	-
	EL	17%	14%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	25%	23%	0%	*	*	*	-	-	-	-	*	*	*	0%	-	0%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	23%	20%	0%	*	0%	*	*	*	-	*	0%	0%	-	0%	*	-	0%	-	-	-	-
Science	All Students	17%	14%	5%	*	0%	20%	*	*	-	*	13%	0%	*	5%	*	0%	7%	-	-	-	-
	CWD	9%	9%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	19%	14%	5%	*	0%	*	*	*	-	*	13%	0%	-	5%	*	0%	7%	-	-	-	-
	EL	9%	7%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	20%	16%	0%	*	*	*	-	-	-	-	*	*	*	0%	-	0%	-	-	-	-	-
	Female	15%	12%	7%	*	0%	*	*	*	*	-	*	20%	0%	-	7%	*	-	7%	-	-	-
Grade 6																						
Reading	All Students	23%	23%	*	-	-	-	-	-	-	-	-	*	-	*	-	-	-	-	-	-	-
	CWD	8%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	25%	*	-	-	-	-	-	-	-	-	*	-	*	-	-	-	-	-	-	-
	EL	9%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	25%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All Students	16%	13%	*	-	-	-	-	-	-	-	-	*	-	*	-	-	-	-	-	-	-
	CWD	8%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	17%	14%	*	-	-	-	-	-	-	-	-	*	-	*	-	-	-	-	-	-	-
	EL	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	14%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	79%	59%	50%	56%	72%	*	60%	-	60%	67%	54%	38%	64%	64%	81%	49%	-	-	*	-
	CWD	44%	49%	38%	17%	38%	57%	-	-	-	-	40%	36%	38%	-	*	14%	50%	-	-	*	-
	CWOD	77%	81%	64%	59%	61%	78%	*	60%	-	60%	75%	57%	-	64%	80%	97%	49%	-	-	-	-
	EL	59%	62%	64%	*	86%	-	-	*	-	-	56%	80%	*	80%	64%	83%	50%	-	-	-	-
	Male	71%	79%	81%	83%	86%	63%	-	*	-	-	79%	82%	14%	97%	83%	81%	-	-	-	*	-
	Female	75%	79%	49%	25%	35%	76%	*	50%	-	60%	59%	44%	50%	49%	50%	-	49%	-	-	-	-
Reading	All Students	74%	84%	77%	67%	81%	80%	*	*	-	*	84%	72%	60%	82%	83%	87%	74%	-	-	*	-
	CWD	43%	54%	60%	*	*	*	-	-	-	-	60%	60%	60%	-	*	*	71%	-	-	*	-
	CWOD	78%	87%	82%	78%	83%	86%	*	*	-	*	93%	75%	-	82%	*	100%	75%	-	-	-	-
	EL	57%	67%	83%	*	*	-	-	*	-	-	*	*	*	*	83%	*	*	-	-	-	-
	Male	70%	82%	87%	100%	83%	*	-	*	-	-	88%	86%	*	100%	*	87%	-	-	-	*	-
	Female	78%	86%	74%	43%	78%	86%	*	*	-	*	82%	70%	71%	75%	*	-	74%	-	-	-	-
Mathematics	All Students	71%	74%	48%	33%	44%	70%	*	*	-	*	53%	45%	20%	55%	67%	73%	35%	-	-	*	-
	CWD	44%	45%	20%	*	*	*	-	-	-	-	20%	20%	20%	-	*	*	29%	-	-	*	-
	CWOD	75%	76%	55%	44%	58%	71%	*	*	-	*	64%	50%	-	55%	*	92%	38%	-	-	-	-
	EL	61%	60%	67%	*	*	-	-	*	-	-	*	*	*	*	67%	*	*	-	-	-	-
	Male	71%	76%	73%	60%	83%	*	-	*	-	-	63%	86%	*	92%	*	73%	-	-	-	*	-

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**ISCHOOL LEWISVILLE (K-5 CAMPUS) (221801027) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	Female	71%	72%	35%	14%	11%	71%	*	*	-	*	45%	30%	29%	38%	*	-	35%	-	-	-	-	
Science	All Students	74%	77%	43%	*	29%	60%	*	*	-	*	63%	31%	*	45%	*	83%	27%	-	-	-	-	
	CWD	47%	49%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	
	CWOD	78%	80%	45%	*	29%	*	*	*	-	*	63%	33%	-	45%	*	100%	27%	-	-	-	-	
	EL	58%	54%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-	
	Male	74%	79%	83%	*	*	*	-	-	-	-	*	*	*	100%	-	83%	-	-	-	-	-	
	Female	75%	76%	27%	*	0%	*	*	*	*	-	*	40%	20%	-	27%	*	-	27%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	50%	31%	25%	28%	36%	*	40%	-	20%	28%	32%	14%	34%	36%	42%	26%	-	-	*	-	
	CWD	23%	24%	14%	17%	13%	14%	-	-	-	-	10%	18%	14%	-	*	14%	14%	-	-	*	-	
	CWOD	50%	53%	34%	27%	32%	44%	*	40%	-	20%	33%	35%	-	34%	40%	48%	29%	-	-	-	-	
	EL	29%	31%	36%	*	43%	-	-	*	-	-	22%	60%	*	40%	36%	50%	25%	-	-	-	-	
	Male	45%	50%	42%	33%	43%	38%	-	*	-	-	32%	53%	14%	48%	50%	42%	-	-	-	*	-	
	Female	48%	51%	26%	19%	17%	35%	*	25%	-	20%	26%	26%	14%	29%	25%	-	26%	-	-	-	-	-
Reading	All Students	52%	61%	52%	50%	44%	60%	*	*	-	*	47%	55%	30%	58%	50%	73%	45%	-	-	*	-	
	CWD	24%	29%	30%	*	*	*	-	-	-	-	20%	40%	30%	-	*	*	29%	-	-	*	-	
	CWOD	56%	64%	58%	56%	50%	71%	*	*	-	*	57%	58%	-	58%	*	83%	50%	-	-	-	-	
	EL	31%	38%	50%	*	*	-	-	*	-	-	*	*	*	*	50%	*	*	-	-	-	-	
	Male	47%	57%	73%	80%	67%	*	-	*	-	-	63%	86%	*	83%	*	73%	-	-	-	*	-	
	Female	56%	64%	45%	29%	33%	57%	*	*	-	*	36%	50%	29%	50%	*	-	45%	-	-	-	-	-
Mathematics	All Students	41%	39%	19%	8%	25%	20%	*	*	-	*	16%	21%	0%	24%	33%	27%	13%	-	-	*	-	
	CWD	22%	18%	0%	*	*	*	-	-	-	-	0%	0%	0%	-	*	*	0%	-	-	*	-	
	CWOD	44%	41%	24%	11%	33%	29%	*	*	-	*	21%	25%	-	24%	*	33%	17%	-	-	-	-	
	EL	29%	25%	33%	*	*	-	-	*	-	-	*	*	*	*	33%	*	*	-	-	-	-	
	Male	42%	41%	27%	0%	33%	*	-	*	-	-	13%	43%	*	33%	*	27%	-	-	-	*	-	
	Female	40%	37%	13%	14%	11%	14%	*	*	-	*	18%	10%	0%	17%	*	-	13%	-	-	-	-	-
Science	All Students	46%	49%	10%	*	0%	20%	*	*	-	*	13%	8%	*	10%	*	0%	13%	-	-	-	-	
	CWD	23%	27%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	
	CWOD	49%	51%	10%	*	0%	*	*	*	-	*	13%	8%	-	10%	*	0%	13%	-	-	-	-	
	EL	25%	23%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-	-
	Male	47%	52%	0%	*	*	*	-	-	-	-	*	*	*	0%	-	0%	-	-	-	-	-	-
	Female	45%	46%	13%	*	0%	*	*	*	*	-	*	20%	10%	-	13%	*	-	13%	-	-	-	-
STAAR Percent at Masters Grade Level																							
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	22%	24%	14%	7%	10%	24%	*	20%	-	10%	11%	15%	5%	16%	7%	19%	12%	-	-	*	-
	CWD	9%	10%	5%	0%	0%	14%	-	-	-	-	0%	9%	5%	-	*	0%	7%	-	-	*	-
	CWOD	24%	25%	16%	9%	13%	28%	*	20%	-	10%	14%	17%	-	16%	10%	24%	13%	-	-	-	-
	EL	12%	12%	7%	*	14%	-	-	*	-	-	0%	20%	*	10%	7%	17%	0%	-	-	-	-
	Male	21%	23%	19%	0%	21%	25%	-	*	-	-	5%	35%	0%	24%	17%	19%	-	-	-	*	-
	Female	23%	25%	12%	13%	4%	24%	*	0%	-	10%	15%	10%	7%	13%	0%	-	12%	-	-	-	-
Reading	All Students	25%	31%	27%	17%	19%	50%	*	*	-	*	21%	31%	10%	32%	17%	33%	26%	-	-	*	-
	CWD	9%	11%	10%	*	*	*	-	-	-	-	0%	20%	10%	-	*	*	14%	-	-	*	-
	CWOD	27%	33%	32%	22%	25%	57%	*	*	-	*	29%	33%	-	32%	*	42%	29%	-	-	-	-
	EL	13%	16%	17%	*	*	-	-	*	-	-	*	*	*	*	17%	*	*	-	-	-	-
	Male	22%	27%	33%	0%	33%	*	-	*	-	-	13%	57%	*	42%	*	33%	-	-	-	*	-
	Female	28%	35%	26%	29%	11%	43%	*	*	-	*	27%	25%	14%	29%	*	-	26%	-	-	-	-
Mathematics	All Students	20%	18%	4%	0%	6%	0%	*	*	-	*	0%	7%	0%	5%	0%	13%	0%	-	-	*	-
	CWD	9%	7%	0%	*	*	*	-	-	-	-	0%	0%	0%	-	*	*	0%	-	-	*	-
	CWOD	21%	19%	5%	0%	8%	0%	*	*	-	*	0%	8%	-	5%	*	17%	0%	-	-	-	-
	EL	12%	10%	0%	*	*	-	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	21%	19%	13%	0%	17%	*	-	*	-	-	0%	29%	*	17%	*	13%	-	-	-	*	-
	Female	19%	16%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	*	-	0%	-	-	-	-
Science	All Students	20%	19%	5%	*	0%	20%	*	*	-	*	13%	0%	*	5%	*	0%	7%	-	-	-	-
	CWD	8%	11%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	22%	20%	5%	*	0%	*	*	*	-	*	13%	0%	-	5%	*	0%	7%	-	-	-	-
	EL	7%	8%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	22%	21%	0%	*	*	*	-	-	-	-	*	*	*	0%	-	0%	-	-	-	-	-
	Female	19%	17%	7%	*	0%	*	*	*	-	*	20%	0%	-	7%	*	-	7%	-	-	-	-

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	79	100	70	100	-	*	-	*	82	*	80
CWD	*	*	*	-	-	-	-	-	*	*	*
CWOD	81	100	78	100	-	*	-	*	89	-	*
EL ◇	80	*	*	-	-	*	-	-	*	*	80
Male	100	*	100	*	-	-	-	-	100	*	*
Female	72	*	40	*	-	*	-	*	67	*	*
<b>Mathematics</b>											
All Students	71	71	75	67	-	*	-	*	82	*	50
CWD	*	*	*	-	-	-	-	-	*	*	*
CWOD	71	80	72	67	-	*	-	*	89	-	*
EL ◇	50	*	*	-	-	*	-	-	*	*	50
Male	85	*	90	*	-	-	-	-	80	*	*
Female	67	*	60	*	-	*	-	*	83	*	*

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

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

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

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

**Part (iv): English Language Proficiency**

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

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

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	35	27	31	44	*	40	-	30	35	19	36
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

**Part (vi): Goal Meeting Status**

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y										
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y										
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N										
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N										
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N										
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N										
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N										
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N										
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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

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

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

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

**Part (vii): STAAR Participation**

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

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

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**ISCHOOL LEWISVILLE (K-5 CAMPUS) (221801027) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

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

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	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		
<b>Out-of-School Suspensions</b>												
	Male	5	0	0	4	0	1	0	0	0		
	Female	2	0	1	1	0	0	0	0	0		
	Total	7	0	1	5	0	1	0	0	0		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	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
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	1	0	1	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		0
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												

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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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	4	-8	3	1	-8	-8	-8	-8	1	2	-8
	Female	9	2	2	5	-8	-8	-8	-8	1	1	-8
	Total	13	2	5	6	-8	-8	-8	-8	2	3	-8

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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**ISCHOOL LEWISVILLE (K-5 CAMPUS) (221801027) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	10	1	7	2	0	0	0	0	4	2
	Female	5	1	2	2	0	0	0	0	2	0
	Total	15	2	9	4	0	0	0	0	6	2

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	11.0	84.6%
Teachers Teaching with Emergency or Provisional Credentials	1.0	7.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	32%	*	*	40%	-	-	-	*	*	*	-
In-State Private Institutions	*	-	-	*	-	-	-	-	-	-	-
Out-of-State Institutions	26%	*	-	*	-	-	-	-	-	*	-



- Indicates there are no students in the group.

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

#### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	25%	34%	24%	19%	-	15%	-	31%	41%	46%	6%

- Indicates there are no students in the group.

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

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**QUEST COLLEGIATE ACADEMY - JASPER (221801033) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR 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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

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

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

**QUEST COLLEGIATE ACADEMY - JASPER (221801033) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

### Part (ii): Student Achievement by Proficiency Level

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

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

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**QUEST COLLEGIATE ACADEMY - JASPER (221801033) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	75%	*	*	75%	-	-	-	*	70%	*	*	80%	-	100%	57%	-	-	-	*
	CWD	52%	60%	*	-	-	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-
	CWOD	80%	82%	80%	*	*	83%	-	-	-	*	78%	*	-	80%	-	100%	60%	-	-	-	*
	EL	66%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	81%	100%	-	*	*	-	-	-	*	100%	-	-	100%	-	100%	-	-	-	-	-
	Female	78%	80%	57%	*	-	67%	-	-	-	-	40%	*	*	60%	-	-	57%	-	-	-	*
Mathematics	All Students	70%	70%	50%	*	*	50%	-	-	-	*	50%	*	*	60%	-	80%	29%	-	-	-	*
	CWD	46%	46%	*	-	-	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-
	CWOD	74%	73%	60%	*	*	67%	-	-	-	*	56%	*	-	60%	-	80%	40%	-	-	-	*
	EL	64%	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	72%	75%	80%	-	*	*	-	-	-	*	80%	-	-	80%	-	80%	-	-	-	-	-
	Female	68%	67%	29%	*	-	33%	-	-	-	-	20%	*	*	40%	-	-	29%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	76%	82%	83%	*	*	90%	-	-	-	-	75%	*	*	80%	-	100%	71%	-	-	-	-
	CWD	48%	52%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	81%	84%	80%	-	*	89%	-	-	-	-	71%	*	-	80%	-	*	67%	-	-	-	-
	EL	66%	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	79%	100%	-	-	100%	-	-	-	-	*	*	*	*	-	100%	-	-	-	-	-
	Female	79%	84%	71%	*	*	80%	-	-	-	-	60%	*	*	67%	-	-	71%	-	-	-	-
Mathematics	All Students	68%	70%	50%	*	*	60%	-	-	-	-	63%	*	*	60%	-	40%	57%	-	-	-	-
	CWD	42%	38%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	73%	73%	60%	-	*	67%	-	-	-	-	71%	*	-	60%	-	*	67%	-	-	-	-
	EL	63%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	73%	40%	-	-	40%	-	-	-	-	*	*	*	*	-	40%	-	-	-	-	-
	Female	67%	67%	57%	*	*	80%	-	-	-	-	60%	*	*	67%	-	-	57%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	84%	71%	*	*	63%	-	-	-	*	78%	60%	*	82%	-	67%	75%	-	-	-	-
	CWD	50%	50%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	85%	88%	82%	*	*	80%	-	-	-	*	100%	*	-	82%	-	80%	83%	-	-	-	-
	EL	71%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	77%	81%	67%	*	*	*	-	-	-	-	*	*	*	80%	-	67%	-	-	-	-	-
	Female	83%	87%	75%	*	*	*	-	-	-	*	80%	*	*	83%	-	-	75%	-	-	-	-
Mathematics	All Students	76%	76%	57%	*	*	50%	-	-	-	*	67%	40%	*	73%	-	67%	50%	-	-	-	-
	CWD	50%	49%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	80%	78%	73%	*	*	80%	-	-	-	*	86%	*	-	73%	-	80%	67%	-	-	-	-
	EL	70%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	75%	76%	67%	*	*	*	-	-	-	-	*	*	*	80%	-	67%	-	-	-	-	-
	Female	76%	76%	50%	*	*	*	-	-	-	*	60%	*	*	67%	-	-	50%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	65%	65%	50%	*	*	50%	-	-	-	*	56%	40%	*	55%	-	67%	38%	-	-	-	-
	CWD	40%	35%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	69%	68%	55%	*	*	60%	-	-	-	*	71%	*	-	55%	-	80%	33%	-	-	-	-
	EL	52%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	67%	66%	67%	*	*	*	-	-	-	-	*	*	*	80%	-	67%	-	-	-	-	-
	Female	63%	64%	38%	*	*	*	-	-	-	*	40%	*	*	33%	-	-	38%	-	-	-	-
Grade 6																						
Reading	All Students	69%	77%	67%	*	*	60%	-	*	-	*	67%	*	*	63%	*	60%	*	-	-	-	-
	CWD	38%	47%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	74%	80%	63%	*	*	*	-	*	-	*	60%	*	-	63%	*	60%	*	-	-	-	-
	EL	53%	57%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	66%	74%	60%	*	-	*	-	*	-	-	*	*	-	60%	-	60%	-	-	-	-	-
	Female	72%	80%	*	-	*	*	-	-	-	*	*	*	*	*	*	-	*	-	-	-	-
Mathematics	All Students	72%	76%	56%	*	*	60%	-	*	-	*	67%	*	*	50%	*	60%	*	-	-	-	-
	CWD	47%	49%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	76%	78%	50%	*	*	*	-	*	-	*	60%	*	-	50%	*	60%	*	-	-	-	-
	EL	61%	63%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	73%	77%	60%	*	-	*	-	*	-	-	*	*	-	60%	-	60%	-	-	-	-	-
	Female	72%	74%	*	-	*	*	-	-	-	*	*	*	*	*	*	-	*	-	-	-	-
Grade 7																						
Reading	All Students	79%	86%	*	-	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	47%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	83%	89%	*	-	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	63%	74%	*	-	-	*	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	75%	83%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	83%	89%	*	-	-	*	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
Mathematics	All Students	60%	66%	*	-	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	36%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	63%	68%	*	-	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	45%	51%	*	-	-	*	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	60%	68%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	59%	64%	*	-	-	*	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
Grade 8																						
Reading	All Students	82%	88%	67%	-	*	80%	-	-	-	-	60%	*	-	67%	-	*	*	-	-	-	-
	CWD	50%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	90%	67%	-	*	80%	-	-	-	-	60%	*	-	67%	-	*	*	-	-	-	-
	EL	65%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	78%	86%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	86%	90%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

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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	70%	69%	17%	-	*	20%	-	-	-	-	20%	*	-	17%	-	*	*	-	-	-	-
	CWD	40%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	73%	17%	-	*	20%	-	-	-	-	20%	*	-	17%	-	*	*	-	-	-	-
	EL	57%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	73%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	72%	67%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Science	All Students	73%	79%	50%	-	*	40%	-	-	-	-	40%	*	-	50%	-	*	*	-	-	-	-
	CWD	42%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	82%	50%	-	*	40%	-	-	-	-	40%	*	-	50%	-	*	*	-	-	-	-
	EL	54%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	83%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	73%	75%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	50%	55%	50%	*	*	50%	-	-	-	*	50%	*	*	60%	-	80%	29%	-	-	-	*
	CWD	30%	34%	*	-	-	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-
	CWOD	54%	58%	60%	*	*	67%	-	-	-	*	56%	*	-	60%	-	80%	40%	-	-	-	*
	EL	37%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	49%	54%	80%	-	*	*	-	-	-	*	80%	-	-	80%	-	80%	-	-	-	-	-
	Female	52%	56%	29%	*	-	33%	-	-	-	-	20%	*	*	40%	-	-	29%	-	-	-	*
Mathematics	All Students	42%	38%	33%	*	*	38%	-	-	-	*	30%	*	*	40%	-	60%	14%	-	-	-	*
	CWD	27%	21%	*	-	-	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-
	CWOD	45%	40%	40%	*	*	50%	-	-	-	*	33%	*	-	40%	-	60%	20%	-	-	-	*
	EL	35%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	42%	60%	-	*	*	-	-	-	*	60%	-	-	60%	-	60%	-	-	-	-	-
	Female	39%	34%	14%	*	-	17%	-	-	-	-	0%	*	*	20%	-	-	14%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	53%	56%	33%	*	*	40%	-	-	-	-	38%	*	*	40%	-	40%	29%	-	-	-	-
	CWD	29%	29%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	57%	58%	40%	-	*	44%	-	-	-	-	43%	*	-	40%	-	*	33%	-	-	-	-
	EL	41%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	51%	55%	40%	-	-	40%	-	-	-	-	*	*	*	*	-	40%	-	-	-	-	-
	Female	55%	57%	29%	*	*	40%	-	-	-	-	20%	*	*	33%	-	-	29%	-	-	-	-
Mathematics	All Students	42%	37%	25%	*	*	30%	-	-	-	-	38%	*	*	30%	-	20%	29%	-	-	-	-
	CWD	25%	20%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	45%	38%	30%	-	*	33%	-	-	-	-	43%	*	-	30%	-	*	33%	-	-	-	-
	EL	34%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	41%	20%	-	-	20%	-	-	-	-	*	*	*	*	-	20%	-	-	-	-	-
	Female	38%	32%	29%	*	*	40%	-	-	-	-	40%	*	*	33%	-	-	29%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 5																						
Reading	All Students	57%	62%	50%	*	*	63%	-	-	-	*	44%	60%	*	55%	-	33%	63%	-	-	-	-
	CWD	29%	29%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	61%	66%	55%	*	*	80%	-	-	-	*	57%	*	-	55%	-	40%	67%	-	-	-	-
	EL	43%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	53%	58%	33%	*	*	*	-	-	-	-	*	*	*	40%	-	33%	-	-	-	-	-
	Female	60%	66%	63%	*	*	*	-	-	-	*	60%	*	*	67%	-	-	63%	-	-	-	-
Mathematics	All Students	47%	43%	21%	*	*	13%	-	-	-	*	22%	20%	*	27%	-	33%	13%	-	-	-	-
	CWD	25%	23%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	50%	45%	27%	*	*	20%	-	-	-	*	29%	*	-	27%	-	40%	17%	-	-	-	-
	EL	38%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	48%	43%	33%	*	*	*	-	-	-	-	*	*	*	40%	-	33%	-	-	-	-	-
	Female	46%	42%	13%	*	*	*	-	-	-	*	20%	*	*	17%	-	-	13%	-	-	-	-
Science	All Students	38%	35%	36%	*	*	38%	-	-	-	*	44%	20%	*	45%	-	50%	25%	-	-	-	-
	CWD	23%	24%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	40%	36%	45%	*	*	60%	-	-	-	*	57%	*	-	45%	-	60%	33%	-	-	-	-
	EL	24%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	41%	38%	50%	*	*	*	-	-	-	-	*	*	*	60%	-	50%	-	-	-	-	-
	Female	34%	31%	25%	*	*	*	-	-	-	*	40%	*	*	33%	-	-	25%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	44%	*	*	60%	-	*	-	*	50%	*	*	38%	*	60%	*	-	-	-	-
	CWD	21%	19%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	46%	49%	38%	*	*	*	-	*	-	*	40%	*	-	38%	*	60%	*	-	-	-	-
	EL	24%	26%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	40%	42%	60%	*	-	*	-	*	-	-	*	*	-	60%	-	60%	-	-	-	-	-
	Female	45%	50%	*	-	*	*	-	-	-	*	*	*	*	*	*	-	*	-	-	-	-
Mathematics	All Students	38%	36%	33%	*	*	40%	-	*	-	*	33%	*	*	25%	*	40%	*	-	-	-	-
	CWD	20%	15%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	41%	39%	25%	*	*	*	-	*	-	*	20%	*	-	25%	*	40%	*	-	-	-	-
	EL	24%	23%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	40%	40%	40%	*	-	*	-	*	-	-	*	*	-	40%	-	40%	-	-	-	-	-
	Female	36%	33%	*	-	*	*	-	-	-	*	*	*	*	*	*	-	*	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	*	-	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	25%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	63%	*	-	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	33%	39%	*	-	-	*	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	50%	57%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	60%	64%	*	-	-	*	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-



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**QUEST COLLEGIATE ACADEMY - JASPER (221801033) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	30%	35%	*	-	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	18%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	32%	37%	*	-	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	17%	20%	*	-	-	*	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	31%	36%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	29%	34%	*	-	-	*	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	57%	63%	17%	-	*	20%	-	-	-	-	20%	*	-	17%	-	*	*	-	-	-	-
	CWD	25%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	66%	17%	-	*	20%	-	-	-	-	20%	*	-	17%	-	*	*	-	-	-	-
	EL	33%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	51%	58%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	63%	68%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Mathematics	All Students	39%	34%	0%	-	*	0%	-	-	-	-	0%	*	-	0%	-	*	*	-	-	-	-
	CWD	20%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	41%	37%	0%	-	*	0%	-	-	-	-	0%	*	-	0%	-	*	*	-	-	-	-
	EL	24%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	38%	38%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	40%	32%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Science	All Students	44%	45%	0%	-	*	0%	-	-	-	-	0%	*	-	0%	-	*	*	-	-	-	-
	CWD	22%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	47%	47%	0%	-	*	0%	-	-	-	-	0%	*	-	0%	-	*	*	-	-	-	-
	EL	23%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	50%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	42%	40%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	29%	33%	33%	*	*	38%	-	-	-	*	30%	*	*	40%	-	60%	14%	-	-	-	*
	CWD	12%	16%	*	-	-	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-
	CWOD	32%	35%	40%	*	*	50%	-	-	-	*	33%	*	-	40%	-	60%	20%	-	-	-	*
	EL	19%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	28%	31%	60%	-	*	*	-	-	-	*	60%	-	-	60%	-	60%	-	-	-	-	-
	Female	31%	35%	14%	*	-	17%	-	-	-	-	0%	*	*	20%	-	-	14%	-	-	-	*
Mathematics	All Students	20%	15%	17%	*	*	13%	-	-	-	*	20%	*	*	20%	-	40%	0%	-	-	-	*
	CWD	10%	7%	*	-	-	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-
	CWOD	22%	16%	20%	*	*	17%	-	-	-	*	22%	*	-	20%	-	40%	0%	-	-	-	*
	EL	15%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	23%	17%	40%	-	*	*	-	-	-	*	40%	-	-	40%	-	40%	-	-	-	-	-
	Female	18%	13%	0%	*	-	0%	-	-	-	-	0%	*	*	0%	-	-	0%	-	-	-	*

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**QUEST COLLEGIATE ACADEMY - JASPER (221801033) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

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

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QUEST COLLEGIATE ACADEMY - JASPER (221801033) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	16%	13%	11%	*	*	0%	-	*	-	*	0%	*	*	13%	*	20%	*	-	-	-	-
	CWD	8%	7%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	17%	14%	13%	*	*	*	-	*	-	*	0%	*	-	13%	*	20%	*	-	-	-	-
	EL	7%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	17%	14%	20%	*	-	*	-	*	-	-	*	*	-	20%	-	20%	-	-	-	-	-
	Female	14%	12%	*	-	*	*	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-
Grade 7																						
Reading	All Students	36%	41%	*	-	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	11%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	43%	*	-	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	17%	22%	*	-	-	*	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	32%	37%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	41%	45%	*	-	-	*	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
Mathematics	All Students	13%	14%	*	-	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	7%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	14%	14%	*	-	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	6%	7%	*	-	-	*	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	13%	14%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	12%	13%	*	-	-	*	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
Grade 8																						
Reading	All Students	37%	42%	0%	-	*	0%	-	-	-	-	0%	*	-	0%	-	*	*	-	-	-	-
	CWD	11%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	43%	0%	-	*	0%	-	-	-	-	0%	*	-	0%	-	*	*	-	-	-	-
	EL	16%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	31%	34%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	42%	48%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Mathematics	All Students	14%	11%	0%	-	*	0%	-	-	-	-	0%	*	-	0%	-	*	*	-	-	-	-
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	15%	11%	0%	-	*	0%	-	-	-	-	0%	*	-	0%	-	*	*	-	-	-	-
	EL	6%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	14%	13%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	14%	8%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Science	All Students	23%	19%	0%	-	*	0%	-	-	-	-	0%	*	-	0%	-	*	*	-	-	-	-
	CWD	9%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	20%	0%	-	*	0%	-	-	-	-	0%	*	-	0%	-	*	*	-	-	-	-
	EL	8%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	24%	23%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	21%	16%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						

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**QUEST COLLEGIATE ACADEMY - JASPER (221801033) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	73%	79%	60%	33%	76%	60%	-	*	-	57%	62%	55%	37%	64%	*	72%	49%	-	-	-	*
	CWD	44%	49%	37%	*	-	35%	-	-	-	-	25%	57%	37%	-	-	20%	43%	-	-	-	-
	CWOD	77%	81%	64%	31%	76%	66%	-	*	-	57%	68%	55%	-	64%	*	77%	51%	-	-	-	*
	EL	59%	62%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	71%	79%	72%	60%	80%	71%	-	*	-	*	79%	58%	20%	77%	-	72%	-	-	-	-	-
	Female	75%	79%	49%	20%	71%	51%	-	-	-	60%	48%	52%	43%	51%	*	-	49%	-	-	-	*
Reading	All Students	74%	84%	73%	50%	71%	74%	-	*	-	*	72%	76%	63%	75%	*	81%	67%	-	-	-	*
	CWD	43%	54%	63%	*	-	57%	-	-	-	-	40%	*	63%	-	-	*	67%	-	-	-	-
	CWOD	78%	87%	75%	40%	71%	78%	-	*	-	*	76%	71%	-	75%	*	83%	67%	-	-	-	*
	EL	57%	67%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	70%	82%	81%	*	*	83%	-	*	-	*	83%	75%	*	83%	-	81%	-	-	-	-	-
	Female	78%	86%	67%	*	*	67%	-	-	-	*	62%	78%	67%	67%	*	-	67%	-	-	-	*
Mathematics	All Students	71%	74%	50%	17%	71%	51%	-	*	-	*	56%	35%	13%	56%	*	62%	40%	-	-	-	*
	CWD	44%	45%	13%	*	-	14%	-	-	-	-	20%	*	13%	-	-	*	17%	-	-	-	-
	CWOD	75%	76%	56%	20%	71%	59%	-	*	-	*	62%	43%	-	56%	*	67%	46%	-	-	-	*
	EL	61%	60%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	71%	76%	62%	*	*	61%	-	*	-	*	72%	38%	*	67%	-	62%	-	-	-	-	-
	Female	71%	72%	40%	*	*	43%	-	-	-	*	43%	33%	17%	46%	*	-	40%	-	-	-	*
Science	All Students	74%	77%	50%	*	*	46%	-	-	-	*	50%	50%	*	53%	-	78%	27%	-	-	-	-
	CWD	47%	49%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	80%	53%	*	*	50%	-	-	-	*	58%	40%	-	53%	-	88%	22%	-	-	-	-
	EL	58%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	79%	78%	*	*	67%	-	-	-	-	83%	*	*	88%	-	78%	-	-	-	-	-
	Female	75%	76%	27%	*	*	29%	-	-	-	*	25%	*	*	22%	-	-	27%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	50%	33%	13%	35%	35%	-	*	-	14%	34%	30%	16%	35%	*	41%	25%	-	-	-	*
	CWD	23%	24%	16%	*	-	18%	-	-	-	-	17%	14%	16%	-	-	0%	21%	-	-	-	-
	CWOD	50%	53%	35%	15%	35%	39%	-	*	-	14%	36%	33%	-	35%	*	45%	26%	-	-	-	*
	EL	29%	31%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	45%	50%	41%	40%	30%	43%	-	*	-	*	43%	37%	0%	45%	-	41%	-	-	-	-	-
	Female	48%	51%	25%	0%	43%	29%	-	-	-	20%	26%	24%	21%	26%	*	-	25%	-	-	-	*
Reading	All Students	52%	61%	43%	0%	43%	49%	-	*	-	*	44%	41%	25%	46%	*	50%	37%	-	-	-	*
	CWD	24%	29%	25%	*	-	29%	-	-	-	-	20%	*	25%	-	-	*	33%	-	-	-	-
	CWOD	56%	64%	46%	0%	43%	53%	-	*	-	*	47%	43%	-	46%	*	54%	38%	-	-	-	*
	EL	31%	38%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	47%	57%	50%	*	*	56%	-	*	-	*	56%	38%	*	54%	-	50%	-	-	-	-	-
	Female	56%	64%	37%	*	*	43%	-	-	-	*	33%	44%	33%	38%	*	-	37%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	39%	25%	17%	29%	26%	-	*	-	*	26%	24%	13%	27%	*	35%	17%	-	-	-	*
	CWD	22%	18%	13%	*	-	14%	-	-	-	-	20%	*	13%	-	-	*	17%	-	-	-	-
	CWOD	44%	41%	27%	20%	29%	28%	-	*	-	*	26%	29%	-	27%	*	38%	17%	-	-	-	*
	EL	29%	25%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	42%	41%	35%	*	*	33%	-	*	-	*	33%	38%	*	38%	-	35%	-	-	-	-	-
	Female	40%	37%	17%	*	*	19%	-	-	-	*	19%	11%	17%	17%	*	-	17%	-	-	-	*
Science	All Students	46%	49%	25%	*	*	23%	-	-	-	*	29%	17%	*	29%	-	33%	18%	-	-	-	-
	CWD	23%	27%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	49%	51%	29%	*	*	30%	-	-	-	*	33%	20%	-	29%	-	38%	22%	-	-	-	-
	EL	25%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	52%	33%	*	*	33%	-	-	-	-	33%	*	*	38%	-	33%	-	-	-	-	-
	Female	45%	46%	18%	*	*	14%	-	-	-	*	25%	*	*	22%	-	-	18%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	16%	13%	18%	15%	-	*	-	0%	16%	15%	0%	19%	*	30%	4%	-	-	-	*
	CWD	9%	10%	0%	*	-	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	24%	25%	19%	15%	18%	19%	-	*	-	0%	19%	18%	-	19%	*	32%	5%	-	-	-	*
	EL	12%	12%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	21%	23%	30%	40%	20%	29%	-	*	-	*	31%	26%	0%	32%	-	30%	-	-	-	-	-
	Female	23%	25%	4%	0%	14%	4%	-	-	-	0%	4%	5%	0%	5%	*	-	4%	-	-	-	*
Reading	All Students	25%	31%	23%	0%	29%	26%	-	*	-	*	23%	24%	0%	27%	*	38%	10%	-	-	-	*
	CWD	9%	11%	0%	*	-	0%	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	27%	33%	27%	0%	29%	31%	-	*	-	*	26%	29%	-	27%	*	42%	13%	-	-	-	*
	EL	13%	16%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	22%	27%	38%	*	*	44%	-	*	-	*	39%	38%	*	42%	-	38%	-	-	-	-	-
	Female	28%	35%	10%	*	*	10%	-	-	-	*	10%	11%	0%	13%	*	-	10%	-	-	-	*
Mathematics	All Students	20%	18%	11%	17%	14%	8%	-	*	-	*	10%	12%	0%	13%	*	23%	0%	-	-	-	*
	CWD	9%	7%	0%	*	-	0%	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	21%	19%	13%	20%	14%	9%	-	*	-	*	12%	14%	-	13%	*	25%	0%	-	-	-	*
	EL	12%	10%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	21%	19%	23%	*	*	17%	-	*	-	*	22%	25%	*	25%	-	23%	-	-	-	-	-
	Female	19%	16%	0%	*	*	0%	-	-	-	*	0%	0%	0%	0%	*	-	0%	-	-	-	*
Science	All Students	20%	19%	10%	*	*	8%	-	-	-	*	14%	0%	*	12%	-	22%	0%	-	-	-	-
	CWD	8%	11%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	22%	20%	12%	*	*	10%	-	-	-	*	17%	0%	-	12%	-	25%	0%	-	-	-	-
	EL	7%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	21%	22%	*	*	17%	-	-	-	-	33%	*	*	25%	-	22%	-	-	-	-	-
	Female	19%	17%	0%	*	*	0%	-	-	-	*	0%	*	*	0%	-	-	0%	-	-	-	-

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**QUEST COLLEGIATE ACADEMY - JASPER (221801033) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

- Indicates there are no students in the group.

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

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	78	80	*	74	-	*	-	*	78	100	*
CWD	100	*	-	*	-	-	-	-	*	100	-
CWOD	74	*	*	68	-	*	-	*	74	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	69	*	*	67	-	*	-	-	70	*	-
Female	88	*	*	82	-	-	-	*	85	*	*
<b>Mathematics</b>											
All Students	52	60	*	41	-	*	-	*	52	20	*
CWD	20	*	-	*	-	-	-	-	*	20	-
CWOD	57	*	*	45	-	*	-	*	58	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	44	*	*	33	-	*	-	-	45	*	-
Female	59	*	*	50	-	-	-	*	58	*	*

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

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

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

#### Part (iv): English Language Proficiency

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	36	20	43	37	-	*	-	24	37	18	*
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y			N					Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N			N					Y		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N			N					N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N			N					N		
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N			N					N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N			N					N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N			N					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N			N					N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											



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

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

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

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

### Part (vii): STAAR Participation

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

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

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

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	6	-8	1	5	-8	-8	-8	-8	-8	-8	-8
	Female	18	3	1	13	-8	-8	-8	1	-8	1	-8
	Total	24	3	2	18	-8	-8	-8	1	-8	1	-8

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

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

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

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	43.5%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	*	11%
Mathematics	6,177	2%	*	0%	*	11%
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	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
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	*	2%
Reading	48,805	1%	25	0%	*	2%
Mathematics	43,293	1%	24	0%	*	2%
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

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



State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	23%	17%	22%	25%	-	*	-	11%	19%	29%	*

- Indicates there are no students in the group.

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

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**Part (i): Description of State Accountability System**

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

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

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

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

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

### Part (ii): Student Achievement by Proficiency Level

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 6																					

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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	69%	77%	76%	55%	70%	91%	-	100%	-	80%	71%	80%	33%	83%	*	62%	90%	-	-	-	-	
	CWD	38%	47%	33%	*	*	*	-	-	-	*	*	*	33%	-	-	*	*	-	-	-	-	
	CWOD	74%	80%	83%	67%	88%	90%	-	100%	-	*	86%	82%	-	83%	*	67%	95%	-	-	-	-	
	EL	53%	57%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	66%	74%	62%	44%	*	*	-	*	-	*	56%	62%	*	67%	*	62%	-	-	-	-	-	
	Female	72%	80%	90%	*	83%	100%	-	*	-	*	88%	92%	*	95%	*	-	90%	-	-	-	-	
Mathematics	All Students	72%	76%	79%	64%	90%	73%	-	80%	-	100%	82%	76%	50%	83%	*	86%	71%	-	-	-	-	
	CWD	47%	49%	50%	*	*	*	-	-	-	*	*	*	50%	-	-	*	*	-	-	-	-	
	CWOD	76%	78%	83%	78%	100%	70%	-	80%	-	*	100%	73%	-	83%	*	89%	74%	-	-	-	-	
	EL	61%	63%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	73%	77%	86%	56%	*	*	-	*	-	*	78%	85%	*	89%	*	86%	-	-	-	-	-	
	Female	72%	74%	71%	*	83%	57%	-	*	-	*	88%	62%	*	74%	*	-	71%	-	-	-	-	
Grade 7																							
Reading	All Students	79%	86%	90%	67%	100%	88%	-	100%	-	*	89%	91%	86%	91%	100%	84%	100%	-	-	-	-	
	CWD	47%	55%	86%	*	*	*	-	-	-	-	*	*	86%	-	*	80%	*	-	-	-	-	
	CWOD	83%	89%	91%	67%	100%	87%	-	100%	-	*	86%	93%	-	91%	*	85%	100%	-	-	-	-	
	EL	63%	74%	100%	-	*	*	-	*	-	-	*	*	*	*	100%	*	*	-	-	-	-	
	Male	75%	83%	84%	50%	100%	90%	-	*	-	-	83%	84%	80%	85%	*	84%	-	-	-	-	-	
	Female	83%	89%	100%	*	100%	86%	-	*	-	*	100%	93%	*	100%	*	-	100%	-	-	-	-	
Mathematics	All Students	60%	66%	71%	33%	80%	76%	-	100%	-	*	56%	79%	43%	75%	80%	71%	70%	-	-	-	-	
	CWD	36%	36%	43%	*	*	*	-	-	-	-	*	*	43%	-	*	40%	*	-	-	-	-	
	CWOD	63%	68%	75%	44%	77%	80%	-	100%	-	*	64%	80%	-	75%	*	77%	72%	-	-	-	-	
	EL	45%	51%	80%	-	*	*	-	*	-	-	*	*	*	*	80%	*	*	-	-	-	-	
	Male	60%	68%	71%	25%	78%	90%	-	*	-	-	50%	84%	40%	77%	*	71%	-	-	-	-	-	
	Female	59%	64%	70%	*	83%	57%	-	*	-	*	67%	67%	*	72%	*	-	70%	-	-	-	-	
Grade 8																							
Reading	All Students	82%	88%	86%	100%	65%	94%	-	75%	-	*	81%	86%	57%	91%	71%	92%	81%	-	-	-	*	
	CWD	50%	60%	57%	*	*	*	-	-	-	-	*	80%	57%	-	*	*	40%	-	-	-	-	
	CWOD	86%	90%	91%	100%	71%	100%	-	75%	-	*	93%	87%	-	91%	80%	91%	90%	-	-	-	*	
	EL	65%	65%	71%	-	67%	-	-	*	-	-	*	*	*	80%	71%	*	*	-	-	-	-	
	Male	78%	86%	92%	*	57%	100%	-	*	-	*	83%	90%	*	91%	*	92%	-	-	-	-	*	
	Female	86%	90%	81%	100%	70%	83%	-	*	-	-	80%	76%	40%	90%	*	-	81%	-	-	-	*	
Mathematics	All Students	70%	69%	80%	67%	73%	77%	-	86%	-	*	75%	80%	43%	85%	83%	94%	65%	-	-	-	*	
	CWD	40%	40%	43%	*	*	*	-	-	-	-	*	60%	43%	-	*	*	20%	-	-	-	-	
	CWOD	74%	73%	85%	80%	83%	80%	-	86%	-	*	86%	85%	-	85%	*	94%	78%	-	-	-	*	
	EL	57%	57%	83%	-	80%	-	-	*	-	-	*	*	*	*	83%	*	*	-	-	-	-	
	Male	68%	73%	94%	-	86%	100%	-	*	-	*	83%	100%	*	94%	*	94%	-	-	-	-	*	
	Female	72%	67%	65%	67%	63%	50%	-	*	-	-	70%	57%	20%	78%	*	-	65%	-	-	-	*	

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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%	79%	85%	88%	76%	94%	-	75%	-	*	88%	84%	29%	93%	71%	92%	78%	-	-	-	*
	CWD	42%	43%	29%	*	*	*	-	-	-	-	*	40%	29%	-	*	*	20%	-	-	-	-
	CWOD	77%	82%	93%	100%	93%	100%	-	75%	-	*	100%	91%	-	93%	100%	96%	91%	-	-	-	*
	EL	54%	52%	71%	-	67%	-	-	*	-	-	*	*	*	100%	71%	*	*	-	-	-	-
	Male	73%	83%	92%	*	71%	100%	-	*	-	*	100%	90%	*	96%	*	92%	-	-	-	-	*
	Female	73%	75%	78%	86%	80%	83%	-	*	-	-	80%	76%	20%	91%	*	-	78%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	64%	87%	91%	92%	83%	96%	-	86%	-	100%	88%	92%	75%	93%	75%	90%	91%	-	-	*	*
	CWD	29%	54%	75%	*	*	80%	-	-	-	-	*	*	75%	-	-	71%	*	-	-	*	-
	CWOD	68%	90%	93%	91%	86%	100%	-	86%	-	100%	86%	96%	-	93%	75%	94%	91%	-	-	-	*
	EL	38%	49%	75%	-	71%	*	-	-	-	-	80%	*	-	75%	75%	*	80%	-	-	-	-
	Male	58%	84%	90%	88%	85%	94%	-	*	-	*	93%	89%	71%	94%	*	90%	-	-	-	-	*
	Female	70%	90%	91%	*	75%	100%	-	83%	-	100%	77%	96%	*	91%	80%	-	91%	-	-	*	-
English II	All Students	71%	91%	90%	100%	87%	93%	*	60%	-	*	85%	92%	44%	97%	73%	89%	92%	-	-	-	*
	CWD	33%	55%	44%	-	60%	*	-	*	-	-	*	33%	44%	-	*	20%	*	-	-	-	*
	CWOD	76%	94%	97%	100%	94%	96%	*	*	-	*	88%	100%	-	97%	88%	97%	95%	-	-	-	*
	EL	43%	66%	73%	-	78%	-	-	*	-	-	80%	67%	*	88%	73%	83%	60%	-	-	-	-
	Male	65%	88%	89%	100%	87%	88%	*	*	-	*	85%	90%	20%	97%	83%	89%	-	-	-	-	*
	Female	77%	93%	92%	*	88%	100%	-	*	-	-	86%	94%	*	95%	60%	-	92%	-	-	-	*
Algebra I	All Students	74%	85%	90%	83%	81%	97%	-	*	-	100%	82%	93%	67%	93%	90%	89%	91%	-	-	*	*
	CWD	46%	52%	67%	*	*	80%	-	-	-	-	*	67%	67%	-	-	67%	*	-	-	*	*
	CWOD	78%	88%	93%	90%	84%	100%	-	*	-	100%	84%	96%	-	93%	90%	93%	93%	-	-	*	*
	EL	64%	63%	90%	-	89%	*	-	-	-	-	*	100%	-	90%	90%	83%	*	-	-	-	-
	Male	71%	84%	89%	71%	85%	95%	-	*	-	*	83%	91%	67%	93%	83%	89%	-	-	-	-	*
	Female	78%	86%	91%	100%	73%	100%	-	*	-	*	73%	95%	*	93%	*	-	91%	-	-	*	*
Biology	All Students	82%	94%	97%	100%	90%	100%	-	100%	-	100%	96%	98%	88%	98%	100%	98%	97%	-	-	*	*
	CWD	57%	77%	88%	*	*	100%	-	-	-	-	*	*	88%	-	*	86%	*	-	-	*	-
	CWOD	86%	96%	98%	100%	95%	100%	-	100%	-	100%	95%	100%	-	98%	100%	100%	97%	-	-	-	*
	EL	66%	75%	100%	*	100%	*	-	-	-	-	*	*	*	100%	100%	*	*	-	-	-	-
	Male	80%	94%	98%	100%	91%	100%	-	*	-	*	100%	96%	86%	100%	*	98%	-	-	-	-	*
	Female	85%	95%	97%	*	82%	100%	-	100%	-	*	83%	100%	*	97%	*	-	97%	-	-	*	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 6</b>																						
Reading	All Students	42%	46%	33%	9%	10%	45%	-	80%	-	60%	29%	36%	33%	33%	*	24%	43%	-	-	-	-
	CWD	21%	19%	33%	*	*	*	-	-	-	*	*	*	33%	-	-	*	*	-	-	-	-
	CWOD	46%	49%	33%	11%	13%	40%	-	80%	-	*	36%	32%	-	33%	*	22%	42%	-	-	-	-
	EL	24%	26%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	40%	42%	24%	11%	*	*	-	*	-	*	11%	31%	*	22%	*	24%	-	-	-	-	-
	Female	45%	50%	43%	*	17%	43%	-	*	-	*	50%	38%	*	42%	*	-	43%	-	-	-	-

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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	38%	36%	36%	36%	10%	64%	-	20%	-	40%	35%	36%	17%	39%	*	33%	38%	-	-	-	-
	CWD	20%	15%	17%	*	*	*	-	-	-	*	*	*	17%	-	-	*	*	-	-	-	-
	CWOD	41%	39%	39%	44%	13%	60%	-	20%	-	*	43%	36%	-	39%	*	39%	37%	-	-	-	-
	EL	24%	23%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	40%	40%	33%	33%	*	*	-	*	-	*	33%	31%	*	39%	*	33%	-	-	-	-	-
	Female	36%	33%	38%	*	17%	57%	-	*	-	*	38%	38%	*	37%	*	-	38%	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	51%	50%	47%	47%	-	67%	-	*	50%	52%	57%	50%	20%	48%	55%	-	-	-	-
	CWD	25%	25%	57%	*	*	*	-	-	-	-	*	*	57%	-	*	40%	*	-	-	-	-
	CWOD	59%	63%	50%	44%	54%	40%	-	67%	-	*	43%	53%	-	50%	*	50%	50%	-	-	-	-
	EL	33%	39%	20%	-	*	*	-	*	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	50%	57%	48%	50%	56%	30%	-	*	-	-	42%	53%	40%	50%	*	48%	-	-	-	-	-
	Female	60%	64%	55%	*	33%	71%	-	*	-	*	67%	47%	*	50%	*	-	55%	-	-	-	-
Mathematics	All Students	30%	35%	41%	8%	60%	29%	-	83%	-	*	33%	45%	14%	45%	20%	42%	40%	-	-	-	-
	CWD	18%	16%	14%	*	*	*	-	-	-	-	*	*	14%	-	*	20%	*	-	-	-	-
	CWOD	32%	37%	45%	11%	62%	33%	-	83%	-	*	43%	47%	-	45%	*	46%	44%	-	-	-	-
	EL	17%	20%	20%	-	*	*	-	*	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	31%	36%	42%	0%	67%	30%	-	*	-	-	33%	47%	20%	46%	*	42%	-	-	-	-	-
	Female	29%	34%	40%	*	50%	29%	-	*	-	*	33%	40%	*	44%	*	-	40%	-	-	-	-
Grade 8																						
Reading	All Students	57%	63%	73%	75%	53%	83%	-	63%	-	*	69%	72%	29%	80%	57%	76%	69%	-	-	-	*
	CWD	25%	30%	29%	*	*	*	-	-	-	-	*	40%	29%	-	*	*	0%	-	-	-	-
	CWOD	61%	66%	80%	86%	57%	93%	-	63%	-	*	79%	77%	-	80%	60%	74%	86%	-	-	-	*
	EL	33%	32%	57%	-	50%	-	-	*	-	-	*	*	*	60%	57%	*	*	-	-	-	-
	Male	51%	58%	76%	*	29%	92%	-	*	-	*	67%	75%	*	74%	*	76%	-	-	-	-	*
	Female	63%	68%	69%	71%	70%	67%	-	*	-	-	70%	65%	0%	86%	*	-	69%	-	-	-	*
Mathematics	All Students	39%	34%	38%	17%	33%	46%	-	43%	-	*	38%	36%	14%	41%	33%	56%	22%	-	-	-	*
	CWD	20%	13%	14%	*	*	*	-	-	-	-	*	20%	14%	-	*	*	0%	-	-	-	-
	CWOD	41%	37%	41%	20%	42%	50%	-	43%	-	*	43%	40%	-	41%	*	56%	28%	-	-	-	*
	EL	24%	21%	33%	-	20%	-	-	*	-	-	*	*	*	*	33%	*	*	-	-	-	-
	Male	38%	38%	56%	-	29%	86%	-	*	-	*	67%	50%	*	56%	*	56%	-	-	-	-	*
	Female	40%	32%	22%	17%	38%	0%	-	*	-	-	20%	21%	0%	28%	*	-	22%	-	-	-	*
Science	All Students	44%	45%	47%	50%	29%	61%	-	50%	-	*	50%	46%	14%	52%	43%	65%	30%	-	-	-	*
	CWD	22%	19%	14%	*	*	*	-	-	-	-	*	20%	14%	-	*	*	0%	-	-	-	-
	CWOD	47%	47%	52%	57%	36%	67%	-	50%	-	*	57%	50%	-	52%	60%	67%	36%	-	-	-	*
	EL	23%	22%	43%	-	33%	-	-	*	-	-	*	*	*	60%	43%	*	*	-	-	-	-
	Male	45%	50%	65%	*	29%	83%	-	*	-	*	83%	60%	*	67%	*	65%	-	-	-	-	*
	Female	42%	40%	30%	43%	30%	17%	-	*	-	-	30%	29%	0%	36%	*	-	30%	-	-	-	*
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	46%	75%	82%	83%	79%	78%	-	86%	-	100%	73%	86%	50%	85%	63%	78%	86%	-	-	*	*
	CWD	17%	28%	50%	*	*	60%	-	-	-	-	*	*	50%	-	-	43%	*	-	-	*	-
	CWOD	50%	79%	85%	91%	82%	82%	-	86%	-	100%	73%	91%	-	85%	63%	85%	85%	-	-	-	*
	EL	19%	23%	63%	-	57%	*	-	-	-	-	60%	*	-	63%	63%	*	80%	-	-	-	-
	Male	40%	70%	78%	75%	77%	78%	-	*	-	*	71%	81%	43%	85%	*	78%	-	-	-	-	*
	Female	53%	79%	86%	*	75%	78%	-	83%	-	100%	69%	91%	*	85%	80%	-	86%	-	-	*	-
English II	All Students	54%	81%	80%	89%	70%	87%	*	60%	-	*	70%	84%	22%	88%	55%	82%	76%	-	-	-	*
	CWD	21%	40%	22%	-	20%	*	-	*	-	-	*	17%	22%	-	*	20%	*	-	-	-	*
	CWOD	59%	84%	88%	89%	83%	89%	*	*	-	*	76%	93%	-	88%	75%	90%	86%	-	-	-	*
	EL	22%	40%	55%	-	56%	-	-	*	-	-	40%	67%	*	75%	55%	67%	40%	-	-	-	-
	Male	48%	75%	82%	88%	73%	88%	*	*	-	*	77%	84%	20%	90%	67%	82%	-	-	-	-	*
	Female	62%	85%	76%	*	63%	85%	-	*	-	-	57%	83%	*	86%	40%	-	76%	-	-	-	*
Algebra I	All Students	42%	46%	54%	33%	56%	50%	-	*	-	80%	50%	55%	11%	59%	60%	43%	69%	-	-	*	*
	CWD	19%	16%	11%	*	*	20%	-	-	-	-	*	0%	11%	-	-	0%	*	-	-	*	*
	CWOD	45%	49%	59%	40%	60%	56%	-	*	-	80%	53%	62%	-	59%	60%	50%	72%	-	-	*	*
	EL	28%	21%	60%	-	56%	*	-	-	-	-	*	67%	-	60%	60%	33%	*	-	-	-	-
	Male	40%	43%	43%	14%	38%	45%	-	*	-	*	25%	50%	0%	50%	33%	43%	-	-	-	-	*
	Female	45%	49%	69%	60%	67%	63%	-	*	-	*	73%	64%	*	72%	*	-	69%	-	-	*	*
Biology	All Students	54%	76%	86%	67%	86%	91%	-	100%	-	100%	88%	85%	75%	87%	86%	83%	90%	-	-	*	*
	CWD	25%	41%	75%	*	*	80%	-	-	-	-	*	*	75%	-	*	71%	*	-	-	*	-
	CWOD	57%	79%	87%	62%	90%	94%	-	100%	-	100%	86%	88%	-	87%	83%	85%	90%	-	-	-	*
	EL	26%	36%	86%	*	80%	*	-	-	-	-	*	*	*	83%	86%	*	*	-	-	-	-
	Male	52%	74%	83%	64%	82%	93%	-	*	-	*	86%	81%	71%	85%	*	83%	-	-	-	-	*
	Female	56%	77%	90%	*	82%	88%	-	100%	-	*	83%	90%	*	90%	*	-	90%	-	-	*	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 6</b>																						
Reading	All Students	23%	23%	19%	0%	0%	27%	-	60%	-	40%	18%	20%	17%	19%	*	10%	29%	-	-	-	-
	CWD	8%	7%	17%	*	*	*	-	-	-	*	*	*	17%	-	-	*	*	-	-	-	-
	CWOD	25%	25%	19%	0%	0%	20%	-	60%	-	*	21%	18%	-	19%	*	11%	26%	-	-	-	-
	EL	9%	14%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	21%	21%	10%	0%	*	*	-	*	-	*	0%	15%	*	11%	*	10%	-	-	-	-	-
	Female	25%	25%	29%	*	0%	29%	-	*	-	*	38%	23%	*	26%	*	-	29%	-	-	-	-
Mathematics	All Students	16%	13%	10%	0%	0%	18%	-	0%	-	40%	6%	12%	17%	8%	*	10%	10%	-	-	-	-
	CWD	8%	7%	17%	*	*	*	-	-	-	*	*	*	17%	-	-	*	*	-	-	-	-
	CWOD	17%	14%	8%	0%	0%	10%	-	0%	-	*	7%	9%	-	8%	*	11%	5%	-	-	-	-
	EL	7%	5%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	17%	14%	10%	0%	*	*	-	*	-	*	0%	15%	*	11%	*	10%	-	-	-	-	-
	Female	14%	12%	10%	*	0%	14%	-	*	-	*	13%	8%	*	5%	*	-	10%	-	-	-	-
<b>Grade 7</b>																						

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**ISCHOOL LEWISVILLE (6-12 CAMPUS) (221801034) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	36%	41%	33%	33%	40%	18%	-	50%	-	*	33%	33%	29%	34%	20%	26%	45%	-	-	-	-
	CWD	11%	12%	29%	*	*	*	-	-	-	-	*	*	29%	-	*	20%	*	-	-	-	-
	CWOD	40%	43%	34%	33%	46%	13%	-	50%	-	*	36%	33%	-	34%	*	27%	44%	-	-	-	-
	EL	17%	22%	20%	-	*	*	-	*	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	32%	37%	26%	25%	44%	0%	-	*	-	-	33%	21%	20%	27%	*	26%	-	-	-	-	-
	Female	41%	45%	45%	*	33%	43%	-	*	-	*	33%	47%	*	44%	*	-	45%	-	-	-	-
Mathematics	All Students	13%	14%	16%	8%	20%	12%	-	33%	-	*	11%	18%	0%	18%	0%	19%	10%	-	-	-	-
	CWD	7%	7%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	14%	14%	18%	11%	23%	13%	-	33%	-	*	14%	20%	-	18%	*	23%	11%	-	-	-	-
	EL	6%	7%	0%	-	*	*	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	13%	14%	19%	0%	33%	10%	-	*	-	-	8%	26%	0%	23%	*	19%	-	-	-	-	-
	Female	12%	13%	10%	*	0%	14%	-	*	-	*	17%	7%	*	11%	*	-	10%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	37%	42%	47%	38%	35%	56%	-	38%	-	*	38%	50%	29%	50%	43%	48%	46%	-	-	-	*
	CWD	11%	23%	29%	*	*	*	-	-	-	-	*	40%	29%	-	*	*	0%	-	-	-	-
	CWOD	40%	43%	50%	43%	36%	60%	-	38%	-	*	43%	52%	-	50%	40%	43%	57%	-	-	-	*
	EL	16%	15%	43%	-	33%	-	-	*	-	-	*	*	*	40%	43%	*	*	-	-	-	-
	Male	31%	34%	48%	*	14%	58%	-	*	-	*	50%	45%	*	43%	*	48%	-	-	-	-	*
	Female	42%	48%	46%	29%	50%	50%	-	*	-	-	30%	53%	0%	57%	*	-	46%	-	-	-	*
Mathematics	All Students	14%	11%	3%	0%	0%	8%	-	0%	-	*	6%	0%	0%	3%	0%	6%	0%	-	-	-	*
	CWD	8%	5%	0%	*	*	*	-	-	-	-	*	0%	0%	-	*	*	0%	-	-	-	-
	CWOD	15%	11%	3%	0%	0%	10%	-	0%	-	*	7%	0%	-	3%	*	6%	0%	-	-	-	*
	EL	6%	5%	0%	-	0%	-	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	14%	13%	6%	-	0%	14%	-	*	-	*	17%	0%	*	6%	*	6%	-	-	-	-	*
	Female	14%	8%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	*	-	0%	-	-	-	*
Science	All Students	23%	19%	13%	25%	6%	17%	-	13%	-	*	19%	11%	0%	15%	14%	19%	7%	-	-	-	*
	CWD	9%	10%	0%	*	*	*	-	-	-	-	*	0%	0%	-	*	*	0%	-	-	-	-
	CWOD	24%	20%	15%	29%	7%	20%	-	13%	-	*	21%	13%	-	15%	20%	21%	9%	-	-	-	*
	EL	8%	9%	14%	-	17%	-	-	*	-	-	*	*	*	20%	14%	*	*	-	-	-	-
	Male	24%	23%	19%	*	0%	25%	-	*	-	*	50%	10%	*	21%	*	19%	-	-	-	-	*
	Female	21%	16%	7%	14%	10%	0%	-	*	-	-	0%	12%	0%	9%	*	-	7%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	10%	21%	22%	17%	8%	22%	-	71%	-	33%	15%	26%	13%	24%	0%	7%	40%	-	-	*	*
	CWD	4%	4%	13%	*	*	20%	-	-	-	-	*	*	13%	-	-	0%	*	-	-	*	-
	CWOD	11%	23%	24%	18%	9%	23%	-	71%	-	33%	14%	28%	-	24%	0%	9%	38%	-	-	-	*
	EL	1%	3%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	8%	18%	7%	0%	0%	11%	-	*	-	*	0%	11%	0%	9%	*	7%	-	-	-	-	*
	Female	13%	25%	40%	*	17%	44%	-	67%	-	40%	31%	43%	*	38%	0%	-	40%	-	-	*	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	9%	15%	19%	11%	13%	23%	*	20%	-	*	15%	20%	0%	22%	9%	16%	24%	-	-	-	*
	CWD	5%	2%	0%	-	0%	*	-	*	-	-	*	0%	0%	-	*	0%	*	-	-	-	*
	CWOD	9%	16%	22%	11%	17%	25%	*	*	-	*	18%	23%	-	22%	13%	18%	29%	-	-	-	*
	EL	1%	1%	9%	-	11%	-	-	*	-	-	20%	0%	*	13%	9%	17%	0%	-	-	-	-
	Male	7%	10%	16%	13%	13%	18%	*	*	-	*	15%	16%	0%	18%	17%	16%	-	-	-	-	*
	Female	11%	18%	24%	*	13%	31%	-	*	-	-	14%	28%	*	29%	0%	-	24%	-	-	-	*
Algebra I	All Students	26%	28%	31%	33%	30%	23%	-	*	-	60%	27%	32%	0%	35%	30%	26%	38%	-	-	*	*
	CWD	8%	6%	0%	*	*	0%	-	-	-	-	*	0%	0%	-	-	0%	*	-	-	*	*
	CWOD	29%	30%	35%	40%	32%	28%	-	*	-	60%	32%	36%	-	35%	30%	30%	41%	-	-	*	*
	EL	14%	13%	30%	-	22%	*	-	-	-	-	*	50%	-	30%	30%	0%	*	-	-	-	-
	Male	25%	27%	26%	14%	15%	23%	-	*	-	*	17%	29%	0%	30%	0%	26%	-	-	-	-	*
	Female	28%	29%	38%	60%	40%	25%	-	*	-	*	36%	36%	*	41%	*	-	38%	-	-	*	*
Biology	All Students	21%	27%	23%	20%	24%	22%	-	17%	-	33%	20%	24%	25%	22%	14%	23%	23%	-	-	*	*
	CWD	7%	14%	25%	*	*	40%	-	-	-	-	*	*	25%	-	*	14%	*	-	-	*	-
	CWOD	22%	28%	22%	23%	25%	17%	-	17%	-	33%	19%	24%	-	22%	17%	24%	20%	-	-	-	*
	EL	5%	11%	14%	*	20%	*	-	-	-	-	*	*	*	17%	14%	*	*	-	-	-	-
	Male	21%	28%	23%	9%	27%	20%	-	*	-	*	14%	27%	14%	24%	*	23%	-	-	-	-	*
	Female	21%	27%	23%	*	18%	25%	-	0%	-	*	25%	20%	*	20%	*	-	23%	-	-	*	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	79%	86%	78%	84%	92%	*	87%	-	95%	83%	88%	57%	91%	82%	87%	85%	-	-	*	68%
	CWD	44%	49%	57%	39%	44%	78%	-	*	-	*	50%	62%	57%	-	50%	61%	50%	-	-	*	*
	CWOD	77%	81%	91%	86%	90%	94%	*	90%	-	94%	89%	91%	-	91%	89%	92%	90%	-	-	*	71%
	EL	59%	62%	82%	*	81%	100%	-	82%	-	-	82%	83%	50%	89%	82%	85%	80%	-	-	-	-
	Male	71%	79%	87%	71%	85%	94%	*	96%	-	95%	83%	89%	61%	92%	85%	87%	-	-	-	-	73%
	Female	75%	79%	85%	89%	83%	88%	-	81%	-	94%	83%	87%	50%	90%	80%	-	85%	-	-	*	63%
Reading	All Students	74%	84%	88%	82%	84%	94%	*	84%	-	94%	84%	89%	59%	92%	80%	85%	91%	-	-	*	71%
	CWD	43%	54%	59%	57%	50%	77%	-	*	-	*	63%	57%	59%	-	50%	57%	64%	-	-	*	*
	CWOD	78%	87%	92%	86%	90%	97%	*	90%	-	93%	89%	93%	-	92%	86%	90%	94%	-	-	-	67%
	EL	57%	67%	80%	-	78%	*	-	83%	-	-	84%	75%	50%	86%	80%	82%	78%	-	-	-	-
	Male	70%	82%	85%	73%	83%	92%	*	92%	-	88%	83%	86%	57%	90%	82%	85%	-	-	-	-	*
	Female	78%	86%	91%	100%	85%	98%	-	79%	-	100%	86%	93%	64%	94%	78%	-	91%	-	-	*	*
Mathematics	All Students	71%	74%	82%	63%	81%	86%	-	92%	-	93%	75%	85%	52%	86%	84%	86%	77%	-	-	*	43%
	CWD	44%	45%	52%	13%	56%	73%	-	-	-	*	25%	71%	52%	-	*	59%	42%	-	-	*	*
	CWOD	75%	76%	86%	76%	85%	89%	-	92%	-	92%	85%	87%	-	86%	86%	90%	82%	-	-	*	50%
	EL	61%	60%	84%	-	84%	*	-	*	-	-	77%	92%	*	86%	84%	86%	82%	-	-	-	-
	Male	71%	76%	86%	54%	83%	94%	-	100%	-	100%	74%	91%	59%	90%	86%	86%	-	-	-	-	*
	Female	71%	72%	77%	76%	76%	72%	-	86%	-	83%	76%	77%	42%	82%	82%	-	77%	-	-	*	*

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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	74%	77%	92%	96%	84%	98%	-	86%	-	100%	93%	92%	60%	96%	86%	95%	88%	-	-	*	100%
	CWD	47%	49%	60%	*	*	88%	-	-	-	-	67%	56%	60%	-	*	78%	33%	-	-	*	-
	CWOD	78%	80%	96%	100%	94%	100%	-	86%	-	100%	97%	96%	-	96%	100%	98%	94%	-	-	-	100%
	EL	58%	54%	86%	*	82%	*	-	*	-	-	86%	86%	*	100%	86%	88%	83%	-	-	-	-
	Male	74%	79%	95%	100%	83%	100%	-	100%	-	*	100%	93%	78%	98%	88%	95%	-	-	-	-	*
	Female	75%	76%	88%	91%	85%	93%	-	78%	-	*	86%	89%	33%	94%	83%	-	88%	-	-	*	*
SAT/ACT All Subjects	All Students	92%	95%	94%	*	*	91%	-	*	-	*	-	94%	-	94%	-	92%	*	-	-	-	-
	CWD	75%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	95%	94%	*	*	91%	-	*	-	*	-	94%	-	94%	-	92%	*	-	-	-	-
	EL	69%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	95%	92%	*	*	89%	-	-	-	*	-	92%	-	92%	-	92%	-	-	-	-	-
	Female	92%	96%	*	-	-	*	-	*	-	-	-	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	60%	49%	55%	67%	*	68%	-	74%	56%	63%	31%	65%	50%	61%	60%	-	-	*	32%
	CWD	23%	24%	31%	22%	15%	50%	-	*	-	*	35%	28%	31%	-	17%	35%	25%	-	-	*	*
	CWOD	50%	53%	65%	54%	62%	70%	*	70%	-	75%	60%	67%	-	65%	56%	65%	64%	-	-	*	35%
	EL	29%	31%	50%	*	47%	60%	-	55%	-	-	44%	57%	17%	56%	50%	36%	66%	-	-	-	-
	Male	45%	50%	61%	46%	53%	71%	*	74%	-	65%	55%	64%	35%	65%	36%	61%	-	-	-	-	36%
	Female	48%	51%	60%	52%	57%	61%	-	64%	-	83%	57%	61%	25%	64%	66%	-	60%	-	-	*	25%
Reading	All Students	52%	61%	67%	61%	60%	74%	*	71%	-	81%	60%	70%	38%	71%	51%	66%	69%	-	-	*	57%
	CWD	24%	29%	38%	29%	21%	62%	-	*	-	*	44%	33%	38%	-	17%	39%	36%	-	-	*	*
	CWOD	56%	64%	71%	66%	67%	75%	*	76%	-	80%	64%	75%	-	71%	59%	71%	73%	-	-	-	67%
	EL	31%	38%	51%	-	48%	*	-	67%	-	-	42%	63%	17%	59%	51%	41%	61%	-	-	-	-
	Male	47%	57%	66%	58%	60%	74%	*	67%	-	75%	57%	71%	39%	71%	41%	66%	-	-	-	-	*
	Female	56%	64%	69%	67%	60%	73%	-	74%	-	88%	65%	70%	36%	73%	61%	-	69%	-	-	*	*
Mathematics	All Students	41%	39%	47%	27%	44%	53%	-	63%	-	57%	40%	50%	14%	52%	40%	47%	47%	-	-	*	0%
	CWD	22%	18%	14%	0%	11%	27%	-	-	-	*	8%	18%	14%	-	*	12%	17%	-	-	*	*
	CWOD	44%	41%	52%	33%	49%	57%	-	63%	-	62%	47%	54%	-	52%	45%	53%	51%	-	-	*	0%
	EL	29%	25%	40%	-	42%	*	-	*	-	-	31%	50%	*	45%	40%	21%	64%	-	-	-	-
	Male	42%	41%	47%	21%	37%	58%	-	80%	-	50%	37%	52%	12%	53%	21%	47%	-	-	-	-	*
	Female	40%	37%	47%	35%	50%	45%	-	50%	-	67%	44%	48%	17%	51%	64%	-	47%	-	-	*	*
Science	All Students	46%	49%	69%	61%	61%	78%	-	71%	-	88%	73%	67%	47%	72%	64%	76%	62%	-	-	*	40%
	CWD	23%	27%	47%	*	*	63%	-	-	-	-	67%	33%	47%	-	*	67%	17%	-	-	*	-
	CWOD	49%	51%	72%	60%	68%	82%	-	71%	-	88%	74%	72%	-	72%	73%	77%	67%	-	-	-	40%
	EL	25%	23%	64%	*	55%	*	-	*	-	-	71%	57%	*	73%	64%	50%	83%	-	-	-	-
	Male	47%	52%	76%	67%	61%	89%	-	80%	-	*	85%	72%	67%	77%	50%	76%	-	-	-	-	*
	Female	45%	46%	62%	55%	60%	57%	-	67%	-	*	62%	62%	17%	67%	83%	-	62%	-	-	*	*

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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
SAT/ACT All Subjects	All Students	64%	73%	<b>88%</b>	*	*	91%	-	*	-	*	-	88%	-	88%	-	83%	*	-	-	-	-
	CWD	43%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	73%	<b>88%</b>	*	*	91%	-	*	-	*	-	88%	-	88%	-	83%	*	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	74%	<b>83%</b>	*	*	89%	-	-	-	*	-	83%	-	83%	-	83%	-	-	-	-	-
	Female	60%	72%	*	-	-	*	-	*	-	-	-	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	<b>22%</b>	17%	18%	23%	*	30%	-	42%	19%	24%	11%	24%	16%	20%	25%	-	-	*	5%
	CWD	9%	10%	<b>11%</b>	6%	4%	22%	-	*	-	*	9%	13%	11%	-	8%	8%	16%	-	-	*	*
	CWOD	24%	25%	<b>24%</b>	20%	20%	23%	*	31%	-	44%	21%	25%	-	24%	18%	22%	26%	-	-	*	6%
	EL	12%	12%	<b>16%</b>	*	14%	20%	-	27%	-	-	8%	26%	8%	18%	16%	5%	29%	-	-	-	-
	Male	21%	23%	<b>20%</b>	10%	15%	21%	*	37%	-	45%	16%	22%	8%	22%	5%	20%	-	-	-	-	0%
	Female	23%	25%	<b>25%</b>	28%	20%	26%	-	26%	-	39%	22%	27%	16%	26%	29%	-	25%	-	-	*	13%
Reading	All Students	25%	31%	<b>27%</b>	20%	20%	28%	*	48%	-	50%	23%	30%	16%	29%	20%	20%	37%	-	-	*	14%
	CWD	9%	11%	<b>16%</b>	14%	7%	31%	-	*	-	*	13%	19%	16%	-	17%	13%	21%	-	-	*	*
	CWOD	27%	33%	<b>29%</b>	20%	22%	28%	*	52%	-	53%	25%	31%	-	29%	21%	21%	39%	-	-	-	17%
	EL	13%	16%	<b>20%</b>	-	15%	*	-	50%	-	-	16%	25%	17%	21%	20%	12%	28%	-	-	-	-
	Male	22%	27%	<b>20%</b>	12%	15%	21%	*	33%	-	50%	17%	21%	13%	21%	12%	20%	-	-	-	-	*
	Female	28%	35%	<b>37%</b>	33%	25%	39%	-	58%	-	50%	30%	40%	21%	39%	28%	-	37%	-	-	*	*
Mathematics	All Students	20%	18%	<b>18%</b>	12%	16%	19%	-	17%	-	43%	14%	20%	3%	20%	12%	20%	16%	-	-	*	0%
	CWD	9%	7%	<b>3%</b>	0%	0%	9%	-	-	-	*	0%	6%	3%	-	*	0%	8%	-	-	*	*
	CWOD	21%	19%	<b>20%</b>	15%	19%	20%	-	17%	-	46%	17%	22%	-	20%	14%	23%	17%	-	-	*	0%
	EL	12%	10%	<b>12%</b>	-	11%	*	-	*	-	-	0%	25%	*	14%	12%	0%	27%	-	-	-	-
	Male	21%	19%	<b>20%</b>	4%	14%	21%	-	40%	-	50%	11%	24%	0%	23%	0%	20%	-	-	-	-	*
	Female	19%	16%	<b>16%</b>	24%	18%	14%	-	0%	-	33%	18%	15%	8%	17%	27%	-	16%	-	-	*	*
Science	All Students	20%	19%	<b>19%</b>	22%	16%	20%	-	14%	-	25%	20%	18%	13%	19%	14%	21%	16%	-	-	*	0%
	CWD	8%	11%	<b>13%</b>	*	*	25%	-	-	-	-	17%	11%	13%	-	*	11%	17%	-	-	*	-
	CWOD	22%	20%	<b>19%</b>	25%	18%	18%	-	14%	-	25%	20%	19%	-	19%	18%	23%	15%	-	-	-	0%
	EL	7%	8%	<b>14%</b>	*	18%	*	-	*	-	-	0%	29%	*	18%	14%	0%	33%	-	-	-	-
	Male	22%	21%	<b>21%</b>	17%	17%	22%	-	40%	-	*	25%	20%	11%	23%	0%	21%	-	-	-	-	*
	Female	19%	17%	<b>16%</b>	27%	15%	14%	-	0%	-	*	14%	16%	17%	15%	33%	-	16%	-	-	*	*
SAT/ACT All Subjects	All Students	13%	9%	<b>25%</b>	*	*	27%	-	*	-	*	-	25%	-	25%	-	33%	*	-	-	-	-
	CWD	11%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	10%	<b>25%</b>	*	*	27%	-	*	-	*	-	25%	-	25%	-	33%	*	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	15%	<b>33%</b>	*	*	33%	-	-	-	*	-	33%	-	33%	-	33%	-	-	-	-	-
	Female	10%	4%	*	-	-	*	-	*	-	-	-	*	-	*	-	-	*	-	-	-	-

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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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	80	75	79	81	*	84	-	85	82	82	85
CWD	82	*	83	80	-	-	-	*	88	82	*
CWOD	80	75	78	81	*	84	-	83	81	-	88
EL ◇	85	-	83	*	-	90	-	-	85	*	85
Male	76	68	81	76	*	70	-	79	77	83	85
Female	86	85	77	87	-	96	-	*	87	80	86
<b>Mathematics</b>											
All Students	69	64	72	66	-	73	-	67	64	63	64
CWD	63	*	64	64	-	-	-	*	39	63	*
CWOD	70	67	73	67	-	73	-	64	69	-	58
EL ◇	64	-	75	*	-	*	-	-	58	*	64
Male	69	41	71	69	-	94	-	71	59	67	59
Female	69	86	73	63	-	55	-	60	70	60	68

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

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

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	93.5%	100.0%	100.0%	91.2%	-	83.3%	-	*	100.0%	80.0%	100.0%	-	-
CWD	80.0%	*	*	*	-	-	-	-	*	80.0%	*	-	-
CWOD	94.7%	*	100.0%	93.8%	-	83.3%	-	*	100.0%	-	*	-	-
EL	100.0%	-	100.0%	-	-	-	-	-	*	*	100.0%	-	-
Male	92.3%	100.0%	100.0%	89.5%	-	*	-	*	100.0%	80.0%	*	-	-
Female	95.7%	*	*	93.3%	-	*	-	*	100.0%	-	*	-	-

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

#### Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
41	15	37%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	56	48	52	61	*	62	-	70	53	33	49
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	79%	50%	85%	77%	-	100%	-	*	80%	80%	*

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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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		N			Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y		N			Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	Y	Y	Y		N			Y	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		N			N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	N	Y	N					Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
<b>Federal Graduation Status<sup>Δ</sup></b>											



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

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

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

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

### Part (vii): STAAR Participation

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

		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
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	98%	98%	96%	99%	*	100%	-	100%	98%	98%	100%	98%	100%	98%	98%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	98%	98%	95%	99%	*	100%	-	100%	97%	98%	-	98%	100%	98%	97%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	98%	97%	96%	100%	*	100%	-	100%	98%	98%	100%	98%	100%	98%	-	-
	Female	98%	100%	95%	98%	-	100%	-	100%	97%	98%	100%	97%	100%	-	98%	-
<b>Reading</b>	All Students	98%	98%	97%	99%	*	100%	-	100%	98%	98%	100%	98%	100%	99%	98%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	98%	98%	96%	99%	*	100%	-	100%	98%	98%	-	98%	100%	99%	97%	-
	EL	100%	*	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	97%	98%	100%	*	100%	-	100%	98%	99%	100%	99%	100%	99%	-	-
	Female	98%	100%	95%	98%	-	100%	-	100%	98%	98%	100%	97%	100%	-	98%	-
<b>Mathematics</b>	All Students	97%	98%	93%	99%	-	100%	-	100%	97%	97%	100%	97%	100%	97%	97%	-
		97%	98%	93%	99%	-	100%	-	100%	97%	97%	100%	97%	100%	97%	97%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
		100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	97%	97%	92%	99%	-	100%	-	100%	97%	97%	-	97%	100%	96%	97%	-
		97%	97%	92%	99%	-	100%	-	100%	97%	97%	-	97%	100%	96%	97%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
		100%	-	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	97%	96%	92%	100%	-	100%	-	100%	97%	97%	100%	96%	100%	97%	-	-
		97%	96%	92%	100%	-	100%	-	100%	97%	97%	100%	96%	100%	97%	-	-
	Female	97%	100%	94%	97%	-	100%	-	100%	97%	97%	100%	97%	100%	-	97%	-
		97%	100%	94%	97%	-	100%	-	100%	97%	97%	100%	97%	100%	-	97%	-
SAT/ACT All Subjects	All Students	89%	*	*	100%	-	*	-	*	-	89%	-	89%	-	86%	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	89%	*	*	100%	-	*	-	*	-	89%	-	89%	-	86%	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	86%	*	*	100%	-	-	-	*	-	86%	-	86%	-	86%	-	-
	Female	*	-	-	*	-	*	-	-	-	*	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	2%	2%	4%	1%	*	0%	-	0%	2%	2%	0%	2%	0%	2%	2%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	2%	2%	5%	1%	*	0%	-	0%	3%	2%	-	2%	0%	2%	3%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	2%	3%	4%	0%	*	0%	-	0%	2%	2%	0%	2%	0%	2%	-	-
	Female	2%	0%	5%	2%	-	0%	-	0%	3%	2%	0%	3%	0%	-	2%	-
Reading	All Students	2%	2%	3%	1%	*	0%	-	0%	2%	2%	0%	2%	0%	1%	2%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	2%	2%	4%	1%	*	0%	-	0%	2%	2%	-	2%	0%	1%	3%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	3%	2%	0%	*	0%	-	0%	2%	1%	0%	1%	0%	1%	-	-
	Female	2%	0%	5%	2%	-	0%	-	0%	2%	2%	0%	3%	0%	-	2%	-
Mathematics	All Students	3%	2%	7%	1%	-	0%	-	0%	3%	3%	0%	3%	0%	3%	3%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	3%	3%	8%	1%	-	0%	-	0%	3%	3%	-	3%	0%	4%	3%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	3%	4%	8%	0%	-	0%	-	0%	3%	3%	0%	4%	0%	3%	-	-
	Female	3%	0%	6%	3%	-	0%	-	0%	3%	3%	0%	3%	0%	-	3%	-

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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
<b>Science</b>	All Students	1%	0%	3%	0%	-	0%	-	0%	2%	0%	0%	1%	0%	0%	2%	-
	CWD	0%	*	*	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	3%	0%	-	0%	-	0%	3%	0%	-	1%	0%	0%	2%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	2%	0%	5%	0%	-	0%	-	*	5%	0%	0%	2%	0%	-	2%	-
<b>SAT/ACT All Subjects</b>	All Students	11%	*	*	0%	-	*	-	*	-	11%	-	11%	-	14%	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	11%	*	*	0%	-	*	-	*	-	11%	-	11%	-	14%	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	14%	*	*	0%	-	-	-	*	-	14%	-	14%	-	14%	-	-
	Female	*	-	-	*	-	*	-	-	-	*	-	*	-	-	*	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	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		
<b>Out-of-School Suspensions</b>												
	Male	40	5	13	13	0	4	0	5	5		
	Female	9	4	2	2	0	0	0	1	0		
	Total	49	9	15	15	0	4	0	6	5		
<b>Expulsions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	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
<b>Out-of-School Suspensions</b>												
	Male	10	1	3	6	0	0	0	0	0		2
	Female	5	2	1	0	0	0	0	2	1		0
	Total	15	3	4	6	0	0	0	2	1		2
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	37	1	5	25	-8	2	-8	4	-8	3	-8
	Female	41	4	11	22	-8	3	-8	1	1	8	-8
	Total	78	5	16	47	-8	5	-8	5	1	11	-8

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

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	48	6	8	27	0	4	0	3	5	7
	Female	41	6	9	18	0	4	0	4	3	6
	Total	89	12	17	45	0	8	0	7	8	13

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

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

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Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	18.6%
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	0.0	-

- Indicates there are no data available in the group.

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

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

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



State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	44%	*	*	44%	-	*	-	-	*	-	*
In-State Private Institutions	21%	-	*	*	-	*	-	*	-	-	-
Out-of-State Institutions	*	-	-	*	-	-	-	*	-	-	-

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	5%	9%	5%	5%	-	2%	-	0%	8%	11%	10%

- Indicates there are no students in the group.

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

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**Part (i): Description of State Accountability System**

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

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

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

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

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

### Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	85%	100%	86%	*	-	-	-	-	80%	100%	*	83%	83%	80%	90%	-	-	-	-
	CWD	52%	60%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	80%	82%	83%	100%	83%	*	-	-	-	-	77%	100%	-	83%	80%	80%	88%	-	-	-	-
	EL	66%	70%	83%	-	83%	-	-	-	-	-	80%	*	*	80%	83%	*	*	-	-	-	-
	Male	74%	81%	80%	*	80%	*	-	-	-	-	78%	*	-	80%	*	80%	-	-	-	-	-
	Female	78%	80%	90%	*	89%	-	-	-	-	-	83%	*	*	88%	*	-	90%	-	-	-	-
Mathematics	All Students	70%	70%	35%	40%	36%	*	-	-	-	-	33%	40%	*	39%	17%	50%	20%	-	-	-	-
	CWD	46%	46%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	74%	73%	39%	40%	42%	*	-	-	-	-	38%	40%	-	39%	20%	50%	25%	-	-	-	-
	EL	64%	59%	17%	-	17%	-	-	-	-	-	20%	*	*	20%	17%	*	*	-	-	-	-
	Male	72%	75%	50%	*	60%	*	-	-	-	-	44%	*	-	50%	*	50%	-	-	-	-	-
	Female	68%	67%	20%	*	22%	-	-	-	-	-	17%	*	*	25%	*	-	20%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	82%	59%	75%	50%	-	-	-	-	-	60%	*	-	59%	43%	56%	62%	-	-	-	-
	CWD	48%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	84%	59%	75%	50%	-	-	-	-	-	60%	*	-	59%	43%	56%	62%	-	-	-	-
	EL	66%	72%	43%	-	43%	-	-	-	-	-	43%	-	-	43%	43%	*	40%	-	-	-	-
	Male	73%	79%	56%	*	67%	-	-	-	-	-	56%	-	-	56%	*	56%	-	-	-	-	-
	Female	79%	84%	62%	100%	38%	-	-	-	-	-	64%	*	-	62%	40%	-	62%	-	-	-	-
Mathematics	All Students	68%	70%	45%	38%	50%	-	-	-	-	-	45%	*	-	45%	43%	44%	46%	-	-	-	-
	CWD	42%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	73%	73%	45%	38%	50%	-	-	-	-	-	45%	*	-	45%	43%	44%	46%	-	-	-	-
	EL	63%	60%	43%	-	43%	-	-	-	-	-	43%	-	-	43%	43%	*	40%	-	-	-	-
	Male	70%	73%	44%	*	67%	-	-	-	-	-	44%	-	-	44%	*	44%	-	-	-	-	-
	Female	67%	67%	46%	60%	38%	-	-	-	-	-	45%	*	-	46%	40%	-	46%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	84%	84%	82%	83%	*	-	-	-	*	80%	100%	*	87%	80%	80%	90%	-	*	-	*
	CWD	50%	50%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	85%	88%	87%	89%	83%	*	-	-	-	*	84%	*	-	87%	80%	85%	90%	-	*	-	*
	EL	71%	74%	80%	-	80%	-	-	-	-	-	80%	-	-	80%	80%	*	*	-	*	-	-
	Male	77%	81%	80%	78%	80%	-	-	-	-	*	73%	*	*	85%	*	80%	-	-	-	-	*
	Female	83%	87%	90%	*	86%	*	-	-	-	-	89%	*	-	90%	*	-	90%	-	*	-	-
Mathematics	All Students	76%	76%	56%	64%	50%	*	-	-	-	*	55%	60%	*	57%	80%	53%	60%	-	*	-	*
	CWD	50%	49%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	80%	78%	57%	67%	50%	*	-	-	-	*	58%	*	-	57%	80%	54%	60%	-	*	-	*
	EL	70%	70%	80%	-	80%	-	-	-	-	-	80%	-	-	80%	80%	*	*	-	*	-	-
	Male	75%	76%	53%	56%	40%	-	-	-	-	*	45%	*	*	54%	*	53%	-	-	-	-	*
	Female	76%	76%	60%	*	57%	*	-	-	-	-	67%	*	-	60%	*	-	60%	-	*	-	-

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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	65%	65%	44%	36%	50%	*	-	-	-	*	45%	40%	*	48%	60%	33%	60%	-	*	-	*
	CWD	40%	35%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	69%	68%	48%	44%	50%	*	-	-	-	*	47%	*	-	48%	60%	38%	60%	-	*	-	*
	EL	52%	46%	60%	-	60%	-	-	-	-	-	60%	-	-	60%	60%	*	*	-	*	-	-
	Male	67%	66%	33%	33%	20%	-	-	-	-	*	36%	*	*	38%	*	33%	-	-	-	-	*
	Female	63%	64%	60%	*	71%	*	-	-	-	-	56%	*	-	60%	*	-	60%	-	*	-	-
<b>Grade 6</b>																						
Reading	All Students	69%	77%	76%	73%	83%	*	-	-	-	*	75%	80%	*	83%	71%	60%	87%	-	*	-	*
	CWD	38%	47%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	74%	80%	83%	80%	91%	*	-	-	-	*	83%	80%	-	83%	83%	67%	93%	-	*	-	*
	EL	53%	57%	71%	-	71%	-	-	-	-	-	71%	-	*	83%	71%	*	80%	-	*	-	-
	Male	66%	74%	60%	67%	*	*	-	-	-	-	50%	*	*	67%	*	60%	-	-	-	-	*
	Female	72%	80%	87%	80%	89%	-	-	-	-	*	86%	*	*	93%	80%	-	87%	-	*	-	-
Mathematics	All Students	72%	76%	48%	45%	50%	*	-	-	-	*	45%	60%	*	48%	43%	60%	40%	-	*	-	*
	CWD	47%	49%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	76%	78%	48%	50%	45%	*	-	-	-	*	44%	60%	-	48%	33%	56%	43%	-	*	-	*
	EL	61%	63%	43%	-	43%	-	-	-	-	-	43%	-	*	33%	43%	*	40%	-	*	-	-
	Male	73%	77%	60%	67%	*	*	-	-	-	-	50%	*	*	56%	*	60%	-	-	-	-	*
	Female	72%	74%	40%	20%	44%	-	-	-	-	*	43%	*	*	43%	40%	-	40%	-	*	-	-
<b>Grade 7</b>																						
Reading	All Students	79%	86%	69%	64%	73%	*	-	-	-	*	70%	63%	*	72%	83%	63%	75%	-	-	-	*
	CWD	47%	55%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	83%	89%	72%	75%	73%	*	-	-	-	*	75%	63%	-	72%	83%	69%	75%	-	-	-	*
	EL	63%	74%	83%	-	83%	-	-	-	-	-	82%	*	-	83%	83%	71%	100%	-	-	-	-
	Male	75%	83%	63%	63%	64%	-	-	-	-	-	60%	*	*	69%	71%	63%	-	-	-	-	*
	Female	83%	89%	75%	*	82%	*	-	-	-	*	83%	*	-	75%	100%	-	75%	-	-	-	-
Mathematics	All Students	60%	66%	43%	45%	41%	*	-	-	-	*	41%	50%	*	47%	42%	42%	44%	-	-	-	*
	CWD	36%	36%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	63%	68%	47%	63%	41%	*	-	-	-	*	46%	50%	-	47%	42%	50%	44%	-	-	-	*
	EL	45%	51%	42%	-	42%	-	-	-	-	-	45%	*	-	42%	42%	43%	40%	-	-	-	-
	Male	60%	68%	42%	50%	36%	-	-	-	-	-	33%	*	*	50%	43%	42%	-	-	-	-	*
	Female	59%	64%	44%	*	45%	*	-	-	-	*	50%	*	-	44%	40%	-	44%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	82%	88%	84%	67%	89%	-	-	-	-	-	81%	*	*	87%	88%	73%	93%	-	-	-	-
	CWD	50%	60%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	86%	90%	87%	60%	94%	-	-	-	-	-	85%	*	-	87%	88%	80%	92%	-	-	-	-
	EL	65%	65%	88%	-	88%	-	-	-	-	-	88%	-	-	88%	88%	80%	*	-	-	-	-
	Male	78%	86%	73%	*	80%	-	-	-	-	-	70%	*	*	80%	80%	73%	-	-	-	-	-
	Female	86%	90%	93%	80%	100%	-	-	-	-	-	91%	*	*	92%	*	-	93%	-	-	-	-

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Mathematics	All Students	70%	69%	60%	33%	68%	-	-	-	-	-	62%	*	*	65%	63%	73%	50%	-	-	-	-	
	CWD	40%	40%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	74%	73%	65%	40%	72%	-	-	-	-	-	65%	*	-	65%	63%	80%	54%	-	-	-	-	
	EL	57%	57%	63%	-	63%	-	-	-	-	-	63%	-	-	63%	63%	80%	*	-	-	-	-	
	Male	68%	73%	73%	*	80%	-	-	-	-	-	70%	*	*	80%	80%	73%	-	-	-	-	-	
	Female	72%	67%	50%	40%	56%	-	-	-	-	-	55%	*	*	54%	*	-	50%	-	-	-	-	
Science	All Students	73%	79%	72%	50%	79%	-	-	-	-	-	71%	*	*	74%	63%	82%	64%	-	-	-	-	
	CWD	42%	43%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	77%	82%	74%	60%	78%	-	-	-	-	-	70%	*	-	74%	63%	80%	69%	-	-	-	-	
	EL	54%	52%	63%	-	63%	-	-	-	-	-	63%	-	-	63%	63%	80%	*	-	-	-	-	
	Male	73%	83%	82%	*	90%	-	-	-	-	-	80%	*	*	80%	80%	82%	-	-	-	-	-	
	Female	73%	75%	64%	60%	67%	-	-	-	-	-	64%	*	*	69%	*	-	64%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	55%	50%	40%	57%	*	-	-	-	-	53%	40%	*	50%	33%	50%	50%	-	-	-	-	
	CWD	30%	34%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-	
	CWOD	54%	58%	50%	40%	58%	*	-	-	-	-	54%	40%	-	50%	40%	50%	50%	-	-	-	-	
	EL	37%	44%	33%	-	33%	-	-	-	-	-	40%	*	*	40%	33%	*	*	-	-	-	-	
	Male	49%	54%	50%	*	60%	*	-	-	-	-	56%	*	-	50%	*	50%	-	-	-	-	-	
	Female	52%	56%	50%	*	56%	-	-	-	-	-	50%	*	*	50%	*	-	50%	-	-	-	-	
Mathematics	All Students	42%	38%	15%	0%	21%	*	-	-	-	-	13%	20%	*	17%	0%	20%	10%	-	-	-	-	
	CWD	27%	21%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-	
	CWOD	45%	40%	17%	0%	25%	*	-	-	-	-	15%	20%	-	17%	0%	20%	13%	-	-	-	-	
	EL	35%	32%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	*	-	-	-	-	
	Male	45%	42%	20%	*	40%	*	-	-	-	-	11%	*	-	20%	*	20%	-	-	-	-	-	
	Female	39%	34%	10%	*	11%	-	-	-	-	-	17%	*	*	13%	*	-	10%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	56%	36%	38%	36%	-	-	-	-	-	35%	*	-	36%	43%	44%	31%	-	-	-	-	
	CWD	29%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	57%	58%	36%	38%	36%	-	-	-	-	-	35%	*	-	36%	43%	44%	31%	-	-	-	-	
	EL	41%	44%	43%	-	43%	-	-	-	-	-	43%	-	-	43%	43%	*	40%	-	-	-	-	
	Male	51%	55%	44%	*	50%	-	-	-	-	-	44%	-	-	44%	*	44%	-	-	-	-	-	
	Female	55%	57%	31%	40%	25%	-	-	-	-	-	27%	*	-	31%	40%	-	31%	-	-	-	-	
Mathematics	All Students	42%	37%	23%	13%	29%	-	-	-	-	-	20%	*	-	23%	14%	22%	23%	-	-	-	-	
	CWD	25%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	45%	38%	23%	13%	29%	-	-	-	-	-	20%	*	-	23%	14%	22%	23%	-	-	-	-	
	EL	34%	25%	14%	-	14%	-	-	-	-	-	14%	-	-	14%	14%	*	20%	-	-	-	-	
	Male	45%	41%	22%	*	33%	-	-	-	-	-	22%	-	-	22%	*	22%	-	-	-	-	-	
	Female	38%	32%	23%	20%	25%	-	-	-	-	-	18%	*	-	23%	20%	-	23%	-	-	-	-	



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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
Grade 5																						
Reading	All Students	57%	62%	68%	73%	58%	*	-	-	-	*	60%	100%	*	70%	60%	53%	90%	-	*	-	*
	CWD	29%	29%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	61%	66%	70%	78%	58%	*	-	-	-	*	63%	*	-	70%	60%	54%	90%	-	*	-	*
	EL	43%	49%	60%	-	60%	-	-	-	-	-	60%	-	-	60%	60%	*	*	-	*	-	-
	Male	53%	58%	53%	67%	20%	-	-	-	-	*	36%	*	*	54%	*	53%	-	-	-	-	*
	Female	60%	66%	90%	*	86%	*	-	-	-	-	89%	*	-	90%	*	-	90%	-	*	-	-
Mathematics	All Students	47%	43%	24%	36%	17%	*	-	-	-	*	20%	40%	*	22%	40%	33%	10%	-	*	-	*
	CWD	25%	23%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	50%	45%	22%	33%	17%	*	-	-	-	*	21%	*	-	22%	40%	31%	10%	-	*	-	*
	EL	38%	33%	40%	-	40%	-	-	-	-	-	40%	-	-	40%	40%	*	*	-	*	-	-
	Male	48%	43%	33%	44%	20%	-	-	-	-	*	27%	*	*	31%	*	33%	-	-	-	-	*
	Female	46%	42%	10%	*	14%	*	-	-	-	-	11%	*	-	10%	*	-	10%	-	*	-	-
Science	All Students	38%	35%	20%	27%	17%	*	-	-	-	*	20%	20%	*	22%	40%	27%	10%	-	*	-	*
	CWD	23%	24%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	40%	36%	22%	33%	17%	*	-	-	-	*	21%	*	-	22%	40%	31%	10%	-	*	-	*
	EL	24%	17%	40%	-	40%	-	-	-	-	-	40%	-	-	40%	40%	*	*	-	*	-	-
	Male	41%	38%	27%	33%	20%	-	-	-	-	*	27%	*	*	31%	*	27%	-	-	-	-	*
	Female	34%	31%	10%	*	14%	*	-	-	-	-	11%	*	-	10%	*	-	10%	-	*	-	-
Grade 6																						
Reading	All Students	42%	46%	36%	36%	33%	*	-	-	-	*	40%	20%	*	39%	29%	30%	40%	-	*	-	*
	CWD	21%	19%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	46%	49%	39%	40%	36%	*	-	-	-	*	44%	20%	-	39%	33%	33%	43%	-	*	-	*
	EL	24%	26%	29%	-	29%	-	-	-	-	-	29%	-	*	33%	29%	*	40%	-	*	-	-
	Male	40%	42%	30%	50%	*	*	-	-	-	-	33%	*	*	33%	*	30%	-	-	-	-	*
	Female	45%	50%	40%	20%	44%	-	-	-	-	*	43%	*	*	43%	40%	-	40%	-	*	-	-
Mathematics	All Students	38%	36%	16%	9%	17%	*	-	-	-	*	10%	40%	*	17%	0%	20%	13%	-	*	-	*
	CWD	20%	15%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	41%	39%	17%	10%	18%	*	-	-	-	*	11%	40%	-	17%	0%	22%	14%	-	*	-	*
	EL	24%	23%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	0%	-	*	-	-
	Male	40%	40%	20%	17%	*	*	-	-	-	-	0%	*	*	22%	*	20%	-	-	-	-	*
	Female	36%	33%	13%	0%	11%	-	-	-	-	*	14%	*	*	14%	0%	-	13%	-	*	-	-
Grade 7																						
Reading	All Students	55%	61%	49%	55%	50%	*	-	-	-	*	52%	38%	*	50%	58%	37%	63%	-	-	-	*
	CWD	25%	25%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	59%	63%	50%	63%	50%	*	-	-	-	*	54%	38%	-	50%	58%	38%	63%	-	-	-	*
	EL	33%	39%	58%	-	58%	-	-	-	-	-	64%	*	-	58%	58%	43%	80%	-	-	-	-
	Male	50%	57%	37%	50%	27%	-	-	-	-	-	33%	*	*	38%	43%	37%	-	-	-	-	*
	Female	60%	64%	63%	*	73%	*	-	-	-	*	75%	*	-	63%	80%	-	63%	-	-	-	-

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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	30%	35%	11%	9%	14%	*	-	-	-	*	15%	0%	*	13%	17%	16%	6%	-	-	-	*
	CWD	18%	16%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	32%	37%	13%	13%	14%	*	-	-	-	*	17%	0%	-	13%	17%	19%	6%	-	-	-	*
	EL	17%	20%	17%	-	17%	-	-	-	-	-	18%	*	-	17%	17%	29%	0%	-	-	-	-
	Male	31%	36%	16%	13%	18%	-	-	-	-	-	20%	*	*	19%	29%	16%	-	-	-	-	*
	Female	29%	34%	6%	*	9%	*	-	-	-	*	8%	*	-	6%	0%	-	6%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	57%	63%	60%	33%	68%	-	-	-	-	-	67%	*	*	65%	50%	55%	64%	-	-	-	-
	CWD	25%	30%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	61%	66%	65%	40%	72%	-	-	-	-	-	70%	*	-	65%	50%	60%	69%	-	-	-	-
	EL	33%	32%	50%	-	50%	-	-	-	-	-	50%	-	-	50%	50%	60%	*	-	-	-	-
	Male	51%	58%	55%	*	60%	-	-	-	-	-	60%	*	*	60%	60%	55%	-	-	-	-	-
	Female	63%	68%	64%	40%	78%	-	-	-	-	-	73%	*	*	69%	*	-	64%	-	-	-	-
Mathematics	All Students	39%	34%	20%	0%	26%	-	-	-	-	-	24%	*	*	22%	25%	27%	14%	-	-	-	-
	CWD	20%	13%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	41%	37%	22%	0%	28%	-	-	-	-	-	25%	*	-	22%	25%	30%	15%	-	-	-	-
	EL	24%	21%	25%	-	25%	-	-	-	-	-	25%	-	-	25%	25%	40%	*	-	-	-	-
	Male	38%	38%	27%	*	30%	-	-	-	-	-	30%	*	*	30%	40%	27%	-	-	-	-	-
	Female	40%	32%	14%	0%	22%	-	-	-	-	-	18%	*	*	15%	*	-	14%	-	-	-	-
Science	All Students	44%	45%	32%	33%	32%	-	-	-	-	-	33%	*	*	35%	38%	36%	29%	-	-	-	-
	CWD	22%	19%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	47%	47%	35%	40%	33%	-	-	-	-	-	35%	*	-	35%	38%	40%	31%	-	-	-	-
	EL	23%	22%	38%	-	38%	-	-	-	-	-	38%	-	-	38%	38%	60%	*	-	-	-	-
	Male	45%	50%	36%	*	40%	-	-	-	-	-	40%	*	*	40%	60%	36%	-	-	-	-	-
	Female	42%	40%	29%	40%	22%	-	-	-	-	-	27%	*	*	31%	*	-	29%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	29%	33%	15%	0%	21%	*	-	-	-	-	13%	20%	*	17%	17%	10%	20%	-	-	-	-
	CWD	12%	16%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	32%	35%	17%	0%	25%	*	-	-	-	-	15%	20%	-	17%	20%	10%	25%	-	-	-	-
	EL	19%	17%	17%	-	17%	-	-	-	-	-	20%	*	*	20%	17%	*	*	-	-	-	-
	Male	28%	31%	10%	*	20%	*	-	-	-	-	11%	*	-	10%	*	10%	-	-	-	-	-
	Female	31%	35%	20%	*	22%	-	-	-	-	-	17%	*	*	25%	*	-	20%	-	-	-	-
Mathematics	All Students	20%	15%	10%	0%	14%	*	-	-	-	-	13%	0%	*	11%	0%	10%	10%	-	-	-	-
	CWD	10%	7%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	22%	16%	11%	0%	17%	*	-	-	-	-	15%	0%	-	11%	0%	10%	13%	-	-	-	-
	EL	15%	11%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	23%	17%	10%	*	20%	*	-	-	-	-	11%	*	-	10%	*	10%	-	-	-	-	-
	Female	18%	13%	10%	*	11%	-	-	-	-	-	17%	*	*	13%	*	-	10%	-	-	-	-

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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
Grade 4																						
Reading	All Students	28%	29%	18%	25%	14%	-	-	-	-	-	15%	*	-	18%	29%	0%	31%	-	-	-	-
	CWD	10%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	31%	31%	18%	25%	14%	-	-	-	-	-	15%	*	-	18%	29%	0%	31%	-	-	-	-
	EL	18%	22%	29%	-	29%	-	-	-	-	-	29%	-	-	29%	29%	*	40%	-	-	-	-
	Male	26%	27%	0%	*	0%	-	-	-	-	-	0%	-	-	0%	*	0%	-	-	-	-	-
	Female	29%	32%	31%	40%	25%	-	-	-	-	-	27%	*	-	31%	40%	-	31%	-	-	-	-
Mathematics	All Students	22%	20%	5%	13%	0%	-	-	-	-	-	0%	*	-	5%	0%	0%	8%	-	-	-	-
	CWD	10%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	21%	5%	13%	0%	-	-	-	-	-	0%	*	-	5%	0%	0%	8%	-	-	-	-
	EL	16%	12%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	0%	-	-	-	-
	Male	25%	23%	0%	*	0%	-	-	-	-	-	0%	-	-	0%	*	0%	-	-	-	-	-
	Female	19%	18%	8%	20%	0%	-	-	-	-	-	0%	*	-	8%	0%	-	8%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	44%	55%	33%	*	-	-	-	*	40%	60%	*	43%	20%	33%	60%	-	*	-	*
	CWD	12%	15%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	40%	41%	43%	56%	33%	*	-	-	-	*	42%	*	-	43%	20%	31%	60%	-	*	-	*
	EL	23%	20%	20%	-	20%	-	-	-	-	-	20%	-	-	20%	20%	*	*	-	*	-	-
	Male	32%	32%	33%	44%	0%	-	-	-	-	*	18%	*	*	31%	*	33%	-	-	-	-	*
	Female	39%	44%	60%	*	57%	*	-	-	-	-	67%	*	-	60%	*	-	60%	-	*	-	-
Mathematics	All Students	24%	21%	8%	9%	8%	*	-	-	-	*	5%	20%	*	9%	20%	13%	0%	-	*	-	*
	CWD	9%	8%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	26%	23%	9%	11%	8%	*	-	-	-	*	5%	*	-	9%	20%	15%	0%	-	*	-	*
	EL	17%	14%	20%	-	20%	-	-	-	-	-	20%	-	-	20%	20%	*	*	-	*	-	-
	Male	25%	23%	13%	11%	20%	-	-	-	-	*	9%	*	*	15%	*	13%	-	-	-	-	*
	Female	23%	20%	0%	*	0%	*	-	-	-	-	0%	*	-	0%	*	-	0%	-	*	-	-
Science	All Students	17%	14%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	*	-	*
	CWD	9%	9%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	19%	14%	0%	0%	0%	*	-	-	-	*	0%	*	-	0%	0%	0%	0%	-	*	-	*
	EL	9%	7%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	*	-	*	-	-
	Male	20%	16%	0%	0%	0%	-	-	-	-	*	0%	*	*	0%	*	0%	-	-	-	-	*
	Female	15%	12%	0%	*	0%	*	-	-	-	-	0%	*	-	0%	*	-	0%	-	*	-	-
Grade 6																						
Reading	All Students	23%	23%	28%	27%	25%	*	-	-	-	*	30%	20%	*	30%	29%	30%	27%	-	*	-	*
	CWD	8%	7%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	25%	25%	30%	30%	27%	*	-	-	-	*	33%	20%	-	30%	33%	33%	29%	-	*	-	*
	EL	9%	14%	29%	-	29%	-	-	-	-	-	29%	-	*	33%	29%	*	40%	-	*	-	-
	Male	21%	21%	30%	50%	*	*	-	-	-	-	33%	*	*	33%	*	30%	-	-	-	-	*
	Female	25%	25%	27%	0%	33%	-	-	-	-	*	29%	*	*	29%	40%	-	27%	-	*	-	-

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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	16%	13%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	*	-	*
	CWD	8%	7%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	17%	14%	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	*
	EL	7%	5%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	0%	-	*	-	-
	Male	17%	14%	0%	0%	*	*	-	-	-	-	0%	*	*	0%	*	0%	-	-	-	-	*
	Female	14%	12%	0%	0%	0%	-	-	-	-	*	0%	*	*	0%	0%	-	0%	-	*	-	-
<b>Grade 7</b>																						
Reading	All Students	36%	41%	40%	36%	45%	*	-	-	-	*	41%	38%	*	41%	50%	32%	50%	-	-	-	*
	CWD	11%	12%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	40%	43%	41%	38%	45%	*	-	-	-	*	42%	38%	-	41%	50%	31%	50%	-	-	-	*
	EL	17%	22%	50%	-	50%	-	-	-	-	-	55%	*	-	50%	50%	29%	80%	-	-	-	-
	Male	32%	37%	32%	50%	18%	-	-	-	-	-	27%	*	*	31%	29%	32%	-	-	-	-	*
	Female	41%	45%	50%	*	73%	*	-	-	-	*	58%	*	-	50%	80%	-	50%	-	-	-	-
Mathematics	All Students	13%	14%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	-	-	*
	CWD	7%	7%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	14%	14%	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	EL	6%	7%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	13%	14%	0%	0%	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	*
	Female	12%	13%	0%	*	0%	*	-	-	-	*	0%	*	-	0%	0%	-	0%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	37%	42%	28%	17%	32%	-	-	-	-	-	33%	*	*	30%	25%	27%	29%	-	-	-	-
	CWD	11%	23%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	40%	43%	30%	20%	33%	-	-	-	-	-	35%	*	-	30%	25%	30%	31%	-	-	-	-
	EL	16%	15%	25%	-	25%	-	-	-	-	-	25%	-	-	25%	25%	40%	*	-	-	-	-
	Male	31%	34%	27%	*	30%	-	-	-	-	-	30%	*	*	30%	40%	27%	-	-	-	-	-
	Female	42%	48%	29%	20%	33%	-	-	-	-	-	36%	*	*	31%	*	-	29%	-	-	-	-
Mathematics	All Students	14%	11%	0%	0%	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	CWD	8%	5%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	15%	11%	0%	0%	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	EL	6%	5%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	*	-	-	-	-
	Male	14%	13%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	14%	8%	0%	0%	0%	-	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
Science	All Students	23%	19%	4%	0%	5%	-	-	-	-	-	5%	*	*	4%	0%	9%	0%	-	-	-	-
	CWD	9%	10%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	24%	20%	4%	0%	6%	-	-	-	-	-	5%	*	-	4%	0%	10%	0%	-	-	-	-
	EL	8%	9%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	*	-	-	-	-
	Male	24%	23%	9%	*	10%	-	-	-	-	-	10%	*	*	10%	0%	9%	-	-	-	-	-
	Female	21%	16%	0%	0%	0%	-	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						

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All Grades																						
All Subjects	All Students	73%	79%	61%	58%	64%	33%	-	-	-	71%	60%	66%	31%	64%	61%	60%	63%	-	60%	-	78%
	CWD	44%	49%	31%	24%	44%	-	-	-	-	-	25%	50%	31%	-	*	29%	33%	-	-	-	-
	CWOD	77%	81%	64%	63%	65%	33%	-	-	-	71%	63%	67%	-	64%	62%	63%	64%	-	60%	-	78%
	EL	59%	62%	61%	-	61%	-	-	-	-	-	62%	*	*	62%	61%	65%	57%	-	60%	-	-
	Male	71%	79%	60%	54%	65%	*	-	-	-	*	56%	76%	29%	63%	65%	60%	-	-	-	-	78%
	Female	75%	79%	63%	63%	63%	60%	-	-	-	*	64%	56%	33%	64%	57%	-	63%	-	60%	-	-
Reading	All Students	74%	84%	76%	75%	77%	*	-	-	-	*	74%	83%	45%	78%	76%	69%	82%	-	*	-	*
	CWD	43%	54%	45%	43%	*	-	-	-	-	-	33%	*	45%	-	*	29%	*	-	-	-	-
	CWOD	78%	87%	78%	80%	79%	*	-	-	-	*	77%	81%	-	78%	77%	73%	82%	-	*	-	*
	EL	57%	67%	76%	-	76%	-	-	-	-	-	74%	*	*	77%	76%	71%	79%	-	*	-	-
	Male	70%	82%	69%	68%	73%	*	-	-	-	*	65%	86%	29%	73%	71%	69%	-	-	-	-	*
	Female	78%	86%	82%	86%	81%	*	-	-	-	*	83%	80%	*	82%	79%	-	82%	-	*	-	-
Mathematics	All Students	71%	74%	48%	46%	49%	*	-	-	-	*	47%	52%	18%	50%	47%	53%	44%	-	*	-	*
	CWD	44%	45%	18%	14%	*	-	-	-	-	-	11%	*	18%	-	*	29%	*	-	-	-	-
	CWOD	75%	76%	50%	51%	51%	*	-	-	-	*	50%	52%	-	50%	47%	55%	46%	-	*	-	*
	EL	61%	60%	47%	-	47%	-	-	-	-	-	49%	*	*	47%	47%	57%	38%	-	*	-	-
	Male	71%	76%	53%	48%	58%	*	-	-	-	*	47%	79%	29%	55%	57%	53%	-	-	-	-	*
	Female	71%	72%	44%	43%	43%	*	-	-	-	*	48%	27%	*	46%	38%	-	44%	-	*	-	-
Science	All Students	74%	77%	58%	41%	68%	*	-	-	-	*	59%	56%	*	61%	62%	54%	63%	-	*	-	*
	CWD	47%	49%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	80%	61%	50%	67%	*	-	-	-	*	59%	71%	-	61%	62%	57%	65%	-	*	-	*
	EL	58%	54%	62%	-	62%	-	-	-	-	-	62%	-	-	62%	62%	71%	50%	-	*	-	-
	Male	74%	79%	54%	30%	67%	-	-	-	-	*	57%	40%	*	57%	71%	54%	-	-	-	-	*
	Female	75%	76%	63%	57%	69%	*	-	-	-	-	60%	*	*	65%	50%	-	63%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	50%	33%	31%	35%	11%	-	-	-	43%	33%	31%	15%	34%	32%	33%	32%	-	60%	-	67%
	CWD	23%	24%	15%	18%	11%	-	-	-	-	-	10%	33%	15%	-	*	18%	11%	-	-	-	-
	CWOD	50%	53%	34%	33%	36%	11%	-	-	-	43%	35%	31%	-	34%	33%	35%	33%	-	60%	-	67%
	EL	29%	31%	32%	-	32%	-	-	-	-	-	33%	*	*	33%	32%	39%	26%	-	60%	-	-
	Male	45%	50%	33%	35%	34%	*	-	-	-	*	32%	39%	18%	35%	39%	33%	-	-	-	-	67%
	Female	48%	51%	32%	24%	35%	20%	-	-	-	*	34%	24%	11%	33%	26%	-	32%	-	60%	-	-
Reading	All Students	52%	61%	50%	48%	52%	*	-	-	-	*	51%	45%	27%	52%	47%	45%	55%	-	*	-	*
	CWD	24%	29%	27%	29%	*	-	-	-	-	-	22%	*	27%	-	*	29%	*	-	-	-	-
	CWOD	56%	64%	52%	51%	53%	*	-	-	-	*	54%	44%	-	52%	49%	46%	57%	-	*	-	*
	EL	31%	38%	47%	-	47%	-	-	-	-	-	49%	*	*	49%	47%	48%	46%	-	*	-	-
	Male	47%	57%	45%	52%	40%	*	-	-	-	*	43%	50%	29%	46%	48%	45%	-	-	-	-	*
	Female	56%	64%	55%	43%	60%	*	-	-	-	*	59%	40%	*	57%	46%	-	55%	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	39%	18%	13%	20%	*	-	-	-	*	17%	21%	9%	18%	16%	23%	13%	-	*	-	*
	CWD	22%	18%	9%	14%	*	-	-	-	-	-	0%	*	9%	-	*	14%	*	-	-	-	-
	CWOD	44%	41%	18%	13%	21%	*	-	-	-	*	18%	19%	-	18%	16%	24%	14%	-	*	-	*
	EL	29%	25%	16%	-	16%	-	-	-	-	-	16%	*	*	16%	16%	24%	8%	-	*	-	-
	Male	42%	41%	23%	19%	28%	*	-	-	-	*	20%	36%	14%	24%	24%	23%	-	-	-	-	*
	Female	40%	37%	13%	5%	15%	*	-	-	-	*	14%	7%	*	14%	8%	-	13%	-	*	-	-
Science	All Students	46%	49%	26%	29%	26%	*	-	-	-	*	27%	22%	*	28%	38%	31%	21%	-	*	-	*
	CWD	23%	27%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	49%	51%	28%	36%	27%	*	-	-	-	*	28%	29%	-	28%	38%	35%	22%	-	*	-	*
	EL	25%	23%	38%	-	38%	-	-	-	-	-	38%	-	-	38%	38%	57%	17%	-	*	-	-
	Male	47%	52%	31%	30%	33%	-	-	-	-	*	33%	20%	*	35%	57%	31%	-	-	-	-	*
	Female	45%	46%	21%	29%	19%	*	-	-	-	-	20%	*	*	22%	17%	-	21%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	15%	15%	15%	0%	-	-	-	29%	14%	16%	8%	15%	15%	13%	17%	-	20%	-	33%
	CWD	9%	10%	8%	12%	0%	-	-	-	-	-	5%	17%	8%	-	*	12%	0%	-	-	-	-
	CWOD	24%	25%	15%	15%	15%	0%	-	-	-	29%	15%	16%	-	15%	15%	13%	18%	-	20%	-	33%
	EL	12%	12%	15%	-	15%	-	-	-	-	-	15%	*	*	15%	15%	12%	17%	-	20%	-	-
	Male	21%	23%	13%	17%	9%	*	-	-	-	*	11%	21%	12%	13%	12%	13%	-	-	-	-	33%
	Female	23%	25%	17%	12%	19%	0%	-	-	-	*	18%	12%	0%	18%	17%	-	17%	-	20%	-	-
Reading	All Students	25%	31%	30%	31%	30%	*	-	-	-	*	30%	31%	18%	31%	31%	24%	36%	-	*	-	*
	CWD	9%	11%	18%	29%	*	-	-	-	-	-	11%	*	18%	-	*	29%	*	-	-	-	-
	CWOD	27%	33%	31%	31%	31%	*	-	-	-	*	32%	30%	-	31%	33%	24%	38%	-	*	-	*
	EL	13%	16%	31%	-	31%	-	-	-	-	-	33%	*	*	33%	31%	24%	38%	-	*	-	-
	Male	22%	27%	24%	35%	15%	*	-	-	-	*	20%	43%	29%	24%	24%	24%	-	-	-	-	*
	Female	28%	35%	36%	24%	42%	*	-	-	-	*	40%	20%	*	38%	38%	-	36%	-	*	-	-
Mathematics	All Students	20%	18%	3%	4%	3%	*	-	-	-	*	2%	7%	0%	4%	2%	4%	3%	-	*	-	*
	CWD	9%	7%	0%	0%	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	21%	19%	4%	4%	3%	*	-	-	-	*	3%	7%	-	4%	2%	4%	3%	-	*	-	*
	EL	12%	10%	2%	-	2%	-	-	-	-	-	2%	*	*	2%	2%	5%	0%	-	*	-	-
	Male	21%	19%	4%	3%	5%	*	-	-	-	*	3%	7%	0%	4%	5%	4%	-	-	-	-	*
	Female	19%	16%	3%	5%	2%	*	-	-	-	*	2%	7%	*	3%	0%	-	3%	-	*	-	-
Science	All Students	20%	19%	2%	0%	3%	*	-	-	-	*	2%	0%	*	2%	0%	4%	0%	-	*	-	*
	CWD	8%	11%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	22%	20%	2%	0%	3%	*	-	-	-	*	3%	0%	-	2%	0%	4%	0%	-	*	-	*
	EL	7%	8%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	*	-	-
	Male	22%	21%	4%	0%	7%	-	-	-	-	*	5%	0%	*	4%	0%	4%	-	-	-	-	*
	Female	19%	17%	0%	0%	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-	*	-	-

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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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	86	83	88	*	-	-	-	*	86	88	89
CWD	88	86	*	-	-	-	-	-	83	88	-
CWOD	86	83	88	*	-	-	-	*	86	-	89
EL ◇	89	-	89	-	-	-	-	-	89	-	89
Male	86	83	91	*	-	-	-	*	86	100	91
Female	86	83	86	*	-	-	-	*	86	*	88
<b>Mathematics</b>											
All Students	56	54	56	*	-	-	-	*	57	44	63
CWD	44	43	*	-	-	-	-	-	42	44	*
CWOD	57	56	56	*	-	-	-	*	58	-	63
EL ◇	63	-	63	-	-	-	-	-	64	*	63
Male	64	60	68	*	-	-	-	*	60	42	67
Female	48	44	47	*	-	-	-	*	54	*	60

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

**Part (iii)(II): Graduation Rate**

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

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

#### Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
57	11	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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	36	35	38	15	-	-	-	48	36	18	36
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	Y						Y		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
<b>Federal Graduation Status<sup>Δ</sup></b>											

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

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

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

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

### Part (vii): STAAR Participation

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

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

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

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

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	8	7	-8	-8	-8	-8	-8	1	-8	2	-8
	Female	6	2	4	-8	-8	-8	-8	-8	3	-8	-8
	Total	14	9	4	-8	-8	-8	-8	1	3	2	-8

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

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

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

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.0	39.8%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

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

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	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
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	8%	6%	9%	18%	-	-	-	0%	9%	15%	8%

- Indicates there are no students in the group.

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

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**Part (i): Description of State Accountability System**

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

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

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

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

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

### Part (ii): Student Achievement by Proficiency Level

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

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

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**FOUNDERS CLASSICAL ACADEMY (221801043) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	76%	80%	92%	*	100%	97%	-	80%	-	83%	88%	94%	71%	95%	86%	92%	93%	-	-	-	*	
	CWD	52%	60%	71%	-	-	83%	-	*	-	-	*	83%	71%	-	*	83%	*	-	-	-	-	
	CWOD	80%	82%	95%	*	100%	100%	-	89%	-	83%	93%	95%	-	95%	100%	94%	96%	-	-	-	*	
	EL	66%	70%	86%	-	*	-	-	*	-	-	*	*	*	100%	86%	*	*	-	-	-	-	
	Male	74%	81%	92%	*	100%	100%	-	83%	-	*	90%	93%	83%	94%	*	92%	-	-	-	-	*	
	Female	78%	80%	93%	*	100%	92%	-	*	-	*	83%	95%	*	96%	*	-	93%	-	-	-	-	
Mathematics	All Students	70%	70%	80%	*	75%	85%	-	80%	-	83%	69%	84%	43%	85%	57%	82%	78%	-	-	-	*	
	CWD	46%	46%	43%	-	-	50%	-	*	-	-	*	50%	43%	-	*	50%	*	-	-	-	-	
	CWOD	74%	73%	85%	*	75%	93%	-	89%	-	83%	73%	89%	-	85%	67%	88%	81%	-	-	-	*	
	EL	64%	59%	57%	-	*	-	-	*	-	-	*	*	*	67%	57%	*	*	-	-	-	-	
	Male	72%	75%	82%	*	83%	86%	-	83%	-	*	80%	83%	50%	88%	*	82%	-	-	-	-	*	
	Female	68%	67%	78%	*	67%	83%	-	*	-	*	50%	86%	*	81%	*	-	78%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	82%	96%	*	100%	94%	-	93%	-	100%	92%	96%	80%	97%	100%	92%	100%	-	-	-	*	
	CWD	48%	52%	80%	-	*	*	-	-	-	-	*	*	80%	-	-	*	*	-	-	-	-	
	CWOD	81%	84%	97%	*	100%	96%	-	93%	-	100%	100%	96%	-	97%	100%	94%	100%	-	-	-	*	
	EL	66%	72%	100%	-	*	-	-	100%	-	*	100%	*	-	100%	100%	*	100%	-	-	-	-	
	Male	73%	79%	92%	*	100%	90%	-	83%	-	*	80%	94%	*	94%	*	92%	-	-	-	-	*	
	Female	79%	84%	100%	*	100%	100%	-	100%	-	*	100%	100%	*	100%	100%	-	100%	-	-	-	-	
Mathematics	All Students	68%	70%	93%	*	92%	94%	-	100%	-	80%	77%	96%	80%	94%	80%	94%	90%	-	-	-	*	
	CWD	42%	38%	80%	-	*	*	-	-	-	-	*	*	80%	-	-	*	*	-	-	-	-	
	CWOD	73%	73%	94%	*	92%	96%	-	100%	-	80%	83%	96%	-	94%	80%	97%	90%	-	-	-	*	
	EL	63%	60%	80%	-	*	-	-	100%	-	*	86%	*	-	80%	80%	*	71%	-	-	-	-	
	Male	70%	73%	94%	*	100%	95%	-	100%	-	*	80%	97%	*	97%	*	94%	-	-	-	-	*	
	Female	67%	67%	90%	*	88%	91%	-	100%	-	*	75%	96%	*	90%	71%	-	90%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	84%	94%	71%	100%	100%	-	91%	-	*	89%	96%	80%	96%	83%	97%	92%	-	-	-	-	
	CWD	50%	50%	80%	*	-	*	-	*	-	-	*	*	80%	-	-	*	*	-	-	-	-	
	CWOD	85%	88%	96%	80%	100%	100%	-	90%	-	*	88%	98%	-	96%	83%	97%	95%	-	-	-	-	
	EL	71%	74%	83%	*	-	*	-	78%	-	-	75%	*	-	83%	83%	100%	67%	-	-	-	-	
	Male	77%	81%	97%	*	*	100%	-	100%	-	*	100%	96%	*	97%	100%	97%	-	-	-	-	-	
	Female	83%	87%	92%	80%	100%	94%	-	82%	-	*	80%	97%	*	95%	67%	-	92%	-	-	-	-	
Mathematics	All Students	76%	76%	85%	57%	43%	94%	-	95%	-	*	78%	87%	40%	88%	83%	91%	82%	-	-	-	-	
	CWD	50%	49%	40%	*	-	*	-	*	-	-	*	*	40%	-	-	*	*	-	-	-	-	
	CWOD	80%	78%	88%	80%	43%	97%	-	95%	-	*	82%	90%	-	88%	83%	93%	86%	-	-	-	-	
	EL	70%	70%	83%	*	-	*	-	89%	-	-	88%	*	-	83%	83%	100%	83%	-	-	-	-	
	Male	75%	76%	91%	*	*	94%	-	100%	-	*	88%	92%	*	93%	100%	91%	-	-	-	-	-	
	Female	76%	76%	82%	60%	40%	88%	-	91%	-	*	70%	86%	*	86%	83%	-	82%	-	-	-	-	

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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	65%	65%	68%	43%	43%	88%	-	55%	-	*	56%	72%	60%	69%	50%	84%	56%	-	-	-	-	
	CWD	40%	35%	60%	*	-	*	-	*	-	-	*	*	60%	-	-	*	*	-	-	-	-	
	CWOD	69%	68%	69%	60%	43%	87%	-	52%	-	*	59%	72%	-	69%	50%	83%	59%	-	-	-	-	
	EL	52%	46%	50%	*	-	*	-	56%	-	-	50%	*	-	50%	50%	80%	33%	-	-	-	-	
	Male	67%	66%	84%	*	*	100%	-	73%	-	*	75%	88%	*	83%	80%	84%	-	-	-	-	-	
	Female	63%	64%	56%	40%	40%	71%	-	36%	-	*	40%	62%	*	59%	33%	-	56%	-	-	-	-	
Grade 6																							
Reading	All Students	69%	77%	91%	*	94%	88%	-	94%	-	100%	80%	95%	80%	92%	80%	88%	95%	-	-	-	*	
	CWD	38%	47%	80%	*	-	*	-	*	-	-	*	*	80%	-	*	80%	-	-	-	-	*	
	CWOD	74%	80%	92%	*	94%	88%	-	93%	-	100%	82%	95%	-	92%	78%	89%	95%	-	-	-	-	
	EL	53%	57%	80%	-	86%	-	-	*	-	-	71%	*	*	78%	80%	67%	*	-	-	-	-	
	Male	66%	74%	88%	*	91%	88%	-	89%	-	*	73%	93%	80%	89%	67%	88%	-	-	-	-	*	
	Female	72%	80%	95%	*	100%	88%	-	100%	-	100%	89%	97%	-	95%	*	-	95%	-	-	-	-	-
Mathematics	All Students	72%	76%	93%	*	89%	94%	-	94%	-	100%	85%	95%	60%	95%	80%	90%	95%	-	-	-	*	
	CWD	47%	49%	60%	*	-	*	-	*	-	-	*	*	60%	-	*	60%	-	-	-	-	*	
	CWOD	76%	78%	95%	*	89%	94%	-	100%	-	100%	94%	95%	-	95%	89%	94%	95%	-	-	-	-	
	EL	61%	63%	80%	-	86%	-	-	*	-	-	71%	*	*	89%	80%	67%	*	-	-	-	-	
	Male	73%	77%	90%	*	91%	94%	-	89%	-	*	73%	97%	60%	94%	67%	90%	-	-	-	-	*	
	Female	72%	74%	95%	*	86%	94%	-	100%	-	100%	100%	93%	-	95%	*	-	95%	-	-	-	-	-
Grade 7																							
Reading	All Students	79%	86%	98%	*	100%	97%	-	95%	-	100%	87%	100%	*	97%	*	98%	97%	-	-	-	-	
	CWD	47%	55%	*	-	-	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-	-	
	CWOD	83%	89%	97%	*	100%	97%	-	95%	-	100%	86%	100%	-	97%	*	97%	97%	-	-	-	-	
	EL	63%	74%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	75%	83%	98%	*	100%	100%	-	86%	-	*	86%	100%	*	97%	*	98%	-	-	-	-	-	
	Female	83%	89%	97%	*	*	94%	-	100%	-	*	88%	100%	-	97%	*	-	97%	-	-	-	-	-
Mathematics	All Students	60%	66%	90%	*	83%	92%	-	90%	-	100%	80%	92%	*	90%	*	90%	90%	-	-	-	-	
	CWD	36%	36%	*	-	-	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-	-	
	CWOD	63%	68%	90%	*	83%	92%	-	89%	-	100%	79%	92%	-	90%	*	89%	90%	-	-	-	-	
	EL	45%	51%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	60%	68%	90%	*	89%	95%	-	83%	-	*	86%	91%	*	89%	*	90%	-	-	-	-	-	
	Female	59%	64%	90%	*	*	88%	-	93%	-	*	75%	94%	-	90%	*	-	90%	-	-	-	-	-
Grade 8																							
Reading	All Students	82%	88%	98%	83%	100%	97%	-	100%	*	*	100%	97%	-	98%	*	98%	97%	-	-	-	-	
	CWD	50%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	86%	90%	98%	83%	100%	97%	-	100%	*	*	100%	97%	-	98%	*	98%	97%	-	-	-	-	
	EL	65%	65%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	78%	86%	98%	*	100%	100%	-	100%	*	*	100%	97%	-	98%	*	98%	-	-	-	-	-	
	Female	86%	90%	97%	*	100%	95%	-	100%	-	*	100%	97%	-	97%	*	-	97%	-	-	-	-	-



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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	70%	69%	<b>63%</b>	-	*	*	-	*	-	*	*	57%	-	63%	*	71%	*	-	-	-	-
	CWD	40%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	73%	<b>63%</b>	-	*	*	-	*	-	*	*	57%	-	63%	*	71%	*	-	-	-	-
	EL	57%	57%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	68%	73%	<b>71%</b>	-	*	*	-	*	-	*	*	67%	-	71%	*	71%	-	-	-	-	-
	Female	72%	67%	*	-	-	-	-	*	-	-	-	*	-	*	-	-	*	-	-	-	-
Science	All Students	73%	79%	<b>91%</b>	83%	94%	91%	-	88%	*	*	80%	94%	-	91%	*	98%	84%	-	-	-	-
	CWD	42%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	82%	<b>91%</b>	83%	94%	91%	-	88%	*	*	80%	94%	-	91%	*	98%	84%	-	-	-	-
	EL	54%	52%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	73%	83%	<b>98%</b>	*	92%	100%	-	100%	*	*	90%	100%	-	98%	*	98%	-	-	-	-	-
	Female	73%	75%	<b>84%</b>	*	100%	86%	-	71%	-	*	60%	88%	-	84%	*	-	84%	-	-	-	-
<b>End of Course</b>																						
English I	All Students	64%	87%	<b>96%</b>	*	100%	100%	-	100%	-	86%	88%	98%	80%	97%	*	98%	91%	-	-	-	*
	CWD	29%	54%	<b>80%</b>	*	*	*	-	-	-	-	*	*	80%	-	*	80%	-	-	-	-	-
	CWOD	68%	90%	<b>97%</b>	*	100%	100%	-	100%	-	86%	87%	100%	-	97%	*	100%	91%	-	-	-	*
	EL	38%	49%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	58%	84%	<b>98%</b>	*	100%	100%	-	100%	-	100%	100%	97%	80%	100%	*	98%	-	-	-	-	-
	Female	70%	90%	<b>91%</b>	*	*	96%	-	*	-	*	71%	96%	-	91%	*	-	91%	-	-	-	*
English II	All Students	71%	91%	<b>96%</b>	*	79%	100%	-	100%	-	100%	87%	98%	*	97%	63%	96%	97%	-	-	-	*
	CWD	33%	55%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	76%	94%	<b>97%</b>	*	85%	100%	-	100%	-	100%	93%	98%	-	97%	71%	98%	97%	-	-	-	*
	EL	43%	66%	<b>63%</b>	-	57%	-	-	*	-	-	60%	*	*	71%	63%	*	*	-	-	-	-
	Male	65%	88%	<b>96%</b>	*	75%	100%	-	100%	-	*	75%	100%	*	98%	*	96%	-	-	-	-	-
	Female	77%	93%	<b>97%</b>	*	83%	100%	-	100%	-	*	100%	96%	-	97%	*	-	97%	-	-	-	*
Algebra I	All Students	74%	85%	<b>95%</b>	67%	100%	98%	-	100%	*	83%	85%	97%	*	96%	*	98%	91%	-	-	-	-
	CWD	46%	52%	*	*	*	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	78%	88%	<b>96%</b>	75%	100%	98%	-	100%	*	83%	85%	99%	-	96%	*	100%	91%	-	-	-	-
	EL	64%	63%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	71%	84%	<b>98%</b>	80%	100%	100%	-	100%	*	*	100%	97%	*	100%	*	98%	-	-	-	-	-
	Female	78%	86%	<b>91%</b>	*	100%	96%	-	100%	-	*	57%	97%	-	91%	*	-	91%	-	-	-	-
Biology	All Students	82%	94%	<b>96%</b>	*	100%	98%	-	100%	-	86%	88%	98%	80%	97%	*	98%	94%	-	-	-	-
	CWD	57%	77%	<b>80%</b>	*	*	*	-	-	-	-	*	*	80%	-	*	80%	-	-	-	-	-
	CWOD	86%	96%	<b>97%</b>	*	100%	100%	-	100%	-	86%	87%	100%	-	97%	*	100%	94%	-	-	-	-
	EL	66%	75%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	80%	94%	<b>98%</b>	*	100%	95%	-	100%	-	100%	100%	97%	80%	100%	*	98%	-	-	-	-	-
	Female	85%	95%	<b>94%</b>	*	*	100%	-	*	-	*	71%	100%	-	94%	*	-	94%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						

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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	50%	55%	79%	*	83%	82%	-	80%	-	83%	63%	84%	57%	81%	71%	79%	78%	-	-	-	*	
	CWD	30%	34%	57%	-	-	67%	-	*	-	-	*	67%	57%	-	*	67%	*	-	-	-	-	
	CWOD	54%	58%	81%	*	83%	85%	-	89%	-	83%	67%	86%	-	81%	83%	82%	81%	-	-	-	*	
	EL	37%	44%	71%	-	*	-	-	*	-	-	*	*	*	83%	71%	*	*	-	-	-	-	
	Male	49%	54%	79%	*	100%	81%	-	83%	-	*	70%	83%	67%	82%	*	79%	-	-	-	-	*	
	Female	52%	56%	78%	*	67%	83%	-	*	-	*	50%	86%	*	81%	*	-	78%	-	-	-	-	
Mathematics	All Students	42%	38%	61%	*	50%	73%	-	70%	-	33%	44%	66%	29%	64%	29%	59%	63%	-	-	-	*	
	CWD	27%	21%	29%	-	-	33%	-	*	-	-	*	33%	29%	-	*	33%	*	-	-	-	-	
	CWOD	45%	40%	64%	*	50%	81%	-	78%	-	33%	47%	70%	-	64%	33%	64%	65%	-	-	-	*	
	EL	35%	32%	29%	-	*	-	-	*	-	-	*	*	*	33%	29%	*	*	-	-	-	-	
	Male	45%	42%	59%	*	67%	67%	-	67%	-	*	60%	59%	33%	64%	*	59%	-	-	-	-	*	
	Female	39%	34%	63%	*	33%	83%	-	*	-	*	17%	76%	*	65%	*	-	63%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	56%	72%	*	69%	69%	-	71%	-	100%	54%	76%	60%	73%	70%	64%	81%	-	-	-	*	
	CWD	29%	29%	60%	-	*	*	-	-	-	-	*	*	60%	-	-	*	*	-	-	-	-	
	CWOD	57%	58%	73%	*	67%	71%	-	71%	-	100%	58%	76%	-	73%	70%	67%	79%	-	-	-	*	
	EL	41%	44%	70%	-	*	-	-	60%	-	*	57%	*	-	70%	70%	*	57%	-	-	-	-	
	Male	51%	55%	64%	*	60%	62%	-	67%	-	*	40%	68%	*	67%	*	64%	-	-	-	-	*	
	Female	55%	57%	81%	*	75%	82%	-	75%	-	*	63%	87%	*	79%	57%	-	81%	-	-	-	-	
Mathematics	All Students	42%	37%	58%	*	46%	63%	-	64%	-	60%	15%	69%	60%	58%	30%	61%	55%	-	-	-	*	
	CWD	25%	20%	60%	-	*	*	-	-	-	-	*	*	60%	-	-	*	*	-	-	-	-	
	CWOD	45%	38%	58%	*	42%	64%	-	64%	-	60%	17%	68%	-	58%	30%	64%	52%	-	-	-	*	
	EL	34%	25%	30%	-	*	-	-	40%	-	*	14%	*	-	30%	30%	*	29%	-	-	-	-	
	Male	45%	41%	61%	*	40%	62%	-	67%	-	*	0%	71%	*	64%	*	61%	-	-	-	-	*	
	Female	38%	32%	55%	*	50%	64%	-	63%	-	*	25%	65%	*	52%	29%	-	55%	-	-	-	-	
Grade 5																							
Reading	All Students	57%	62%	68%	43%	29%	84%	-	64%	-	*	39%	78%	60%	69%	50%	75%	64%	-	-	-	-	
	CWD	29%	29%	60%	*	-	*	-	*	-	-	*	*	60%	-	-	*	*	-	-	-	-	
	CWOD	61%	66%	69%	60%	29%	83%	-	62%	-	*	41%	78%	-	69%	50%	72%	68%	-	-	-	-	
	EL	43%	49%	50%	*	-	*	-	67%	-	-	50%	*	-	50%	50%	80%	33%	-	-	-	-	
	Male	53%	58%	75%	*	*	81%	-	82%	-	*	50%	83%	*	72%	80%	75%	-	-	-	-	-	
	Female	60%	66%	64%	40%	40%	82%	-	45%	-	*	30%	76%	*	68%	33%	-	64%	-	-	-	-	
Mathematics	All Students	47%	43%	54%	14%	14%	75%	-	50%	-	*	22%	65%	40%	55%	25%	69%	44%	-	-	-	-	
	CWD	25%	23%	40%	*	-	*	-	*	-	-	*	*	40%	-	-	*	*	-	-	-	-	
	CWOD	50%	45%	55%	20%	14%	77%	-	48%	-	*	24%	66%	-	55%	25%	69%	46%	-	-	-	-	
	EL	38%	33%	25%	*	-	*	-	33%	-	-	13%	*	-	25%	25%	60%	0%	-	-	-	-	
	Male	48%	43%	69%	*	*	81%	-	73%	-	*	38%	79%	*	69%	60%	69%	-	-	-	-	-	
	Female	46%	42%	44%	20%	20%	65%	-	27%	-	*	10%	55%	*	46%	0%	-	44%	-	-	-	-	

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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	38%	35%	29%	0%	0%	44%	-	27%	-	*	11%	35%	40%	28%	8%	44%	18%	-	-	-	-
	CWD	23%	24%	40%	*	-	*	-	*	-	-	*	*	40%	-	-	*	*	-	-	-	-
	CWOD	40%	36%	28%	0%	0%	43%	-	24%	-	*	12%	34%	-	28%	8%	41%	19%	-	-	-	-
	EL	24%	17%	8%	*	-	*	-	11%	-	-	0%	*	-	8%	8%	20%	0%	-	-	-	-
	Male	41%	38%	44%	*	*	50%	-	45%	-	*	25%	50%	*	41%	20%	44%	-	-	-	-	-
	Female	34%	31%	18%	0%	0%	35%	-	9%	-	*	0%	24%	*	19%	0%	-	18%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	64%	*	61%	56%	-	81%	-	89%	50%	68%	0%	68%	50%	59%	69%	-	-	-	*
	CWD	21%	19%	0%	*	-	*	-	*	-	-	*	*	0%	-	*	0%	-	-	-	-	*
	CWOD	46%	49%	68%	*	61%	59%	-	87%	-	89%	59%	71%	-	68%	56%	67%	69%	-	-	-	-
	EL	24%	26%	50%	-	57%	-	-	*	-	-	43%	*	*	56%	50%	50%	*	-	-	-	-
	Male	40%	42%	59%	*	64%	53%	-	67%	-	*	45%	63%	0%	67%	50%	59%	-	-	-	-	*
	Female	45%	50%	69%	*	57%	59%	-	100%	-	86%	56%	73%	-	69%	*	-	69%	-	-	-	-
Mathematics	All Students	38%	36%	60%	*	61%	50%	-	69%	-	100%	50%	63%	0%	64%	50%	61%	59%	-	-	-	*
	CWD	20%	15%	0%	*	-	*	-	*	-	-	*	*	0%	-	*	0%	-	-	-	-	*
	CWOD	41%	39%	64%	*	61%	53%	-	73%	-	100%	59%	66%	-	64%	56%	69%	59%	-	-	-	-
	EL	24%	23%	50%	-	57%	-	-	*	-	-	43%	*	*	56%	50%	50%	*	-	-	-	-
	Male	40%	40%	61%	*	64%	65%	-	56%	-	*	45%	67%	0%	69%	50%	61%	-	-	-	-	*
	Female	36%	33%	59%	*	57%	35%	-	86%	-	100%	56%	60%	-	59%	*	-	59%	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	88%	*	67%	86%	-	95%	-	100%	73%	91%	*	87%	*	80%	95%	-	-	-	-
	CWD	25%	25%	*	-	-	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	59%	63%	87%	*	67%	86%	-	95%	-	100%	71%	91%	-	87%	*	79%	95%	-	-	-	-
	EL	33%	39%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	50%	57%	80%	*	67%	81%	-	86%	-	*	57%	85%	*	79%	*	80%	-	-	-	-	-
	Female	60%	64%	95%	*	*	94%	-	100%	-	*	88%	97%	-	95%	*	-	95%	-	-	-	-
Mathematics	All Students	30%	35%	64%	*	33%	68%	-	65%	-	100%	47%	68%	*	63%	*	56%	72%	-	-	-	-
	CWD	18%	16%	*	-	-	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	32%	37%	63%	*	33%	67%	-	63%	-	100%	43%	67%	-	63%	*	54%	72%	-	-	-	-
	EL	17%	20%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	31%	36%	56%	*	33%	67%	-	50%	-	*	29%	63%	*	54%	*	56%	-	-	-	-	-
	Female	29%	34%	72%	*	*	69%	-	71%	-	*	63%	74%	-	72%	*	-	72%	-	-	-	-
Grade 8																						
Reading	All Students	57%	63%	83%	33%	82%	89%	-	88%	*	*	60%	88%	-	83%	*	86%	79%	-	-	-	-
	CWD	25%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	66%	83%	33%	82%	89%	-	88%	*	*	60%	88%	-	83%	*	86%	79%	-	-	-	-
	EL	33%	32%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	51%	58%	86%	*	83%	92%	-	100%	*	*	70%	91%	-	86%	*	86%	-	-	-	-	-
	Female	63%	68%	79%	*	80%	86%	-	71%	-	*	40%	85%	-	79%	*	-	79%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	39%	34%	50%	-	*	*	-	*	-	*	*	57%	-	50%	*	57%	*	-	-	-	-
	CWD	20%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	41%	37%	50%	-	*	*	-	*	-	*	*	57%	-	50%	*	57%	*	-	-	-	-
	EL	24%	21%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	38%	38%	57%	-	*	*	-	*	-	*	*	67%	-	57%	*	57%	-	-	-	-	-
	Female	40%	32%	*	-	-	-	-	*	-	-	-	*	-	*	-	-	*	-	-	-	-
Science	All Students	44%	45%	60%	50%	35%	71%	-	63%	*	*	40%	65%	-	60%	*	62%	58%	-	-	-	-
	CWD	22%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	47%	47%	60%	50%	35%	71%	-	63%	*	*	40%	65%	-	60%	*	62%	58%	-	-	-	-
	EL	23%	22%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	45%	50%	62%	*	33%	85%	-	67%	*	*	30%	72%	-	62%	*	62%	-	-	-	-	-
	Female	42%	40%	58%	*	40%	64%	-	57%	-	*	60%	58%	-	58%	*	-	58%	-	-	-	-
End of Course																						
English I	All Students	46%	75%	85%	*	81%	91%	-	89%	-	86%	69%	89%	20%	89%	*	85%	82%	-	-	-	*
	CWD	17%	28%	20%	*	*	*	-	-	-	-	*	*	20%	-	*	20%	-	-	-	-	-
	CWOD	50%	79%	89%	*	92%	93%	-	89%	-	86%	73%	93%	-	89%	*	93%	82%	-	-	-	*
	EL	19%	23%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	40%	70%	85%	*	82%	87%	-	86%	-	100%	89%	84%	20%	93%	*	85%	-	-	-	-	-
	Female	53%	79%	82%	*	*	91%	-	*	-	*	43%	93%	-	82%	*	-	82%	-	-	-	*
English II	All Students	54%	81%	88%	*	64%	95%	-	100%	-	83%	73%	92%	*	89%	38%	84%	94%	-	-	-	*
	CWD	21%	40%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	59%	84%	89%	*	69%	95%	-	100%	-	83%	79%	92%	-	89%	43%	86%	94%	-	-	-	*
	EL	22%	40%	38%	-	29%	-	-	*	-	-	40%	*	*	43%	38%	*	*	-	-	-	-
	Male	48%	75%	84%	*	50%	93%	-	100%	-	*	63%	89%	*	86%	*	84%	-	-	-	-	-
	Female	62%	85%	94%	*	83%	100%	-	100%	-	*	86%	96%	-	94%	*	-	94%	-	-	-	*
Algebra I	All Students	42%	46%	50%	11%	39%	52%	-	87%	*	50%	40%	53%	*	52%	*	48%	53%	-	-	-	-
	CWD	19%	16%	*	*	*	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	45%	49%	52%	13%	43%	54%	-	87%	*	50%	40%	56%	-	52%	*	52%	53%	-	-	-	-
	EL	28%	21%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	40%	43%	48%	20%	50%	44%	-	78%	*	*	46%	49%	*	52%	*	48%	-	-	-	-	-
	Female	45%	49%	53%	*	17%	58%	-	100%	-	*	29%	58%	-	53%	*	-	53%	-	-	-	-
Biology	All Students	54%	76%	77%	*	56%	87%	-	89%	-	71%	63%	80%	0%	82%	*	76%	76%	-	-	-	-
	CWD	25%	41%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	0%	-	-	-	-	-
	CWOD	57%	79%	82%	*	69%	89%	-	89%	-	71%	67%	85%	-	82%	*	85%	76%	-	-	-	-
	EL	26%	36%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	52%	74%	76%	*	45%	91%	-	86%	-	80%	67%	78%	0%	85%	*	76%	-	-	-	-	-
	Female	56%	77%	76%	*	*	83%	-	*	-	*	57%	81%	-	76%	*	-	76%	-	-	-	-
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	29%	33%	61%	*	67%	70%	-	50%	-	50%	50%	64%	29%	64%	43%	56%	67%	-	-	-	*
	CWD	12%	16%	29%	-	-	33%	-	*	-	-	*	33%	29%	-	*	33%	*	-	-	-	-
	CWOD	32%	35%	64%	*	67%	78%	-	56%	-	50%	53%	68%	-	64%	50%	61%	69%	-	-	-	*
	EL	19%	17%	43%	-	*	-	-	*	-	-	*	*	*	50%	43%	*	*	-	-	-	-
	Male	28%	31%	56%	*	83%	62%	-	50%	-	*	60%	55%	33%	61%	*	56%	-	-	-	-	*
	Female	31%	35%	67%	*	50%	83%	-	*	-	*	33%	76%	*	69%	*	-	67%	-	-	-	-
Mathematics	All Students	20%	15%	36%	*	17%	55%	-	30%	-	17%	19%	42%	0%	41%	14%	31%	44%	-	-	-	*
	CWD	10%	7%	0%	-	-	0%	-	*	-	-	*	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	16%	41%	*	17%	67%	-	33%	-	17%	20%	48%	-	41%	17%	36%	46%	-	-	-	*
	EL	15%	11%	14%	-	*	-	-	*	-	-	*	*	*	17%	14%	*	*	-	-	-	-
	Male	23%	17%	31%	*	17%	43%	-	33%	-	*	30%	31%	0%	36%	*	31%	-	-	-	-	*
	Female	18%	13%	44%	*	17%	75%	-	*	-	*	0%	57%	*	46%	*	-	44%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	28%	29%	43%	*	46%	38%	-	57%	-	40%	31%	46%	20%	45%	50%	39%	48%	-	-	-	*
	CWD	10%	7%	20%	-	*	*	-	-	-	-	*	*	20%	-	-	*	*	-	-	-	-
	CWOD	31%	31%	45%	*	42%	43%	-	57%	-	40%	33%	48%	-	45%	50%	42%	48%	-	-	-	*
	EL	18%	22%	50%	-	*	-	-	40%	-	*	29%	*	-	50%	50%	*	43%	-	-	-	-
	Male	26%	27%	39%	*	40%	29%	-	67%	-	*	20%	42%	*	42%	*	39%	-	-	-	-	*
	Female	29%	32%	48%	*	50%	55%	-	50%	-	*	38%	52%	*	48%	43%	-	48%	-	-	-	-
Mathematics	All Students	22%	20%	39%	*	23%	50%	-	21%	-	60%	15%	44%	20%	40%	30%	47%	29%	-	-	-	*
	CWD	10%	10%	20%	-	*	*	-	-	-	-	*	*	20%	-	-	*	*	-	-	-	-
	CWOD	25%	21%	40%	*	25%	54%	-	21%	-	60%	17%	46%	-	40%	30%	48%	31%	-	-	-	*
	EL	16%	12%	30%	-	*	-	-	40%	-	*	14%	*	-	30%	30%	*	29%	-	-	-	-
	Male	25%	23%	47%	*	40%	57%	-	0%	-	*	0%	55%	*	48%	*	47%	-	-	-	-	*
	Female	19%	18%	29%	*	13%	36%	-	38%	-	*	25%	30%	*	31%	29%	-	29%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	36%	38%	43%	29%	14%	63%	-	27%	-	*	17%	52%	20%	45%	8%	38%	49%	-	-	-	-
	CWD	12%	15%	20%	*	-	*	-	*	-	-	*	*	20%	-	-	*	*	-	-	-	-
	CWOD	40%	41%	45%	40%	14%	67%	-	24%	-	*	18%	54%	-	45%	8%	38%	51%	-	-	-	-
	EL	23%	20%	8%	*	-	*	-	11%	-	-	13%	*	-	8%	8%	0%	17%	-	-	-	-
	Male	32%	32%	38%	*	*	56%	-	27%	-	*	13%	46%	*	38%	0%	38%	-	-	-	-	-
	Female	39%	44%	49%	40%	20%	65%	-	27%	-	*	20%	59%	*	51%	17%	-	49%	-	-	-	-
Mathematics	All Students	24%	21%	19%	14%	0%	22%	-	27%	-	*	0%	26%	0%	21%	17%	25%	15%	-	-	-	-
	CWD	9%	8%	0%	*	-	*	-	*	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	26%	23%	21%	20%	0%	23%	-	29%	-	*	0%	28%	-	21%	17%	28%	16%	-	-	-	-
	EL	17%	14%	17%	*	-	*	-	22%	-	-	0%	*	-	17%	17%	40%	0%	-	-	-	-
	Male	25%	23%	25%	*	*	19%	-	45%	-	*	0%	33%	*	28%	40%	25%	-	-	-	-	-
	Female	23%	20%	15%	20%	0%	24%	-	9%	-	*	0%	21%	*	16%	0%	-	15%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	14%	8%	0%	0%	16%	-	5%	-	*	0%	11%	0%	9%	0%	6%	10%	-	-	-	-
	CWD	9%	9%	0%	*	-	*	-	*	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	19%	14%	9%	0%	0%	17%	-	5%	-	*	0%	12%	-	9%	0%	7%	11%	-	-	-	-
	EL	9%	7%	0%	*	-	*	-	0%	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	20%	16%	6%	*	*	13%	-	0%	-	*	0%	8%	*	7%	0%	6%	-	-	-	-	-
	Female	15%	12%	10%	0%	0%	18%	-	9%	-	*	0%	14%	*	11%	0%	-	10%	-	-	-	-
Grade 6																						
Reading	All Students	23%	23%	39%	*	33%	38%	-	50%	-	44%	15%	47%	0%	41%	10%	41%	36%	-	-	-	*
	CWD	8%	7%	0%	*	-	*	-	*	-	-	*	*	0%	-	*	0%	-	-	-	-	*
	CWOD	25%	25%	41%	*	33%	41%	-	53%	-	44%	18%	48%	-	41%	11%	47%	36%	-	-	-	-
	EL	9%	14%	10%	-	14%	-	-	*	-	-	0%	*	*	11%	10%	0%	*	-	-	-	-
	Male	21%	21%	41%	*	27%	47%	-	56%	-	*	18%	50%	0%	47%	0%	41%	-	-	-	-	*
	Female	25%	25%	36%	*	43%	29%	-	43%	-	43%	11%	43%	-	36%	*	-	36%	-	-	-	-
Mathematics	All Students	16%	13%	24%	*	17%	21%	-	31%	-	44%	5%	30%	0%	25%	0%	29%	18%	-	-	-	*
	CWD	8%	7%	0%	*	-	*	-	*	-	-	*	*	0%	-	*	0%	-	-	-	-	*
	CWOD	17%	14%	25%	*	17%	22%	-	33%	-	44%	6%	31%	-	25%	0%	33%	18%	-	-	-	-
	EL	7%	5%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	17%	14%	29%	*	18%	35%	-	22%	-	*	9%	37%	0%	33%	0%	29%	-	-	-	-	*
	Female	14%	12%	18%	*	14%	6%	-	43%	-	29%	0%	23%	-	18%	*	-	18%	-	-	-	-
Grade 7																						
Reading	All Students	36%	41%	68%	*	50%	62%	-	86%	-	100%	67%	68%	*	67%	*	53%	85%	-	-	-	-
	CWD	11%	12%	*	-	-	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	40%	43%	67%	*	50%	61%	-	85%	-	100%	64%	68%	-	67%	*	50%	85%	-	-	-	-
	EL	17%	22%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	32%	37%	53%	*	44%	48%	-	71%	-	*	43%	55%	*	50%	*	53%	-	-	-	-	-
	Female	41%	45%	85%	*	*	81%	-	93%	-	*	88%	84%	-	85%	*	-	85%	-	-	-	-
Mathematics	All Students	13%	14%	25%	*	8%	24%	-	30%	-	50%	13%	28%	*	24%	*	26%	26%	-	-	-	-
	CWD	7%	7%	*	-	-	*	-	*	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	14%	14%	24%	*	8%	22%	-	32%	-	50%	14%	27%	-	24%	*	24%	26%	-	-	-	-
	EL	6%	7%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	13%	14%	26%	*	11%	29%	-	33%	-	*	14%	28%	*	24%	*	26%	-	-	-	-	-
	Female	12%	13%	26%	*	*	19%	-	29%	-	*	13%	29%	-	26%	*	-	26%	-	-	-	-
Grade 8																						
Reading	All Students	37%	42%	69%	33%	71%	71%	-	75%	*	*	47%	74%	-	69%	*	69%	68%	-	-	-	-
	CWD	11%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	43%	69%	33%	71%	71%	-	75%	*	*	47%	74%	-	69%	*	69%	68%	-	-	-	-
	EL	16%	15%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	31%	34%	69%	*	67%	77%	-	78%	*	*	50%	75%	-	69%	*	69%	-	-	-	-	-
	Female	42%	48%	68%	*	80%	68%	-	71%	-	*	40%	73%	-	68%	*	-	68%	-	-	-	-

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**FOUNDERS CLASSICAL ACADEMY (221801043) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	14%	11%	25%	-	*	*	-	*	-	*	*	29%	-	25%	*	29%	*	-	-	-	-
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	15%	11%	25%	-	*	*	-	*	-	*	*	29%	-	25%	*	29%	*	-	-	-	-
	EL	6%	5%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	14%	13%	29%	-	*	*	-	*	-	*	*	33%	-	29%	*	29%	-	-	-	-	-
	Female	14%	8%	*	-	-	-	-	*	-	-	-	*	-	*	-	-	*	-	-	-	-
Science	All Students	23%	19%	31%	0%	18%	40%	-	31%	*	*	7%	37%	-	31%	*	36%	26%	-	-	-	-
	CWD	9%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	20%	31%	0%	18%	40%	-	31%	*	*	7%	37%	-	31%	*	36%	26%	-	-	-	-
	EL	8%	9%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	24%	23%	36%	*	25%	46%	-	33%	*	*	10%	44%	-	36%	*	36%	-	-	-	-	-
	Female	21%	16%	26%	*	0%	36%	-	29%	-	*	0%	30%	-	26%	*	-	26%	-	-	-	-
<b>End of Course</b>																						
English I	All Students	10%	21%	31%	*	19%	29%	-	56%	-	57%	25%	32%	0%	33%	*	32%	29%	-	-	-	*
	CWD	4%	4%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	0%	-	-	-	-	-
	CWOD	11%	23%	33%	*	23%	30%	-	56%	-	57%	27%	34%	-	33%	*	36%	29%	-	-	-	*
	EL	1%	3%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	8%	18%	32%	*	18%	26%	-	43%	-	80%	33%	32%	0%	36%	*	32%	-	-	-	-	-
	Female	13%	25%	29%	*	*	30%	-	*	-	*	14%	33%	-	29%	*	-	29%	-	-	-	*
English II	All Students	9%	15%	18%	*	7%	17%	-	33%	-	17%	13%	19%	*	19%	0%	11%	28%	-	-	-	*
	CWD	5%	2%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	9%	16%	19%	*	8%	18%	-	33%	-	17%	14%	20%	-	19%	0%	12%	28%	-	-	-	*
	EL	1%	1%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	7%	10%	11%	*	0%	11%	-	33%	-	*	13%	11%	*	12%	*	11%	-	-	-	-	-
	Female	11%	18%	28%	*	17%	31%	-	33%	-	*	14%	32%	-	28%	*	-	28%	-	-	-	*
Algebra I	All Students	26%	28%	28%	11%	22%	26%	-	53%	*	33%	10%	33%	*	29%	*	29%	28%	-	-	-	-
	CWD	8%	6%	*	*	*	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	29%	30%	29%	13%	24%	27%	-	53%	*	33%	10%	35%	-	29%	*	31%	28%	-	-	-	-
	EL	14%	13%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	25%	27%	29%	20%	25%	22%	-	56%	*	*	15%	33%	*	31%	*	29%	-	-	-	-	-
	Female	28%	29%	28%	*	17%	29%	-	50%	-	*	0%	33%	-	28%	*	-	28%	-	-	-	-
Biology	All Students	21%	27%	25%	*	19%	27%	-	44%	-	14%	13%	28%	0%	26%	*	28%	21%	-	-	-	-
	CWD	7%	14%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	0%	-	-	-	-	-
	CWOD	22%	28%	26%	*	23%	27%	-	44%	-	14%	13%	30%	-	26%	*	32%	21%	-	-	-	-
	EL	5%	11%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	21%	28%	28%	*	27%	32%	-	43%	-	0%	11%	32%	0%	32%	*	28%	-	-	-	-	-
	Female	21%	27%	21%	*	*	22%	-	*	-	*	14%	22%	-	21%	*	-	21%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						



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**FOUNDERS CLASSICAL ACADEMY (221801043) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	79%	<b>91%</b>	70%	91%	95%	-	90%	*	93%	83%	94%	70%	93%	78%	93%	89%	-	-	-	100%
	CWD	44%	49%	<b>70%</b>	31%	91%	78%	-	67%	-	*	44%	79%	70%	-	43%	76%	42%	-	-	-	*
	CWOD	77%	81%	<b>93%</b>	77%	91%	96%	-	91%	*	93%	85%	95%	-	93%	80%	95%	90%	-	-	-	100%
	EL	59%	62%	<b>78%</b>	*	82%	*	-	76%	-	*	77%	80%	43%	80%	78%	79%	79%	-	-	-	-
	Male	71%	79%	<b>93%</b>	67%	93%	96%	-	93%	*	95%	87%	95%	76%	95%	79%	93%	-	-	-	-	100%
	Female	75%	79%	<b>89%</b>	72%	88%	93%	-	88%	*	91%	77%	93%	42%	90%	79%	-	89%	-	-	-	*
Reading	All Students	74%	84%	<b>95%</b>	79%	96%	97%	-	94%	*	96%	88%	97%	77%	96%	84%	95%	96%	-	-	-	100%
	CWD	43%	54%	<b>77%</b>	40%	80%	88%	-	*	-	-	56%	86%	77%	-	*	81%	60%	-	-	-	*
	CWOD	78%	87%	<b>96%</b>	86%	97%	97%	-	95%	*	96%	91%	98%	-	96%	87%	96%	96%	-	-	-	100%
	EL	57%	67%	<b>84%</b>	*	86%	*	-	80%	-	*	81%	90%	*	87%	84%	80%	89%	-	-	-	-
	Male	70%	82%	<b>95%</b>	67%	95%	98%	-	93%	*	95%	88%	96%	81%	96%	80%	95%	-	-	-	-	*
	Female	78%	86%	<b>96%</b>	89%	98%	96%	-	95%	-	96%	88%	98%	60%	96%	89%	-	96%	-	-	-	*
Mathematics	All Students	71%	74%	<b>90%</b>	61%	86%	94%	-	93%	*	90%	80%	92%	62%	91%	76%	91%	88%	-	-	-	*
	CWD	44%	45%	<b>62%</b>	20%	*	69%	-	*	-	*	29%	73%	62%	-	*	67%	40%	-	-	-	*
	CWOD	75%	76%	<b>91%</b>	69%	86%	96%	-	95%	*	90%	84%	93%	-	91%	80%	94%	89%	-	-	-	*
	EL	61%	60%	<b>76%</b>	*	70%	*	-	82%	-	*	80%	65%	*	80%	76%	74%	82%	-	-	-	-
	Male	71%	76%	<b>91%</b>	57%	90%	95%	-	94%	*	94%	85%	93%	67%	94%	74%	91%	-	-	-	-	*
	Female	71%	72%	<b>88%</b>	65%	77%	93%	-	92%	*	88%	73%	91%	40%	89%	82%	-	88%	-	-	-	-
Science	All Students	74%	77%	<b>86%</b>	65%	88%	93%	-	74%	*	93%	73%	89%	70%	87%	63%	94%	77%	-	-	-	-
	CWD	47%	49%	<b>70%</b>	*	*	*	-	*	-	-	*	75%	70%	-	*	88%	*	-	-	-	-
	CWOD	78%	80%	<b>87%</b>	71%	86%	94%	-	74%	*	93%	74%	90%	-	87%	61%	95%	79%	-	-	-	-
	EL	58%	54%	<b>63%</b>	*	*	*	-	58%	-	-	58%	71%	*	61%	63%	90%	38%	-	-	-	-
	Male	74%	79%	<b>94%</b>	86%	92%	98%	-	89%	*	100%	89%	96%	88%	95%	90%	94%	-	-	-	-	-
	Female	75%	76%	<b>77%</b>	50%	79%	89%	-	55%	-	83%	55%	83%	*	79%	38%	-	77%	-	-	-	-
SAT/ACT All Subjects	All Students	92%	95%	<b>94%</b>	*	100%	100%	-	100%	*	83%	*	94%	*	94%	-	100%	90%	-	-	-	-
	CWD	75%	*	*	-	-	-	-	-	-	*	-	*	*	-	-	*	-	-	-	-	-
	CWOD	92%	95%	<b>94%</b>	*	100%	100%	-	100%	*	80%	*	94%	-	94%	-	100%	90%	-	-	-	-
	EL	69%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	95%	<b>100%</b>	-	-	100%	-	*	-	*	-	100%	*	100%	-	100%	-	-	-	-	-
	Female	92%	96%	<b>90%</b>	*	100%	100%	-	*	*	*	*	89%	-	90%	-	-	90%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	<b>67%</b>	32%	55%	74%	-	71%	*	79%	47%	73%	36%	69%	39%	68%	67%	-	-	-	33%
	CWD	23%	24%	<b>36%</b>	0%	27%	47%	-	56%	-	*	11%	44%	36%	-	0%	36%	33%	-	-	-	*
	CWOD	50%	53%	<b>69%</b>	38%	57%	75%	-	71%	*	80%	49%	74%	-	69%	41%	71%	67%	-	-	-	43%
	EL	29%	31%	<b>39%</b>	*	41%	*	-	42%	-	*	33%	50%	0%	41%	39%	41%	39%	-	-	-	-
	Male	45%	50%	<b>68%</b>	28%	56%	74%	-	74%	*	82%	50%	73%	36%	71%	41%	68%	-	-	-	-	33%
	Female	48%	51%	<b>67%</b>	35%	54%	73%	-	67%	*	78%	44%	73%	33%	67%	39%	-	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
Reading	All Students	52%	61%	78%	44%	70%	82%	-	83%	*	91%	59%	84%	45%	80%	50%	77%	80%	-	-	-	33%
	CWD	24%	29%	45%	0%	40%	59%	-	*	-	-	11%	59%	45%	-	*	46%	40%	-	-	-	*
	CWOD	56%	64%	80%	52%	71%	84%	-	84%	*	91%	63%	85%	-	80%	54%	80%	81%	-	-	-	40%
	EL	31%	38%	50%	*	46%	*	-	56%	-	*	43%	62%	*	54%	50%	50%	52%	-	-	-	-
	Male	47%	57%	77%	40%	70%	79%	-	84%	*	89%	62%	81%	46%	80%	50%	77%	-	-	-	-	*
	Female	56%	64%	80%	47%	68%	86%	-	81%	-	93%	57%	87%	40%	81%	52%	-	80%	-	-	-	*
Mathematics	All Students	41%	39%	59%	23%	46%	65%	-	66%	*	71%	37%	65%	31%	61%	35%	60%	59%	-	-	-	*
	CWD	22%	18%	31%	0%	*	38%	-	*	-	*	14%	36%	31%	-	*	29%	40%	-	-	-	*
	CWOD	44%	41%	61%	27%	47%	67%	-	67%	*	73%	38%	66%	-	61%	36%	63%	59%	-	-	-	*
	EL	29%	25%	35%	*	35%	*	-	41%	-	*	30%	41%	*	36%	35%	39%	32%	-	-	-	-
	Male	42%	41%	60%	14%	48%	66%	-	68%	*	71%	40%	65%	29%	63%	39%	60%	-	-	-	-	*
	Female	40%	37%	59%	29%	43%	64%	-	64%	*	72%	33%	65%	40%	59%	32%	-	59%	-	-	-	-
Science	All Students	46%	49%	56%	24%	38%	70%	-	51%	*	64%	37%	61%	20%	58%	16%	63%	50%	-	-	-	-
	CWD	23%	27%	20%	*	*	*	-	*	-	-	*	25%	20%	-	*	25%	*	-	-	-	-
	CWOD	49%	51%	58%	29%	41%	71%	-	50%	*	64%	38%	63%	-	58%	17%	65%	50%	-	-	-	-
	EL	25%	23%	16%	*	*	*	-	17%	-	-	8%	29%	*	17%	16%	20%	13%	-	-	-	-
	Male	47%	52%	63%	29%	36%	76%	-	63%	*	88%	41%	69%	25%	65%	20%	63%	-	-	-	-	-
	Female	45%	46%	50%	20%	36%	64%	-	35%	-	33%	32%	54%	*	50%	13%	-	50%	-	-	-	-
SAT/ACT All Subjects	All Students	64%	73%	76%	*	86%	79%	-	83%	*	67%	*	78%	*	78%	-	81%	72%	-	-	-	-
	CWD	43%	*	*	-	-	-	-	-	-	*	-	*	*	-	-	*	-	-	-	-	-
	CWOD	64%	73%	78%	*	86%	79%	-	83%	*	80%	*	79%	-	78%	-	85%	72%	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	74%	81%	-	-	79%	-	*	-	*	-	81%	*	85%	-	81%	-	-	-	-	-
	Female	60%	72%	72%	*	86%	79%	-	*	*	*	*	75%	-	72%	-	-	72%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	35%	13%	26%	38%	-	41%	*	41%	19%	39%	11%	36%	15%	35%	35%	-	-	-	33%
	CWD	9%	10%	11%	0%	9%	14%	-	22%	-	*	6%	13%	11%	-	0%	12%	8%	-	-	-	*
	CWOD	24%	25%	36%	16%	27%	39%	-	42%	*	42%	20%	40%	-	36%	16%	37%	35%	-	-	-	43%
	EL	12%	12%	15%	*	10%	*	-	20%	-	*	9%	27%	0%	16%	15%	16%	16%	-	-	-	-
	Male	21%	23%	35%	14%	29%	37%	-	42%	*	41%	21%	39%	12%	37%	16%	35%	-	-	-	-	33%
	Female	23%	25%	35%	13%	23%	39%	-	40%	*	41%	18%	39%	8%	35%	16%	-	35%	-	-	-	*
Reading	All Students	25%	31%	46%	21%	39%	47%	-	55%	*	57%	32%	50%	19%	48%	21%	42%	52%	-	-	-	33%
	CWD	9%	11%	19%	0%	20%	18%	-	*	-	-	11%	23%	19%	-	*	19%	20%	-	-	-	*
	CWOD	27%	33%	48%	24%	40%	49%	-	55%	*	57%	34%	52%	-	48%	22%	44%	52%	-	-	-	40%
	EL	13%	16%	21%	*	14%	*	-	24%	-	*	14%	33%	*	22%	21%	17%	26%	-	-	-	-
	Male	22%	27%	42%	20%	38%	41%	-	52%	*	53%	32%	44%	19%	44%	17%	42%	-	-	-	-	*
	Female	28%	35%	52%	21%	43%	55%	-	58%	-	59%	32%	57%	20%	52%	26%	-	52%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	18%	27%	13%	15%	31%	-	34%	*	31%	10%	32%	7%	28%	13%	31%	23%	-	-	-	*
	CWD	9%	7%	7%	0%	*	13%	-	*	-	*	0%	9%	7%	-	*	8%	0%	-	-	-	*
	CWOD	21%	19%	28%	15%	16%	32%	-	35%	*	32%	10%	33%	-	28%	14%	34%	23%	-	-	-	*
	EL	12%	10%	13%	*	5%	*	-	23%	-	*	7%	24%	*	14%	13%	17%	9%	-	-	-	-
	Male	21%	19%	31%	14%	20%	35%	-	40%	*	35%	13%	36%	8%	34%	17%	31%	-	-	-	-	*
	Female	19%	16%	23%	12%	9%	26%	-	28%	*	28%	6%	27%	0%	23%	9%	-	23%	-	-	-	-
Science	All Students	20%	19%	22%	0%	15%	28%	-	21%	*	21%	6%	26%	0%	23%	5%	25%	19%	-	-	-	-
	CWD	8%	11%	0%	*	*	*	-	*	-	-	*	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	20%	23%	0%	16%	28%	-	22%	*	21%	6%	27%	-	23%	6%	27%	19%	-	-	-	-
	EL	7%	8%	5%	*	*	*	-	8%	-	-	0%	14%	*	6%	5%	10%	0%	-	-	-	-
	Male	22%	21%	25%	0%	24%	29%	-	22%	*	25%	7%	30%	0%	27%	10%	25%	-	-	-	-	-
	Female	19%	17%	19%	0%	0%	26%	-	20%	-	17%	5%	22%	*	19%	0%	-	19%	-	-	-	-
SAT/ACT All Subjects	All Students	13%	9%	18%	*	0%	18%	-	67%	*	0%	*	18%	*	18%	-	38%	3%	-	-	-	-
	CWD	11%	*	*	-	-	-	-	-	-	*	-	*	*	-	-	*	-	-	-	-	-
	CWOD	13%	10%	18%	*	0%	18%	-	67%	*	0%	*	19%	-	18%	-	40%	3%	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	15%	38%	-	-	29%	-	*	-	*	-	38%	*	40%	-	38%	-	-	-	-	-
	Female	10%	4%	3%	*	0%	7%	-	*	*	*	*	4%	-	3%	-	-	3%	-	-	-	-

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	79	88	76	76	-	84	*	82	72	72	80
CWD	72	*	*	72	-	*	-	-	83	72	*
CWOD	80	91	77	77	-	84	*	82	71	-	82
EL ◇	80	*	74	*	-	83	-	*	73	*	80
Male	75	95	74	71	-	80	*	85	71	73	74

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	83	82	79	83	-	88	-	81	73	*	86
<b>Mathematics</b>											
All Students	74	60	73	75	-	75	*	82	70	63	72
CWD	63	*	-	70	-	*	-	-	60	63	*
CWOD	74	64	73	75	-	76	*	82	71	-	74
EL ◇	72	*	71	*	-	71	-	*	69	*	72
Male	72	65	74	73	-	70	*	86	72	69	68
Female	76	55	70	77	-	80	-	81	68	*	74

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	95.8%	60.0%	100.0%	100.0%	-	100.0%	-	*	90.0%	*	*	-	-
CWD	*	-	-	*	-	-	-	-	-	*	-	-	-
CWOD	95.7%	60.0%	100.0%	100.0%	-	100.0%	-	*	90.0%	-	*	-	-
EL ◇	*	-	*	*	-	-	-	-	*	-	*	-	-
Male	95.7%	*	*	100.0%	-	*	-	-	*	-	*	-	-
Female	95.8%	*	100.0%	100.0%	-	*	-	*	87.5%	*	*	-	-

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

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Total EL in Class	Proficiency of EL	Rate of Proficiency
81	32	40%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	64	38	57	69	-	67	*	71	50	39	44
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	80%	*	58%	85%	-	100%	-	*	63%	*	*

- 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		Y		Y	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y		Y		Y	Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	N	Y	Y		Y		Y	Y	Y	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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

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

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

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

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWD: 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
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	99%	100%	98%	98%	-	99%	*	100%	99%	99%	100%	99%	98%	99%	98%	-
	CWD	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	98%	98%	-	99%	*	100%	99%	99%	-	99%	98%	99%	98%	-
	EL	98%	*	96%	*	-	100%	-	*	99%	98%	100%	98%	98%	98%	98%	-
	Male	99%	100%	99%	99%	-	99%	*	100%	99%	99%	100%	99%	98%	99%	-	-
	Female	98%	100%	96%	97%	-	99%	*	100%	99%	98%	100%	98%	98%	-	98%	-
<b>Reading</b>	All Students	100%	100%	100%	99%	-	100%	*	100%	100%	99%	100%	99%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	100%	100%	99%	-	100%	*	100%	100%	99%	-	99%	100%	100%	99%	-
	EL	100%	*	100%	*	-	100%	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	98%	-	100%	-	100%	100%	99%	100%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	98%	100%	95%	98%	-	98%	*	100%	98%	98%	100%	98%	96%	99%	96%	-
		98%	100%	95%	98%	-	98%	*	100%	98%	98%	100%	98%	96%	99%	96%	-
	CWD	100%	100%	*	100%	-	*	-	*	100%	100%	100%	-	*	100%	100%	-
		100%	100%	*	100%	-	*	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	98%	100%	95%	98%	-	98%	*	100%	98%	98%	-	98%	96%	99%	96%	-
		98%	100%	95%	98%	-	98%	*	100%	98%	98%	-	98%	96%	99%	96%	-
	EL	96%	*	90%	*	-	100%	-	*	97%	94%	*	96%	96%	96%	96%	-
		96%	*	90%	*	-	100%	-	*	97%	94%	*	96%	96%	96%	96%	-
	Male	99%	100%	98%	99%	-	98%	*	100%	98%	99%	100%	99%	96%	99%	-	-
		99%	100%	98%	99%	-	98%	*	100%	98%	99%	100%	99%	96%	99%	-	-
	Female	96%	100%	91%	96%	-	98%	*	100%	98%	96%	100%	96%	96%	-	96%	-
		96%	100%	91%	96%	-	98%	*	100%	98%	96%	100%	96%	96%	-	96%	-
<b>SAT/ACT All Subjects</b>	All Students	82%	*	58%	88%	-	75%	*	100%	*	84%	*	82%	*	88%	78%	-
	CWD	*	-	-	-	-	-	-	*	-	*	*	-	-	*	-	-
	CWOD	82%	*	58%	88%	-	75%	*	100%	*	84%	-	82%	*	87%	78%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	88%	-	*	93%	-	80%	-	*	*	91%	*	87%	*	88%	-	-
	Female	78%	*	64%	82%	-	*	*	*	*	80%	-	78%	*	-	78%	-
<b>Non-Participation Rate</b>																	

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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
<b>All Subjects</b>	All Students	1%	0%	2%	2%	-	1%	*	0%	1%	1%	0%	1%	2%	1%	2%	-
	CWD	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	2%	2%	-	1%	*	0%	1%	1%	-	1%	2%	1%	2%	-
	EL	2%	*	4%	*	-	0%	-	*	1%	2%	0%	2%	2%	2%	2%	-
	Male	1%	0%	1%	1%	-	1%	*	0%	1%	1%	0%	1%	2%	1%	-	-
	Female	2%	0%	4%	3%	-	1%	*	0%	1%	2%	0%	2%	2%	-	2%	-
<b>Reading</b>	All Students	0%	0%	0%	1%	-	0%	*	0%	0%	1%	0%	1%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	0%	1%	-	0%	*	0%	0%	1%	-	1%	0%	0%	1%	-
	EL	0%	*	0%	*	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	2%	-	0%	-	0%	0%	1%	0%	1%	0%	-	1%	-
<b>Mathematics</b>	All Students	2%	0%	5%	2%	-	2%	*	0%	2%	2%	0%	2%	4%	1%	4%	-
	CWD	0%	0%	*	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	2%	0%	5%	2%	-	2%	*	0%	2%	2%	-	2%	4%	1%	4%	-
	EL	4%	*	10%	*	-	0%	-	*	3%	6%	*	4%	4%	4%	4%	-
	Male	1%	0%	2%	1%	-	2%	*	0%	2%	1%	0%	1%	4%	1%	-	-
	Female	4%	0%	9%	4%	-	2%	*	0%	2%	4%	0%	4%	4%	-	4%	-
<b>Science</b>	All Students	1%	0%	0%	2%	-	0%	*	0%	0%	1%	0%	1%	0%	1%	1%	-
	CWD	0%	*	*	*	-	*	-	-	*	0%	0%	-	*	0%	*	-
	CWOD	1%	0%	0%	2%	-	0%	*	0%	0%	1%	-	1%	0%	1%	1%	-
	EL	0%	*	*	*	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	0%	0%	2%	-	0%	*	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	1%	0%	0%	2%	-	0%	-	0%	0%	1%	*	1%	0%	-	1%	-
<b>SAT/ACT All Subjects</b>	All Students	18%	*	42%	12%	-	25%	*	0%	*	16%	*	18%	*	12%	22%	-
	CWD	*	-	-	-	-	-	-	*	-	*	*	-	-	*	-	-
	CWOD	18%	*	42%	12%	-	25%	*	0%	*	16%	-	18%	*	13%	22%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	12%	-	*	7%	-	20%	-	*	*	9%	*	13%	*	12%	-	-
	Female	22%	*	36%	18%	-	*	*	*	*	20%	-	22%	*	-	22%	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	4	0	0	4	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	0	0	4	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	7	0	1	6	0	0	0	0	0		
	Female	2	0	1	1	0	0	0	0	0		
	Total	9	0	2	7	0	0	0	0	0		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												



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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	1	0	1	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	1	1	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	1	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	36	1	8	21	-8	-8	-8	6	3	5	-8
	Female	38	3	7	26	-8	1	-8	1	-8	1	-8
	Total	74	4	15	47	-8	1	-8	7	3	6	-8

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**FOUNDERS CLASSICAL ACADEMY (221801043) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	31	2	3	21	0	4	0	1	2	1
	Female	43	0	5	34	0	3	0	1	1	2
	Total	74	2	8	55	0	7	0	2	3	3

- Indicates there are no data available in the group.

-3 Indicates skip logic failure.

-8 Indicates EDFacts missing data.

-9 Indicates not applicable / skipped.

-11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

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

Low Poverty School		
		All School
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	14.5	22.7%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	*	1%
Mathematics	6,408	2%	*	0%	*	1%
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	*	0%
Reading	48,805	1%	25	0%	*	0%
Mathematics	43,293	1%	24	0%	*	0%
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	49%	*	58%	42%	-	*	-	*	53%	*	*
In-State Private Institutions	10%	-	*	13%	-	-	-	-	-	-	-
Out-of-State Institutions	25%	*	*	27%	-	-	-	*	*	-	-

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	3%	3%	5%	3%	-	0%	*	1%	3%	0%	0%

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

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**QUEST COLLEGIATE ACADEMY-MCALLEN (221801044) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR 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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

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

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



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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

### Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	62%	-	67%	*	-	-	-	-	60%	*	-	62%	*	71%	50%	-	-	-	-
	CWD	52%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	80%	82%	62%	-	67%	*	-	-	-	-	60%	*	-	62%	*	71%	50%	-	-	-	-
	EL	66%	70%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	74%	81%	71%	-	83%	*	-	-	-	-	71%	-	-	71%	*	71%	-	-	-	-	-
	Female	78%	80%	50%	-	50%	-	-	-	-	-	*	*	-	50%	-	-	50%	-	-	-	-
Mathematics	All Students	70%	70%	62%	-	67%	*	-	-	-	-	60%	*	-	62%	*	57%	67%	-	-	-	-
	CWD	46%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	73%	62%	-	67%	*	-	-	-	-	60%	*	-	62%	*	57%	67%	-	-	-	-
	EL	64%	59%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	72%	75%	57%	-	67%	*	-	-	-	-	57%	-	-	57%	*	57%	-	-	-	-	-
	Female	68%	67%	67%	-	67%	-	-	-	-	-	*	*	-	67%	-	-	67%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	82%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	*	100%	*	-	-	-	-
	CWD	48%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	84%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	*	100%	*	-	-	-	-
	EL	66%	72%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	73%	79%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	*	100%	-	-	-	-	-
	Female	79%	84%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Mathematics	All Students	68%	70%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	*	100%	*	-	-	-	-
	CWD	42%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	73%	73%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	*	100%	*	-	-	-	-
	EL	63%	60%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	70%	73%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	*	100%	-	-	-	-	-
	Female	67%	67%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	84%	85%	-	82%	-	-	*	-	*	78%	*	*	100%	80%	75%	100%	-	-	-	-
	CWD	50%	50%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	85%	88%	100%	-	100%	-	-	*	-	*	100%	*	-	100%	*	100%	*	-	-	-	-
	EL	71%	74%	80%	-	80%	-	-	-	-	-	*	*	*	*	80%	*	*	-	-	-	-
	Male	77%	81%	75%	-	71%	-	-	*	-	-	71%	*	*	100%	*	75%	-	-	-	-	-
	Female	83%	87%	100%	-	*	-	-	-	-	*	*	*	*	*	*	-	100%	-	-	-	-
Mathematics	All Students	76%	76%	85%	-	82%	-	-	*	-	*	89%	*	*	90%	80%	88%	80%	-	-	-	-
	CWD	50%	49%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	80%	78%	90%	-	88%	-	-	*	-	*	86%	*	-	90%	*	83%	*	-	-	-	-
	EL	70%	70%	80%	-	80%	-	-	-	-	-	*	*	*	*	80%	*	*	-	-	-	-
	Male	75%	76%	88%	-	86%	-	-	*	-	-	86%	*	*	83%	*	88%	-	-	-	-	-
	Female	76%	76%	80%	-	*	-	-	-	-	*	*	*	*	*	*	-	80%	-	-	-	-

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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	65%	65%	62%	-	64%	-	-	*	-	*	56%	*	*	80%	80%	50%	80%	-	-	-	-	
	CWD	40%	35%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	*	-	-	-	-	
	CWOD	69%	68%	80%	-	88%	-	-	*	-	*	71%	*	-	80%	*	67%	*	-	-	-	-	
	EL	52%	46%	80%	-	80%	-	-	-	-	*	*	*	*	80%	*	*	*	-	-	-	-	
	Male	67%	66%	50%	-	57%	-	-	*	-	-	43%	*	*	67%	*	50%	-	-	-	-	-	
	Female	63%	64%	80%	-	*	-	-	-	-	*	*	*	*	*	*	-	80%	-	-	-	-	
Grade 6																							
Reading	All Students	69%	77%	76%	-	71%	*	-	-	-	*	80%	*	*	86%	*	50%	100%	-	-	-	-	
	CWD	38%	47%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	74%	80%	86%	-	82%	*	-	-	-	*	92%	*	-	86%	*	67%	100%	-	-	-	-	
	EL	53%	57%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Male	66%	74%	50%	-	33%	*	-	-	-	*	57%	*	*	67%	*	50%	-	-	-	-	-	
	Female	72%	80%	100%	-	100%	-	-	-	-	*	100%	*	*	100%	-	-	100%	-	-	-	-	
Mathematics	All Students	72%	76%	94%	-	93%	*	-	-	-	*	100%	*	*	93%	*	88%	100%	-	-	-	-	
	CWD	47%	49%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	76%	78%	93%	-	91%	*	-	-	-	*	100%	*	-	93%	*	83%	100%	-	-	-	-	
	EL	61%	63%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Male	73%	77%	88%	-	83%	*	-	-	-	*	100%	*	*	83%	*	88%	-	-	-	-	-	
	Female	72%	74%	100%	-	100%	-	-	-	-	*	100%	*	*	100%	-	-	100%	-	-	-	-	
Grade 7																							
Reading	All Students	79%	86%	100%	-	100%	*	-	-	-	-	100%	*	-	100%	*	*	100%	-	-	-	-	
	CWD	47%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	83%	89%	100%	-	100%	*	-	-	-	-	100%	*	-	100%	*	*	100%	-	-	-	-	
	EL	63%	74%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	75%	83%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Female	83%	89%	100%	-	100%	*	-	-	-	-	100%	*	-	100%	*	-	100%	-	-	-	-	
Mathematics	All Students	60%	66%	100%	-	100%	*	-	-	-	-	100%	*	-	100%	*	*	100%	-	-	-	-	
	CWD	36%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	63%	68%	100%	-	100%	*	-	-	-	-	100%	*	-	100%	*	*	100%	-	-	-	-	
	EL	45%	51%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	60%	68%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Female	59%	64%	100%	-	100%	*	-	-	-	-	100%	*	-	100%	*	-	100%	-	-	-	-	
Grade 8																							
Reading	All Students	82%	88%	80%	-	71%	*	-	*	-	-	78%	*	*	88%	*	71%	*	-	-	-	-	
	CWD	50%	60%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	86%	90%	88%	-	80%	*	-	*	-	-	86%	*	-	88%	*	80%	*	-	-	-	-	
	EL	65%	65%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	78%	86%	71%	-	60%	*	-	*	-	-	71%	-	*	80%	*	71%	-	-	-	-	-	
	Female	86%	90%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	

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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	70%	69%	90%	-	86%	*	-	*	-	-	89%	*	*	100%	*	86%	*	-	-	-	-
	CWD	40%	40%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	74%	73%	100%	-	100%	*	-	*	-	-	100%	*	-	100%	*	100%	*	-	-	-	-
	EL	57%	57%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	68%	73%	86%	-	80%	*	-	*	-	-	86%	-	*	100%	*	86%	-	-	-	-	-
	Female	72%	67%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Science	All Students	73%	79%	80%	-	71%	*	-	*	-	-	78%	*	*	88%	*	71%	*	-	-	-	-
	CWD	42%	43%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	77%	82%	88%	-	80%	*	-	*	-	-	86%	*	-	88%	*	80%	*	-	-	-	-
	EL	54%	52%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	73%	83%	71%	-	60%	*	-	*	-	-	71%	-	*	80%	*	71%	-	-	-	-	-
	Female	73%	75%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	50%	55%	31%	-	33%	*	-	-	-	-	20%	*	-	31%	*	14%	50%	-	-	-	-
	CWD	30%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	54%	58%	31%	-	33%	*	-	-	-	-	20%	*	-	31%	*	14%	50%	-	-	-	-
	EL	37%	44%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	49%	54%	14%	-	17%	*	-	-	-	-	14%	-	-	14%	*	14%	-	-	-	-	-
	Female	52%	56%	50%	-	50%	-	-	-	-	-	*	*	-	50%	-	-	50%	-	-	-	-
Mathematics	All Students	42%	38%	38%	-	42%	*	-	-	-	-	30%	*	-	38%	*	43%	33%	-	-	-	-
	CWD	27%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	40%	38%	-	42%	*	-	-	-	-	30%	*	-	38%	*	43%	33%	-	-	-	-
	EL	35%	32%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	45%	42%	43%	-	50%	*	-	-	-	-	43%	-	-	43%	*	43%	-	-	-	-	-
	Female	39%	34%	33%	-	33%	-	-	-	-	-	*	*	-	33%	-	-	33%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	53%	56%	89%	-	89%	-	-	-	-	-	88%	*	-	89%	*	86%	*	-	-	-	-
	CWD	29%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	58%	89%	-	89%	-	-	-	-	-	88%	*	-	89%	*	86%	*	-	-	-	-
	EL	41%	44%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	51%	55%	86%	-	86%	-	-	-	-	-	83%	*	-	86%	*	86%	-	-	-	-	-
	Female	55%	57%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Mathematics	All Students	42%	37%	67%	-	67%	-	-	-	-	-	63%	*	-	67%	*	71%	*	-	-	-	-
	CWD	25%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	38%	67%	-	67%	-	-	-	-	-	63%	*	-	67%	*	71%	*	-	-	-	-
	EL	34%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	45%	41%	71%	-	71%	-	-	-	-	-	67%	*	-	71%	*	71%	-	-	-	-	-
	Female	38%	32%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

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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
Grade 5																						
Reading	All Students	57%	62%	54%	-	45%	-	-	*	-	*	44%	*	*	70%	40%	50%	60%	-	-	-	-
	CWD	29%	29%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	61%	66%	70%	-	63%	-	-	*	-	*	57%	*	-	70%	*	67%	*	-	-	-	-
	EL	43%	49%	40%	-	40%	-	-	-	-	-	*	*	*	*	40%	*	*	-	-	-	-
	Male	53%	58%	50%	-	43%	-	-	*	-	-	43%	*	*	67%	*	50%	-	-	-	-	-
	Female	60%	66%	60%	-	*	-	-	-	-	-	*	*	*	*	*	-	60%	-	-	-	-
Mathematics	All Students	47%	43%	46%	-	45%	-	-	*	-	*	44%	*	*	60%	60%	38%	60%	-	-	-	-
	CWD	25%	23%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	50%	45%	60%	-	63%	-	-	*	-	*	57%	*	-	60%	*	50%	*	-	-	-	-
	EL	38%	33%	60%	-	60%	-	-	-	-	-	*	*	*	*	60%	*	*	-	-	-	-
	Male	48%	43%	38%	-	29%	-	-	*	-	-	29%	*	*	50%	*	38%	-	-	-	-	-
	Female	46%	42%	60%	-	*	-	-	-	-	-	*	*	*	*	*	-	60%	-	-	-	-
Science	All Students	38%	35%	23%	-	27%	-	-	*	-	*	11%	*	*	30%	20%	25%	20%	-	-	-	-
	CWD	23%	24%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	40%	36%	30%	-	38%	-	-	*	-	*	14%	*	-	30%	*	33%	*	-	-	-	-
	EL	24%	17%	20%	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	41%	38%	25%	-	29%	-	-	*	-	-	14%	*	*	33%	*	25%	-	-	-	-	-
	Female	34%	31%	20%	-	*	-	-	-	-	-	*	*	*	*	*	-	20%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	53%	-	50%	*	-	-	-	*	53%	*	*	64%	*	38%	67%	-	-	-	-
	CWD	21%	19%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	46%	49%	64%	-	64%	*	-	-	-	*	67%	*	-	64%	*	50%	75%	-	-	-	-
	EL	24%	26%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	40%	42%	38%	-	33%	*	-	-	-	*	43%	*	*	50%	*	38%	-	-	-	-	-
	Female	45%	50%	67%	-	63%	-	-	-	-	*	63%	*	*	75%	-	-	67%	-	-	-	-
Mathematics	All Students	38%	36%	65%	-	64%	*	-	-	-	*	67%	*	*	79%	*	50%	78%	-	-	-	-
	CWD	20%	15%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	41%	39%	79%	-	82%	*	-	-	-	*	83%	*	-	79%	*	67%	88%	-	-	-	-
	EL	24%	23%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	40%	40%	50%	-	50%	*	-	-	-	*	57%	*	*	67%	*	50%	-	-	-	-	-
	Female	36%	33%	78%	-	75%	-	-	-	-	*	75%	*	*	88%	-	-	78%	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	70%	-	67%	*	-	-	-	-	63%	*	-	70%	*	*	67%	-	-	-	-
	CWD	25%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	63%	70%	-	67%	*	-	-	-	-	63%	*	-	70%	*	*	67%	-	-	-	-
	EL	33%	39%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	50%	57%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Female	60%	64%	67%	-	60%	*	-	-	-	-	60%	*	-	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
Mathematics	All Students	30%	35%	70%	-	67%	*	-	-	-	-	63%	*	-	70%	*	*	50%	-	-	-	-
	CWD	18%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	32%	37%	70%	-	67%	*	-	-	-	-	63%	*	-	70%	*	*	50%	-	-	-	-
	EL	17%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	31%	36%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Female	29%	34%	50%	-	40%	*	-	-	-	-	40%	*	-	50%	*	-	50%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	57%	63%	50%	-	57%	*	-	*	-	-	44%	*	*	63%	*	29%	*	-	-	-	-
	CWD	25%	30%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	61%	66%	63%	-	80%	*	-	*	-	-	57%	*	-	63%	*	40%	*	-	-	-	-
	EL	33%	32%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	51%	58%	29%	-	40%	*	-	*	-	-	29%	-	*	40%	*	29%	-	-	-	-	-
	Female	63%	68%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Mathematics	All Students	39%	34%	50%	-	43%	*	-	*	-	-	44%	*	*	63%	*	29%	*	-	-	-	-
	CWD	20%	13%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	41%	37%	63%	-	60%	*	-	*	-	-	57%	*	-	63%	*	40%	*	-	-	-	-
	EL	24%	21%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	38%	38%	29%	-	20%	*	-	*	-	-	29%	-	*	40%	*	29%	-	-	-	-	-
	Female	40%	32%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Science	All Students	44%	45%	20%	-	14%	*	-	*	-	-	22%	*	*	25%	*	14%	*	-	-	-	-
	CWD	22%	19%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	47%	47%	25%	-	20%	*	-	*	-	-	29%	*	-	25%	*	20%	*	-	-	-	-
	EL	23%	22%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	45%	50%	14%	-	20%	*	-	*	-	-	14%	-	*	20%	*	14%	-	-	-	-	-
	Female	42%	40%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	29%	33%	23%	-	25%	*	-	-	-	-	10%	*	-	23%	*	14%	33%	-	-	-	-
	CWD	12%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	32%	35%	23%	-	25%	*	-	-	-	-	10%	*	-	23%	*	14%	33%	-	-	-	-
	EL	19%	17%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	28%	31%	14%	-	17%	*	-	-	-	-	14%	-	-	14%	*	14%	-	-	-	-	-
	Female	31%	35%	33%	-	33%	-	-	-	-	-	*	*	-	33%	-	-	33%	-	-	-	-
Mathematics	All Students	20%	15%	15%	-	17%	*	-	-	-	-	10%	*	-	15%	*	14%	17%	-	-	-	-
	CWD	10%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	16%	15%	-	17%	*	-	-	-	-	10%	*	-	15%	*	14%	17%	-	-	-	-
	EL	15%	11%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	23%	17%	14%	-	17%	*	-	-	-	-	14%	-	-	14%	*	14%	-	-	-	-	-
	Female	18%	13%	17%	-	17%	-	-	-	-	-	*	*	-	17%	-	-	17%	-	-	-	-

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**QUEST COLLEGIATE ACADEMY-MCALLEN (221801044) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 4																						
Reading	All Students	28%	29%	22%	-	22%	-	-	-	-	-	13%	*	-	22%	*	14%	*	-	-	-	-
	CWD	10%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	31%	31%	22%	-	22%	-	-	-	-	-	13%	*	-	22%	*	14%	*	-	-	-	-
	EL	18%	22%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	26%	27%	14%	-	14%	-	-	-	-	-	0%	*	-	14%	*	14%	-	-	-	-	-
	Female	29%	32%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Mathematics	All Students	22%	20%	11%	-	11%	-	-	-	-	-	13%	*	-	11%	*	14%	*	-	-	-	-
	CWD	10%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	21%	11%	-	11%	-	-	-	-	-	13%	*	-	11%	*	14%	*	-	-	-	-
	EL	16%	12%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	25%	23%	14%	-	14%	-	-	-	-	-	17%	*	-	14%	*	14%	-	-	-	-	-
	Female	19%	18%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	38%	-	27%	-	-	*	-	*	22%	*	*	50%	20%	38%	40%	-	-	-	-
	CWD	12%	15%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	40%	41%	50%	-	38%	-	-	*	-	*	29%	*	-	50%	*	50%	*	-	-	-	-
	EL	23%	20%	20%	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	32%	32%	38%	-	29%	-	-	*	-	-	29%	*	*	50%	*	38%	-	-	-	-	-
	Female	39%	44%	40%	-	*	-	-	-	-	-	*	*	*	*	*	*	-	40%	-	-	-
Mathematics	All Students	24%	21%	15%	-	18%	-	-	*	-	*	11%	*	*	20%	0%	13%	20%	-	-	-	-
	CWD	9%	8%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	26%	23%	20%	-	25%	-	-	*	-	*	14%	*	-	20%	*	17%	*	-	-	-	-
	EL	17%	14%	0%	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	25%	23%	13%	-	14%	-	-	*	-	-	14%	*	*	17%	*	13%	-	-	-	-	-
	Female	23%	20%	20%	-	*	-	-	-	-	-	*	*	*	*	*	*	-	20%	-	-	-
Science	All Students	17%	14%	8%	-	9%	-	-	*	-	*	0%	*	*	10%	0%	0%	20%	-	-	-	-
	CWD	9%	9%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	19%	14%	10%	-	13%	-	-	*	-	*	0%	*	-	10%	*	0%	*	-	-	-	-
	EL	9%	7%	0%	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	20%	16%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	15%	12%	20%	-	*	-	-	-	-	-	*	*	*	*	*	*	-	20%	-	-	-
Grade 6																						
Reading	All Students	23%	23%	41%	-	43%	*	-	-	-	*	40%	*	*	50%	*	25%	56%	-	-	-	-
	CWD	8%	7%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	25%	25%	50%	-	55%	*	-	-	-	*	50%	*	-	50%	*	33%	63%	-	-	-	-
	EL	9%	14%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	21%	21%	25%	-	33%	*	-	-	-	-	29%	*	*	33%	*	25%	-	-	-	-	-
	Female	25%	25%	56%	-	50%	-	-	-	-	-	50%	*	*	63%	-	-	56%	-	-	-	-



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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	16%	13%	35%	-	36%	*	-	-	-	*	33%	*	*	43%	*	25%	44%	-	-	-	-	
	CWD	8%	7%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	17%	14%	43%	-	45%	*	-	-	-	*	42%	*	-	43%	*	33%	50%	-	-	-	-	
	EL	7%	5%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Male	17%	14%	25%	-	33%	*	-	-	-	*	29%	*	*	33%	*	25%	-	-	-	-	-	
	Female	14%	12%	44%	-	38%	-	-	-	-	*	38%	*	*	50%	-	-	44%	-	-	-	-	
Grade 7																							
Reading	All Students	36%	41%	50%	-	56%	*	-	-	-	-	38%	*	-	50%	*	*	33%	-	-	-	-	
	CWD	11%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	40%	43%	50%	-	56%	*	-	-	-	-	38%	*	-	50%	*	*	33%	-	-	-	-	
	EL	17%	22%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	32%	37%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Female	41%	45%	33%	-	40%	*	-	-	-	-	20%	*	-	33%	*	-	33%	-	-	-	-	
Mathematics	All Students	13%	14%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	-	-	-	
	CWD	7%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	14%	14%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	-	-	-	
	EL	6%	7%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	13%	14%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Female	12%	13%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	*	-	0%	-	-	-	-	
Grade 8																							
Reading	All Students	37%	42%	30%	-	29%	*	-	*	-	-	33%	*	*	38%	*	14%	*	-	-	-	-	
	CWD	11%	23%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	40%	43%	38%	-	40%	*	-	*	-	-	43%	*	-	38%	*	20%	*	-	-	-	-	
	EL	16%	15%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	31%	34%	14%	-	20%	*	-	*	-	-	14%	-	*	20%	*	14%	-	-	-	-	-	
	Female	42%	48%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	
Mathematics	All Students	14%	11%	40%	-	29%	*	-	*	-	-	44%	*	*	50%	*	29%	*	-	-	-	-	
	CWD	8%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	15%	11%	50%	-	40%	*	-	*	-	-	57%	*	-	50%	*	40%	*	-	-	-	-	
	EL	6%	5%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	14%	13%	29%	-	20%	*	-	*	-	-	29%	-	*	40%	*	29%	-	-	-	-	-	
	Female	14%	8%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	
Science	All Students	23%	19%	10%	-	14%	*	-	*	-	-	11%	*	*	13%	*	14%	*	-	-	-	-	
	CWD	9%	10%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	24%	20%	13%	-	20%	*	-	*	-	-	14%	*	-	13%	*	20%	*	-	-	-	-	
	EL	8%	9%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	24%	23%	14%	-	20%	*	-	*	-	-	14%	-	*	20%	*	14%	-	-	-	-	-	
	Female	21%	16%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	
STAAR Percent at Approaches Grade Level or Above																							

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	73%	79%	83%	-	82%	83%	-	83%	-	100%	83%	81%	48%	88%	78%	77%	90%	-	-	-	-
	CWD	44%	49%	48%	-	48%	-	-	-	-	-	50%	*	48%	-	17%	44%	60%	-	-	-	-
	CWOD	77%	81%	88%	-	88%	83%	-	83%	-	100%	88%	86%	-	88%	87%	84%	92%	-	-	-	-
	EL	59%	62%	78%	-	76%	-	-	*	-	-	78%	75%	17%	87%	78%	71%	100%	-	-	-	-
	Male	71%	79%	77%	-	77%	71%	-	83%	-	*	77%	78%	44%	84%	71%	77%	-	-	-	-	-
	Female	75%	79%	90%	-	88%	100%	-	-	-	100%	94%	82%	60%	92%	100%	-	90%	-	-	-	-
Reading	All Students	74%	84%	82%	-	81%	80%	-	*	-	*	81%	85%	38%	88%	78%	76%	90%	-	-	-	-
	CWD	43%	54%	38%	-	38%	-	-	-	-	-	29%	*	38%	-	*	17%	*	-	-	-	-
	CWOD	78%	87%	88%	-	87%	80%	-	*	-	*	88%	83%	-	88%	88%	86%	90%	-	-	-	-
	EL	57%	67%	78%	-	76%	-	-	*	-	-	80%	*	*	88%	78%	71%	*	-	-	-	-
	Male	70%	82%	76%	-	74%	*	-	*	-	*	76%	*	17%	86%	71%	76%	-	-	-	-	-
	Female	78%	86%	90%	-	89%	*	-	-	-	*	91%	89%	*	90%	*	-	90%	-	-	-	-
Mathematics	All Students	71%	74%	88%	-	87%	80%	-	*	-	*	90%	77%	75%	89%	83%	85%	90%	-	-	-	-
	CWD	44%	45%	75%	-	75%	-	-	-	-	-	86%	*	75%	-	*	83%	*	-	-	-	-
	CWOD	75%	76%	89%	-	89%	80%	-	*	-	*	90%	83%	-	89%	88%	86%	93%	-	-	-	-
	EL	61%	60%	83%	-	82%	-	-	*	-	-	87%	*	*	88%	83%	79%	*	-	-	-	-
	Male	71%	76%	85%	-	86%	*	-	*	-	*	86%	*	83%	86%	79%	85%	-	-	-	-	-
	Female	71%	72%	90%	-	89%	*	-	-	-	*	95%	78%	*	93%	*	-	90%	-	-	-	-
Science	All Students	74%	77%	70%	-	67%	*	-	*	-	*	67%	80%	20%	83%	67%	60%	88%	-	-	-	-
	CWD	47%	49%	20%	-	20%	-	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	78%	80%	83%	-	85%	*	-	*	-	*	79%	*	-	83%	86%	73%	100%	-	-	-	-
	EL	58%	54%	67%	-	63%	-	-	*	-	-	57%	*	*	86%	67%	50%	*	-	-	-	-
	Male	74%	79%	60%	-	58%	*	-	*	-	-	57%	*	*	73%	50%	60%	-	-	-	-	-
	Female	75%	76%	88%	-	83%	*	-	-	-	*	*	*	*	100%	*	-	88%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	50%	51%	-	51%	58%	-	50%	-	43%	47%	68%	0%	58%	44%	44%	60%	-	-	-	-
	CWD	23%	24%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	50%	53%	58%	-	60%	58%	-	50%	-	43%	54%	75%	-	58%	51%	53%	65%	-	-	-	-
	EL	29%	31%	44%	-	45%	-	-	*	-	-	41%	63%	0%	51%	44%	38%	64%	-	-	-	-
	Male	45%	50%	44%	-	46%	29%	-	50%	-	*	41%	78%	0%	53%	38%	44%	-	-	-	-	-
	Female	48%	51%	60%	-	57%	100%	-	-	-	60%	58%	64%	0%	65%	64%	-	60%	-	-	-	-
Reading	All Students	52%	61%	56%	-	55%	60%	-	*	-	*	51%	77%	0%	63%	44%	46%	68%	-	-	-	-
	CWD	24%	29%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	56%	64%	63%	-	63%	60%	-	*	-	*	58%	83%	-	63%	50%	54%	72%	-	-	-	-
	EL	31%	38%	44%	-	47%	-	-	*	-	-	40%	*	*	50%	44%	36%	*	-	-	-	-
	Male	47%	57%	46%	-	49%	*	-	*	-	*	43%	*	0%	54%	36%	46%	-	-	-	-	-
	Female	56%	64%	68%	-	63%	*	-	-	-	*	64%	78%	*	72%	*	-	68%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	39%	56%	-	55%	60%	-	*	-	*	53%	69%	0%	63%	61%	51%	61%	-	-	-	-
	CWD	22%	18%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	44%	41%	63%	-	63%	60%	-	*	-	*	60%	75%	-	63%	69%	60%	66%	-	-	-	-
	EL	29%	25%	61%	-	59%	-	-	*	-	-	60%	*	*	69%	61%	50%	*	-	-	-	-
	Male	42%	41%	51%	-	51%	*	-	*	-	*	49%	*	0%	60%	50%	51%	-	-	-	-	-
	Female	40%	37%	61%	-	59%	*	-	-	-	*	59%	67%	*	66%	*	-	61%	-	-	-	-
Science	All Students	46%	49%	22%	-	22%	*	-	*	-	*	17%	40%	0%	28%	11%	20%	25%	-	-	-	-
	CWD	23%	27%	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	49%	51%	28%	-	31%	*	-	*	-	*	21%	*	-	28%	14%	27%	29%	-	-	-	-
	EL	25%	23%	11%	-	13%	-	-	*	-	-	0%	*	*	14%	11%	17%	*	-	-	-	-
	Male	47%	52%	20%	-	25%	*	-	*	-	-	14%	*	*	27%	17%	20%	-	-	-	-	-
	Female	45%	46%	25%	-	17%	*	-	-	-	*	*	*	*	29%	*	-	25%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	25%	-	25%	17%	-	33%	-	43%	21%	42%	0%	29%	18%	20%	33%	-	-	-	-
	CWD	9%	10%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	24%	25%	29%	-	29%	17%	-	33%	-	43%	25%	46%	-	29%	21%	23%	35%	-	-	-	-
	EL	12%	12%	18%	-	17%	-	-	*	-	-	19%	13%	0%	21%	18%	21%	9%	-	-	-	-
	Male	21%	23%	20%	-	21%	0%	-	33%	-	*	18%	33%	0%	23%	21%	20%	-	-	-	-	-
	Female	23%	25%	33%	-	30%	40%	-	-	-	60%	27%	45%	0%	35%	9%	-	33%	-	-	-	-
Reading	All Students	25%	31%	35%	-	34%	20%	-	*	-	*	27%	69%	0%	39%	28%	27%	45%	-	-	-	-
	CWD	9%	11%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	27%	33%	39%	-	39%	20%	-	*	-	*	31%	75%	-	39%	31%	31%	48%	-	-	-	-
	EL	13%	16%	28%	-	29%	-	-	*	-	-	27%	*	*	31%	28%	29%	*	-	-	-	-
	Male	22%	27%	27%	-	29%	*	-	*	-	*	22%	*	0%	31%	29%	27%	-	-	-	-	-
	Female	28%	35%	45%	-	41%	*	-	-	-	*	36%	67%	*	48%	*	-	45%	-	-	-	-
Mathematics	All Students	20%	18%	21%	-	19%	20%	-	*	-	*	20%	23%	0%	23%	17%	17%	26%	-	-	-	-
	CWD	9%	7%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	21%	19%	23%	-	22%	20%	-	*	-	*	23%	25%	-	23%	19%	20%	28%	-	-	-	-
	EL	12%	10%	17%	-	12%	-	-	*	-	-	20%	*	*	19%	17%	21%	*	-	-	-	-
	Male	21%	19%	17%	-	17%	*	-	*	-	*	19%	*	0%	20%	21%	17%	-	-	-	-	-
	Female	19%	16%	26%	-	22%	*	-	-	-	*	23%	33%	*	28%	*	-	26%	-	-	-	-
Science	All Students	20%	19%	9%	-	11%	*	-	*	-	*	6%	20%	0%	11%	0%	7%	13%	-	-	-	-
	CWD	8%	11%	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	22%	20%	11%	-	15%	*	-	*	-	*	7%	*	-	11%	0%	9%	14%	-	-	-	-
	EL	7%	8%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	22%	21%	7%	-	8%	*	-	*	-	-	7%	*	*	9%	0%	7%	-	-	-	-	-
	Female	19%	17%	13%	-	17%	*	-	-	-	*	*	*	*	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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	77	-	72	*	-	-	-	*	72	*	*
CWD	*	-	*	-	-	-	-	-	*	*	-
CWOD	85	-	81	*	-	-	-	*	81	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	*	-	*	-	-	-	-	-	*	*	*
Female	79	-	70	*	-	-	-	*	75	-	*
<b>Mathematics</b>											
All Students	100	-	100	*	-	-	-	*	100	*	*
CWD	*	-	*	-	-	-	-	-	*	*	-
CWOD	100	-	100	*	-	-	-	*	100	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	*	-	*	-	-	-	-	-	*	*	*
Female	100	-	100	*	-	-	-	*	100	-	*

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

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

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

#### Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
26	2	8%

- Indicates there are no students in the group.

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

◇ Indicates data reporting does not meet for Minimum Size.

#### 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	53	-	53	53	-	55	-	62	50	16	47
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y						Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y						Y		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Y		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y						Y		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											

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

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

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

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

### Part (vii): STAAR Participation

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

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

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

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	16	-8	14	1	-8	1	-8	-8	2	1	-8
	Female	11	-8	9	1	-8	1	-8	-8	1	-8	-8
	Total	27	-8	23	2	-8	2	-8	-8	3	1	-8

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

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

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

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.1	15.9%
Teachers Teaching with Emergency or Provisional Credentials	2.0	15.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	6%	-	7%	0%	*	0%	-	*	8%	0%	0%

- Indicates there are no students in the group.

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



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**Part (i): Description of State Accountability System**

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

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

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

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

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

### Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	69%	-	*	78%	-	-	-	-	75%	60%	*	67%	*	83%	57%	-	-	-	-
	CWD	52%	60%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	80%	82%	67%	-	*	75%	-	-	-	-	71%	60%	-	67%	*	80%	57%	-	-	-	-
	EL	66%	70%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	74%	81%	83%	-	*	*	-	-	-	-	80%	*	*	80%	*	83%	-	-	-	-	-
	Female	78%	80%	57%	-	*	60%	-	-	-	-	*	*	-	57%	-	-	57%	-	-	-	-
Mathematics	All Students	70%	70%	46%	-	*	56%	-	-	-	-	63%	20%	*	50%	*	50%	43%	-	-	-	-
	CWD	46%	46%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	74%	73%	50%	-	*	63%	-	-	-	-	71%	20%	-	50%	*	60%	43%	-	-	-	-
	EL	64%	59%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	72%	75%	50%	-	*	*	-	-	-	-	60%	*	*	60%	*	50%	-	-	-	-	-
	Female	68%	67%	43%	-	*	60%	-	-	-	-	*	*	-	43%	-	-	43%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	82%	56%	20%	80%	67%	-	-	-	-	44%	71%	*	67%	*	63%	50%	-	-	-	-
	CWD	48%	52%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	81%	84%	67%	*	*	80%	-	-	-	-	67%	67%	-	67%	*	80%	57%	-	-	-	-
	EL	66%	72%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	73%	79%	63%	*	*	*	-	-	-	-	50%	*	*	80%	*	63%	-	-	-	-	-
	Female	79%	84%	50%	*	*	*	-	-	-	-	*	60%	*	57%	*	-	50%	-	-	-	-
Mathematics	All Students	68%	70%	44%	20%	60%	50%	-	-	-	-	33%	57%	*	50%	*	38%	50%	-	-	-	-
	CWD	42%	38%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	73%	73%	50%	*	*	60%	-	-	-	-	50%	50%	-	50%	*	40%	57%	-	-	-	-
	EL	63%	60%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	70%	73%	38%	*	*	*	-	-	-	-	33%	*	*	40%	*	38%	-	-	-	-	-
	Female	67%	67%	50%	*	*	*	-	-	-	-	*	60%	*	57%	*	-	50%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	84%	71%	*	64%	88%	-	*	-	-	69%	80%	*	82%	40%	33%	87%	-	-	-	-
	CWD	50%	50%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	85%	88%	82%	-	67%	100%	-	*	-	-	83%	80%	-	82%	*	*	93%	-	-	-	-
	EL	71%	74%	40%	-	40%	-	-	-	-	-	*	*	*	*	40%	*	*	-	-	-	-
	Male	77%	81%	33%	*	*	*	-	-	-	-	*	*	*	*	*	33%	-	-	-	-	-
	Female	83%	87%	87%	-	86%	86%	-	*	-	-	83%	*	*	93%	*	-	87%	-	-	-	-
Mathematics	All Students	76%	76%	38%	*	36%	38%	-	*	-	-	38%	40%	*	47%	20%	50%	33%	-	-	-	-
	CWD	50%	49%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	80%	78%	47%	-	44%	43%	-	*	-	-	50%	40%	-	47%	*	*	36%	-	-	-	-
	EL	70%	70%	20%	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	75%	76%	50%	*	*	*	-	-	-	-	*	*	*	*	*	50%	-	-	-	-	-
	Female	76%	76%	33%	-	29%	29%	-	*	-	-	42%	*	*	36%	*	-	33%	-	-	-	-

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**QUEST COLLEGIATE ACADEMY - CROCKETT (221801045) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	65%	65%	43%	*	27%	63%	-	*	-	-	44%	40%	*	47%	20%	33%	47%	-	-	-	-
	CWD	40%	35%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	69%	68%	47%	-	22%	71%	-	*	-	-	50%	40%	-	47%	*	*	50%	-	-	-	-
	EL	52%	46%	20%	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	67%	66%	33%	*	*	*	-	-	-	-	*	*	*	*	*	33%	-	-	-	-	-
	Female	63%	64%	47%	-	29%	57%	-	*	-	-	50%	*	*	50%	*	-	47%	-	-	-	-
<b>Grade 6</b>																						
Reading	All Students	69%	77%	50%	*	50%	*	-	-	-	*	60%	*	20%	67%	*	55%	*	-	-	-	-
	CWD	38%	47%	20%	*	*	*	-	-	-	*	*	*	20%	-	-	*	*	-	-	-	-
	CWOD	74%	80%	67%	*	*	*	-	-	-	-	83%	*	-	67%	*	71%	*	-	-	-	-
	EL	53%	57%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	66%	74%	55%	*	50%	*	-	-	-	*	63%	*	*	71%	*	55%	-	-	-	-	-
	Female	72%	80%	*	*	-	*	-	-	-	-	*	*	*	*	-	-	*	-	-	-	-
Mathematics	All Students	72%	76%	29%	*	50%	*	-	-	-	*	40%	*	20%	33%	*	36%	*	-	-	-	-
	CWD	47%	49%	20%	*	*	*	-	-	-	*	*	*	20%	-	-	*	*	-	-	-	-
	CWOD	76%	78%	33%	*	*	*	-	-	-	-	50%	*	-	33%	*	43%	*	-	-	-	-
	EL	61%	63%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	73%	77%	36%	*	50%	*	-	-	-	*	50%	*	*	43%	*	36%	-	-	-	-	-
	Female	72%	74%	*	*	-	*	-	-	-	-	*	*	*	*	-	-	*	-	-	-	-
<b>Grade 7</b>																						
Reading	All Students	79%	86%	80%	*	*	-	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-
	CWD	47%	55%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	83%	89%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	63%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	75%	83%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	83%	89%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
Mathematics	All Students	60%	66%	20%	*	*	-	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-
	CWD	36%	36%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	63%	68%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	45%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	60%	68%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	59%	64%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	82%	88%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-
	CWD	50%	60%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	86%	90%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	65%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	78%	86%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	86%	90%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-

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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	70%	69%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-
	CWD	40%	40%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	74%	73%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	57%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	73%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	72%	67%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
Science	All Students	73%	79%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-
	CWD	42%	43%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	77%	82%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	54%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	83%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	73%	75%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	50%	55%	<b>38%</b>	-	*	44%	-	-	-	-	50%	20%	*	42%	*	50%	29%	-	-	-	-
	CWD	30%	34%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	54%	58%	<b>42%</b>	-	*	50%	-	-	-	-	57%	20%	-	42%	*	60%	29%	-	-	-	-
	EL	37%	44%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	49%	54%	<b>50%</b>	-	*	*	-	-	-	-	60%	*	*	60%	*	50%	-	-	-	-	-
	Female	52%	56%	<b>29%</b>	-	*	40%	-	-	-	-	*	*	-	29%	-	-	29%	-	-	-	-
Mathematics	All Students	42%	38%	<b>15%</b>	-	*	22%	-	-	-	-	13%	20%	*	17%	*	0%	29%	-	-	-	-
	CWD	27%	21%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	45%	40%	<b>17%</b>	-	*	25%	-	-	-	-	14%	20%	-	17%	*	0%	29%	-	-	-	-
	EL	35%	32%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	45%	42%	<b>0%</b>	-	*	*	-	-	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	39%	34%	<b>29%</b>	-	*	40%	-	-	-	-	*	*	-	29%	-	-	29%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	53%	56%	<b>31%</b>	20%	20%	50%	-	-	-	-	22%	43%	*	42%	*	13%	50%	-	-	-	-
	CWD	29%	29%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	57%	58%	<b>42%</b>	*	*	60%	-	-	-	-	33%	50%	-	42%	*	20%	57%	-	-	-	-
	EL	41%	44%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	51%	55%	<b>13%</b>	*	*	*	-	-	-	-	17%	*	*	20%	*	13%	-	-	-	-	-
	Female	55%	57%	<b>50%</b>	*	*	*	-	-	-	-	*	60%	*	57%	*	-	50%	-	-	-	-
Mathematics	All Students	42%	37%	<b>25%</b>	20%	20%	33%	-	-	-	-	11%	43%	*	33%	*	13%	38%	-	-	-	-
	CWD	25%	20%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	45%	38%	<b>33%</b>	*	*	40%	-	-	-	-	17%	50%	-	33%	*	20%	43%	-	-	-	-
	EL	34%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	45%	41%	<b>13%</b>	*	*	*	-	-	-	-	17%	*	*	20%	*	13%	-	-	-	-	-
	Female	38%	32%	<b>38%</b>	*	*	*	-	-	-	-	*	60%	*	43%	*	-	38%	-	-	-	-

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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
Grade 5																						
Reading	All Students	57%	62%	38%	*	27%	50%	-	*	-	-	38%	40%	*	47%	0%	17%	47%	-	-	-	-
	CWD	29%	29%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	61%	66%	47%	-	33%	57%	-	*	-	-	50%	40%	-	47%	*	*	50%	-	-	-	-
	EL	43%	49%	0%	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	53%	58%	17%	*	*	*	-	-	-	-	*	*	*	*	*	17%	-	-	-	-	-
	Female	60%	66%	47%	-	43%	43%	-	*	-	-	50%	*	*	50%	*	-	47%	-	-	-	-
Mathematics	All Students	47%	43%	14%	*	0%	25%	-	*	-	-	13%	20%	*	18%	0%	17%	13%	-	-	-	-
	CWD	25%	23%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	50%	45%	18%	-	0%	29%	-	*	-	-	17%	20%	-	18%	*	*	14%	-	-	-	-
	EL	38%	33%	0%	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	48%	43%	17%	*	*	*	-	-	-	-	*	*	*	*	*	17%	-	-	-	-	-
	Female	46%	42%	13%	-	0%	14%	-	*	-	-	17%	*	*	14%	*	-	13%	-	-	-	-
Science	All Students	38%	35%	14%	*	0%	25%	-	*	-	-	13%	20%	*	18%	0%	17%	13%	-	-	-	-
	CWD	23%	24%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	40%	36%	18%	-	0%	29%	-	*	-	-	17%	20%	-	18%	*	*	14%	-	-	-	-
	EL	24%	17%	0%	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	41%	38%	17%	*	*	*	-	-	-	-	*	*	*	*	*	17%	-	-	-	-	-
	Female	34%	31%	13%	-	0%	14%	-	*	-	-	17%	*	*	14%	*	-	13%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	21%	*	17%	*	-	-	-	*	20%	*	0%	33%	*	18%	*	-	-	-	-
	CWD	21%	19%	0%	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	46%	49%	33%	*	*	*	-	-	-	-	33%	*	-	33%	*	29%	*	-	-	-	-
	EL	24%	26%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	40%	42%	18%	*	17%	*	-	-	-	*	13%	*	*	29%	*	18%	-	-	-	-	-
	Female	45%	50%	*	*	-	*	-	-	-	-	*	*	*	*	-	-	*	-	-	-	-
Mathematics	All Students	38%	36%	14%	*	33%	*	-	-	-	*	20%	*	0%	22%	*	18%	*	-	-	-	-
	CWD	20%	15%	0%	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	41%	39%	22%	*	*	*	-	-	-	-	33%	*	-	22%	*	29%	*	-	-	-	-
	EL	24%	23%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	40%	40%	18%	*	33%	*	-	-	-	*	25%	*	*	29%	*	18%	-	-	-	-	-
	Female	36%	33%	*	*	-	*	-	-	-	-	*	*	*	*	-	-	*	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	20%	*	*	-	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-
	CWD	25%	25%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	59%	63%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	33%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	50%	57%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	60%	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
Mathematics	All Students	30%	35%	0%	*	*	-	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-
	CWD	18%	16%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	32%	37%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	17%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	31%	36%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	29%	34%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	57%	63%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-
	CWD	25%	30%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	61%	66%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	33%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	51%	58%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	63%	68%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
Mathematics	All Students	39%	34%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-
	CWD	20%	13%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	41%	37%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	24%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	38%	38%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	40%	32%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
Science	All Students	44%	45%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-
	CWD	22%	19%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	47%	47%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	23%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	50%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	42%	40%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	29%	33%	23%	-	*	33%	-	-	-	-	25%	20%	*	25%	*	17%	29%	-	-	-	-
	CWD	12%	16%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	32%	35%	25%	-	*	38%	-	-	-	-	29%	20%	-	25%	*	20%	29%	-	-	-	-
	EL	19%	17%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	28%	31%	17%	-	*	*	-	-	-	-	20%	*	*	20%	*	17%	-	-	-	-	-
	Female	31%	35%	29%	-	*	40%	-	-	-	-	*	*	-	29%	-	-	29%	-	-	-	-
Mathematics	All Students	20%	15%	0%	-	*	0%	-	-	-	-	0%	0%	*	0%	*	0%	0%	-	-	-	-
	CWD	10%	7%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	22%	16%	0%	-	*	0%	-	-	-	-	0%	0%	-	0%	*	0%	0%	-	-	-	-
	EL	15%	11%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	23%	17%	0%	-	*	*	-	-	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	18%	13%	0%	-	*	0%	-	-	-	-	*	*	-	0%	-	-	0%	-	-	-	-



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**QUEST COLLEGIATE ACADEMY - CROCKETT (221801045) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

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

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**QUEST COLLEGIATE ACADEMY - CROCKETT (221801045) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	16%	13%	0%	*	0%	*	-	-	-	*	0%	*	0%	0%	*	0%	*	-	-	-	-
	CWD	8%	7%	0%	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	17%	14%	0%	*	*	*	-	-	-	-	0%	*	-	0%	*	0%	*	-	-	-	-
	EL	7%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	17%	14%	0%	*	0%	*	-	-	-	*	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	14%	12%	*	*	-	*	-	-	-	-	*	*	*	*	-	-	*	-	-	-	-
<b>Grade 7</b>																						
Reading	All Students	36%	41%	20%	*	*	-	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-
	CWD	11%	12%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	40%	43%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	17%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	32%	37%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	41%	45%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
Mathematics	All Students	13%	14%	0%	*	*	-	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-
	CWD	7%	7%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	14%	14%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	6%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	13%	14%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	12%	13%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	37%	42%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-
	CWD	11%	23%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	40%	43%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	16%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	31%	34%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	42%	48%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
Mathematics	All Students	14%	11%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-
	CWD	8%	5%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	15%	11%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	6%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	14%	13%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	14%	8%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
Science	All Students	23%	19%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-
	CWD	9%	10%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	24%	20%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	8%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	24%	23%	*	-	-	*	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	21%	16%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						

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**QUEST COLLEGIATE ACADEMY - CROCKETT (221801045) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	73%	79%	50%	22%	48%	58%	-	*	-	*	50%	48%	24%	58%	45%	49%	50%	-	-	-	-
	CWD	44%	49%	24%	9%	29%	20%	-	-	-	*	17%	57%	24%	-	33%	31%	0%	-	-	-	-
	CWOD	77%	81%	58%	31%	53%	68%	-	*	-	-	64%	47%	-	58%	48%	61%	56%	-	-	-	-
	EL	59%	62%	45%	-	45%	-	-	-	-	-	46%	*	33%	48%	45%	57%	13%	-	-	-	-
	Male	71%	79%	49%	15%	50%	61%	-	-	-	*	48%	52%	31%	61%	57%	49%	-	-	-	-	-
	Female	75%	79%	50%	29%	45%	57%	-	*	-	-	53%	45%	0%	56%	13%	-	50%	-	-	-	-
Reading	All Students	74%	84%	62%	38%	61%	70%	-	*	-	*	62%	61%	28%	73%	58%	56%	68%	-	-	-	-
	CWD	43%	54%	28%	20%	33%	17%	-	-	-	*	27%	*	28%	-	*	36%	*	-	-	-	-
	CWOD	78%	87%	73%	50%	68%	83%	-	*	-	-	77%	65%	-	73%	60%	68%	76%	-	-	-	-
	EL	57%	67%	58%	-	58%	-	-	-	-	-	55%	*	*	60%	58%	67%	*	-	-	-	-
	Male	70%	82%	56%	33%	53%	67%	-	-	-	*	56%	56%	36%	68%	67%	56%	-	-	-	-	-
	Female	78%	86%	68%	43%	73%	72%	-	*	-	-	70%	64%	*	76%	*	-	68%	-	-	-	-
Mathematics	All Students	71%	74%	38%	8%	43%	43%	-	*	-	*	40%	35%	17%	45%	42%	42%	35%	-	-	-	-
	CWD	44%	45%	17%	0%	17%	17%	-	-	-	*	7%	*	17%	-	*	21%	*	-	-	-	-
	CWOD	75%	76%	45%	13%	50%	50%	-	*	-	-	54%	30%	-	45%	50%	55%	39%	-	-	-	-
	EL	61%	60%	42%	-	42%	-	-	-	-	-	45%	*	*	50%	42%	56%	*	-	-	-	-
	Male	71%	76%	42%	0%	53%	42%	-	-	-	*	41%	44%	21%	55%	56%	42%	-	-	-	-	-
	Female	71%	72%	35%	14%	27%	44%	-	*	-	-	39%	29%	*	39%	*	-	35%	-	-	-	-
Science	All Students	74%	77%	48%	*	27%	67%	-	*	-	-	47%	50%	33%	53%	20%	56%	44%	-	-	-	-
	CWD	47%	49%	33%	*	*	*	-	-	-	-	20%	*	33%	-	*	*	*	-	-	-	-
	CWOD	78%	80%	53%	-	22%	78%	-	*	-	-	57%	40%	-	53%	*	60%	50%	-	-	-	-
	EL	58%	54%	20%	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	74%	79%	56%	*	*	*	-	-	-	-	50%	*	*	60%	*	56%	-	-	-	-	-
	Female	75%	76%	44%	-	29%	50%	-	*	-	-	46%	*	*	50%	*	-	44%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	50%	22%	7%	15%	31%	-	*	-	*	20%	25%	0%	29%	10%	16%	27%	-	-	-	-
	CWD	23%	24%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	50%	53%	29%	13%	19%	39%	-	*	-	-	29%	29%	-	29%	13%	27%	30%	-	-	-	-
	EL	29%	31%	10%	-	10%	-	-	-	-	-	12%	*	0%	13%	10%	14%	0%	-	-	-	-
	Male	45%	50%	16%	0%	16%	25%	-	-	-	*	15%	19%	0%	27%	14%	16%	-	-	-	-	-
	Female	48%	51%	27%	14%	14%	34%	-	*	-	-	25%	29%	0%	30%	0%	-	27%	-	-	-	-
Reading	All Students	52%	61%	32%	8%	25%	47%	-	*	-	*	32%	30%	0%	42%	17%	22%	41%	-	-	-	-
	CWD	24%	29%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	56%	64%	42%	13%	32%	58%	-	*	-	-	46%	35%	-	42%	20%	36%	45%	-	-	-	-
	EL	31%	38%	17%	-	17%	-	-	-	-	-	18%	*	*	20%	17%	22%	*	-	-	-	-
	Male	47%	57%	22%	0%	18%	42%	-	-	-	*	22%	22%	0%	36%	22%	22%	-	-	-	-	-
	Female	56%	64%	41%	14%	36%	50%	-	*	-	-	43%	36%	*	45%	*	-	41%	-	-	-	-

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**QUEST COLLEGIATE ACADEMY - CROCKETT (221801045) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

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

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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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	73	69	72	73	-	*	-	*	76	57	67
CWD	57	80	60	*	-	-	-	*	58	57	*
CWOD	78	63	75	92	-	*	-	-	85	-	63
EL ◇	67	-	67	-	-	-	-	-	69	*	67
Male	75	83	75	60	-	-	-	*	83	64	92
Female	70	57	67	80	-	*	-	-	69	*	*
<b>Mathematics</b>											
All Students	65	54	72	67	-	*	-	*	61	39	100
CWD	39	40	40	*	-	-	-	*	33	39	*
CWOD	74	63	81	79	-	*	-	-	73	-	100
EL ◇	100	-	100	-	-	-	-	-	100	*	100
Male	71	67	71	70	-	-	-	*	65	50	100
Female	59	43	72	65	-	*	-	-	56	*	*

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

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

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

#### Part (iv): English Language Proficiency

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

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

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

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

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	27	10	23	34	-	*	-	*	26	8	19
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N	N					N		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					N		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N		
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N					N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%

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

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

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

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

### Part (vii): STAAR Participation

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

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



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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
<b>Reading</b>	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	*	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	-	*	-	-	100%	100%	-	100%	100%	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%	-
<b>Mathematics</b>	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	*	100%	-	*	100%	*	-
		100%	100%	100%	100%	-	-	-	*	100%	*	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-
		100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
		100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	-	100%	100%	*	100%	*	-	100%	-
		100%	100%	100%	100%	-	*	-	-	100%	100%	*	100%	*	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	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%	-
	EL	0%	-	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%	-
<b>Reading</b>	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	*	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	0%	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-
	Male	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
<b>Reading</b>	Female	0%	0%	0%	0%	-	*	-	-	0%	0%	*	0%	*	-	0%	-
<b>Mathematics</b>	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	*	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	0%	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	-	0%	0%	*	0%	*	-	0%	-
<b>Science</b>	All Students	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-
	CWOD	0%	-	0%	0%	-	*	-	-	0%	0%	-	0%	*	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-
	Male	0%	*	*	*	-	-	-	-	0%	*	*	0%	*	0%	-	-
	Female	0%	-	0%	0%	-	*	-	-	0%	*	*	0%	*	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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

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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		
	Female	1	1	0	0	0	0	0	0	0		
	Total	1	1	0	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	4	3	0	1	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	5	4	0	1	0	0	0	0	0		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	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
<b>Out-of-School Suspensions</b>												

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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
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	11	2	-8	7	2	-8	-8	-8	-8	3	-8
	Female	5	1	1	3	-8	-8	-8	-8	-8	-8	-8
	Total	16	3	1	10	2	-8	-8	-8	-8	3	-8

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

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

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**Part (ix): Teacher Quality Data**

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	27.3%
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	0.0	-

- Indicates there are no data available in the group.

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

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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



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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	13%	22%	9%	14%	-	*	-	*	12%	29%	0%

- Indicates there are no students in the group.

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

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**Part (i): Description of State Accountability System**

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

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

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

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

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

**Part (ii): Student Achievement by Proficiency Level**

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	68%	88%	72%	64%	-	*	-	*	71%	66%	29%	73%	*	70%	67%	-	-	-	*
	CWD	52%	60%	29%	*	-	17%	-	-	-	-	*	*	29%	-	-	*	40%	-	-	-	-
	CWOD	80%	82%	73%	86%	72%	74%	-	*	-	*	79%	69%	-	73%	*	75%	71%	-	-	-	*
	EL	66%	70%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	74%	81%	70%	*	67%	67%	-	*	-	*	79%	63%	*	75%	*	70%	-	-	-	-	*
	Female	78%	80%	67%	83%	78%	61%	-	*	-	*	64%	68%	40%	71%	*	-	67%	-	-	-	-
Mathematics	All Students	70%	70%	42%	38%	39%	45%	-	*	-	*	32%	50%	0%	47%	*	57%	31%	-	-	-	*
	CWD	46%	46%	0%	*	-	0%	-	-	-	-	*	*	0%	-	-	*	0%	-	-	-	-
	CWOD	74%	73%	47%	43%	39%	56%	-	*	-	*	38%	54%	-	47%	*	61%	35%	-	-	-	*
	EL	64%	59%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	72%	75%	57%	*	44%	60%	-	*	-	*	43%	69%	*	61%	*	57%	-	-	-	-	*
	Female	68%	67%	31%	33%	33%	33%	-	*	-	*	21%	36%	0%	35%	*	-	31%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	82%	82%	63%	70%	90%	*	*	-	*	79%	88%	*	83%	*	76%	85%	-	-	-	*
	CWD	48%	52%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	81%	84%	83%	71%	70%	88%	*	*	-	*	79%	92%	-	83%	*	73%	88%	-	-	-	*
	EL	66%	72%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	73%	79%	76%	*	40%	100%	-	-	-	*	69%	*	*	73%	*	76%	-	-	-	-	-
	Female	79%	84%	85%	67%	100%	82%	*	*	-	*	87%	83%	*	88%	*	-	85%	-	-	-	*
Mathematics	All Students	68%	70%	66%	50%	60%	70%	*	*	-	*	57%	81%	*	65%	*	53%	74%	-	-	-	*
	CWD	42%	38%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	73%	73%	65%	57%	60%	65%	*	*	-	*	57%	83%	-	65%	*	47%	76%	-	-	-	*
	EL	63%	60%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	70%	73%	53%	*	40%	56%	-	-	-	*	38%	*	*	47%	*	53%	-	-	-	-	-
	Female	67%	67%	74%	50%	80%	82%	*	*	-	*	73%	75%	*	76%	*	-	74%	-	-	-	*
<b>Grade 5</b>																						
Reading	All Students	80%	84%	88%	100%	85%	89%	-	*	-	*	81%	95%	*	89%	40%	88%	86%	-	-	-	*
	CWD	50%	50%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	85%	88%	89%	100%	88%	89%	-	*	-	*	83%	95%	-	89%	*	91%	86%	-	-	-	*
	EL	71%	74%	40%	-	*	-	-	*	-	-	*	*	*	*	40%	*	*	-	-	-	-
	Male	77%	81%	88%	*	86%	90%	-	-	-	-	80%	100%	*	91%	*	88%	-	-	-	-	-
	Female	83%	87%	86%	*	83%	89%	-	*	-	*	82%	91%	-	86%	*	-	86%	-	-	-	*
Mathematics	All Students	76%	76%	71%	80%	65%	79%	-	*	-	*	58%	86%	*	75%	40%	69%	73%	-	-	-	*
	CWD	50%	49%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	80%	78%	75%	80%	76%	78%	-	*	-	*	61%	90%	-	75%	*	77%	73%	-	-	-	*
	EL	70%	70%	40%	-	*	-	-	*	-	-	*	*	*	*	40%	*	*	-	-	-	-
	Male	75%	76%	69%	*	57%	80%	-	-	-	-	60%	82%	*	77%	*	69%	-	-	-	-	-
	Female	76%	76%	73%	*	83%	78%	-	*	-	*	55%	91%	-	73%	*	-	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	65%	65%	65%	40%	60%	74%	-	*	-	*	58%	73%	*	68%	20%	65%	64%	-	-	-	*
	CWD	40%	35%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	69%	68%	68%	40%	71%	72%	-	*	-	*	61%	76%	-	68%	*	73%	64%	-	-	-	*
	EL	52%	46%	20%	-	*	-	-	*	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	67%	66%	65%	*	64%	70%	-	-	-	-	60%	73%	*	73%	*	65%	-	-	-	-	-
	Female	63%	64%	64%	*	50%	78%	-	*	-	*	55%	73%	-	64%	*	-	64%	-	-	-	*
Grade 6																						
Reading	All Students	69%	77%	84%	60%	70%	88%	-	*	-	*	84%	83%	*	85%	*	89%	81%	-	-	-	-
	CWD	38%	47%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	74%	80%	85%	60%	70%	91%	-	*	-	*	84%	85%	-	85%	*	88%	83%	-	-	-	-
	EL	53%	57%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	66%	74%	89%	*	*	91%	-	*	-	-	80%	92%	*	88%	*	89%	-	-	-	-	-
	Female	72%	80%	81%	*	63%	87%	-	*	-	*	86%	76%	*	83%	-	-	81%	-	-	-	-
Mathematics	All Students	72%	76%	71%	0%	50%	88%	-	*	-	*	58%	80%	*	72%	*	78%	68%	-	-	-	-
	CWD	47%	49%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	76%	78%	72%	0%	50%	91%	-	*	-	*	58%	81%	-	72%	*	81%	67%	-	-	-	-
	EL	61%	63%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	73%	77%	78%	*	*	91%	-	*	-	-	80%	77%	*	81%	*	78%	-	-	-	-	-
	Female	72%	74%	68%	*	38%	87%	-	*	-	*	50%	82%	*	67%	-	-	68%	-	-	-	-
Grade 7																						
Reading	All Students	79%	86%	85%	*	71%	89%	*	*	-	*	80%	89%	*	88%	44%	83%	86%	-	-	-	*
	CWD	47%	55%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	83%	89%	88%	*	71%	96%	*	*	-	*	80%	96%	-	88%	44%	83%	92%	-	-	-	*
	EL	63%	74%	44%	-	50%	-	-	*	-	-	38%	*	-	44%	44%	40%	*	-	-	-	-
	Male	75%	83%	83%	*	67%	92%	-	*	-	*	79%	89%	-	83%	40%	83%	-	-	-	-	-
	Female	83%	89%	86%	*	75%	87%	*	*	-	*	82%	89%	*	92%	*	-	86%	-	-	-	*
Mathematics	All Students	60%	66%	58%	*	57%	54%	*	*	-	*	60%	56%	*	58%	44%	57%	59%	-	-	-	*
	CWD	36%	36%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	63%	68%	58%	*	57%	54%	*	*	-	*	60%	57%	-	58%	44%	57%	60%	-	-	-	*
	EL	45%	51%	44%	-	50%	-	-	*	-	-	50%	*	-	44%	44%	40%	*	-	-	-	-
	Male	60%	68%	57%	*	50%	54%	-	*	-	*	64%	44%	-	57%	40%	57%	-	-	-	-	-
	Female	59%	64%	59%	*	63%	53%	*	*	-	*	55%	61%	*	60%	*	-	59%	-	-	-	*
Grade 8																						
Reading	All Students	82%	88%	91%	100%	89%	89%	*	*	-	*	96%	87%	83%	93%	*	91%	92%	-	-	-	*
	CWD	50%	60%	83%	*	*	*	-	-	-	-	*	*	83%	-	-	*	*	-	-	-	-
	CWOD	86%	90%	93%	*	100%	88%	*	*	-	*	95%	90%	-	93%	*	94%	91%	-	-	-	*
	EL	65%	65%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	78%	86%	91%	*	80%	83%	-	*	-	-	91%	83%	*	94%	*	91%	-	-	-	-	-
	Female	86%	90%	92%	*	*	88%	*	-	-	*	100%	83%	*	91%	-	-	92%	-	-	-	*

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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	70%	69%	54%	*	38%	64%	*	*	-	-	67%	39%	0%	63%	*	60%	48%	-	-	-	-
	CWD	40%	40%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	74%	73%	63%	*	43%	70%	*	*	-	-	75%	47%	-	63%	*	75%	53%	-	-	-	-
	EL	57%	57%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	68%	73%	60%	*	*	67%	-	*	-	-	71%	50%	*	75%	*	60%	-	-	-	-	-
	Female	72%	67%	48%	*	*	57%	*	-	-	-	64%	30%	*	53%	-	-	48%	-	-	-	-
Science	All Students	73%	79%	70%	50%	44%	78%	*	*	-	*	75%	65%	33%	76%	*	77%	64%	-	-	-	*
	CWD	42%	43%	33%	*	*	*	-	-	-	-	*	*	33%	-	-	*	*	-	-	-	-
	CWOD	77%	82%	76%	*	50%	80%	*	*	-	*	81%	70%	-	76%	*	83%	70%	-	-	-	*
	EL	54%	52%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	73%	83%	77%	*	60%	75%	-	*	-	-	82%	67%	*	83%	*	77%	-	-	-	-	-
	Female	73%	75%	64%	*	*	75%	*	-	-	*	69%	58%	*	70%	-	-	64%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	64%	87%	88%	*	*	96%	-	*	-	*	80%	94%	*	93%	*	94%	82%	-	*	-	*
	CWD	29%	54%	*	*	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	68%	90%	93%	*	*	100%	-	*	-	*	92%	94%	-	93%	*	94%	93%	-	*	-	*
	EL	38%	49%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	58%	84%	94%	-	*	100%	-	*	-	*	100%	88%	-	94%	*	94%	-	-	*	-	*
	Female	70%	90%	82%	*	*	92%	-	*	-	*	57%	100%	*	93%	-	-	82%	-	-	-	*
English II	All Students	71%	91%	78%	*	57%	94%	-	-	-	-	67%	92%	17%	95%	*	71%	90%	-	-	-	-
	CWD	33%	55%	17%	*	*	*	-	-	-	-	*	*	17%	-	*	20%	*	-	-	-	-
	CWOD	76%	94%	95%	*	*	100%	-	-	-	-	91%	100%	-	95%	-	92%	100%	-	-	-	-
	EL	43%	66%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	Male	65%	88%	71%	*	40%	91%	-	-	-	-	56%	88%	20%	92%	*	71%	-	-	-	-	-
	Female	77%	93%	90%	*	*	100%	-	-	-	-	83%	*	*	100%	-	-	90%	-	-	-	-
Algebra I	All Students	74%	85%	90%	67%	100%	90%	-	*	-	*	88%	92%	*	93%	*	92%	86%	-	*	-	*
	CWD	46%	52%	*	*	-	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	78%	88%	93%	*	100%	93%	-	*	-	*	95%	92%	-	93%	*	92%	95%	-	*	-	*
	EL	64%	63%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	71%	84%	92%	*	*	93%	-	*	-	*	93%	92%	*	92%	*	92%	-	-	*	-	*
	Female	78%	86%	86%	*	*	87%	-	*	-	*	80%	92%	*	95%	-	-	86%	-	-	-	*
Biology	All Students	82%	94%	97%	*	100%	100%	-	*	-	*	94%	100%	*	100%	*	100%	95%	-	*	-	*
	CWD	57%	77%	*	*	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	86%	96%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	*	-	*
	EL	66%	75%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	80%	94%	100%	-	*	100%	-	*	-	*	100%	100%	-	100%	*	100%	-	-	*	-	*
	Female	85%	95%	95%	*	*	100%	-	*	-	*	88%	100%	*	100%	-	-	95%	-	-	-	*

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

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Reading	All Students	50%	55%	33%	13%	39%	39%	-	*	-	*	36%	32%	14%	36%	*	37%	31%	-	-	-	*	
	CWD	30%	34%	14%	*	-	17%	-	-	-	-	*	*	14%	-	-	*	20%	-	-	-	-	
	CWOD	54%	58%	36%	14%	39%	44%	-	*	-	*	38%	34%	-	36%	*	39%	32%	-	-	-	*	
	EL	37%	44%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	49%	54%	37%	*	44%	33%	-	*	-	*	29%	44%	*	39%	*	37%	-	-	-	-	*	
	Female	52%	56%	31%	0%	33%	44%	-	*	-	*	43%	23%	20%	32%	*	-	31%	-	-	-	-	
Mathematics	All Students	42%	38%	15%	0%	11%	21%	-	*	-	*	11%	18%	0%	17%	*	27%	6%	-	-	-	*	
	CWD	27%	21%	0%	*	-	0%	-	-	-	-	*	*	0%	-	-	*	0%	-	-	-	-	
	CWOD	45%	40%	17%	0%	11%	26%	-	*	-	*	13%	20%	-	17%	*	29%	6%	-	-	-	*	
	EL	35%	32%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	45%	42%	27%	*	22%	33%	-	*	-	*	7%	44%	*	29%	*	27%	-	-	-	-	*	
	Female	39%	34%	6%	0%	0%	11%	-	*	-	*	14%	0%	0%	6%	*	-	6%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	56%	57%	50%	50%	55%	*	*	-	*	46%	75%	*	58%	*	41%	67%	-	-	-	*	
	CWD	29%	29%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-	
	CWOD	57%	58%	58%	57%	50%	53%	*	*	-	*	46%	83%	-	58%	*	40%	68%	-	-	-	*	
	EL	41%	44%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	51%	55%	41%	*	20%	44%	-	-	-	*	31%	*	*	40%	*	41%	-	-	-	-	-	
	Female	55%	57%	67%	50%	80%	64%	*	*	-	*	60%	75%	*	68%	*	-	67%	-	-	-	*	
Mathematics	All Students	42%	37%	39%	25%	40%	40%	*	*	-	*	39%	38%	*	38%	*	35%	41%	-	-	-	*	
	CWD	25%	20%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-	
	CWOD	45%	38%	38%	29%	40%	35%	*	*	-	*	39%	33%	-	38%	*	33%	40%	-	-	-	*	
	EL	34%	25%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	45%	41%	35%	*	20%	44%	-	-	-	*	31%	*	*	33%	*	35%	-	-	-	-	-	
	Female	38%	32%	41%	17%	60%	36%	*	*	-	*	47%	33%	*	40%	*	-	41%	-	-	-	*	
Grade 5																							
Reading	All Students	57%	62%	52%	40%	40%	63%	-	*	-	*	42%	64%	*	55%	40%	46%	59%	-	-	-	*	
	CWD	29%	29%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
	CWOD	61%	66%	55%	40%	47%	61%	-	*	-	*	43%	67%	-	55%	*	50%	59%	-	-	-	*	
	EL	43%	49%	40%	-	*	-	-	*	-	-	*	*	*	*	40%	*	*	-	-	-	-	
	Male	53%	58%	46%	*	36%	60%	-	-	-	-	40%	55%	*	50%	*	46%	-	-	-	-	-	
	Female	60%	66%	59%	*	50%	67%	-	*	-	*	45%	73%	-	59%	*	-	59%	-	-	-	*	
Mathematics	All Students	47%	43%	27%	20%	25%	32%	-	*	-	*	23%	32%	*	30%	0%	19%	36%	-	-	-	*	
	CWD	25%	23%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
	CWOD	50%	45%	30%	20%	29%	33%	-	*	-	*	26%	33%	-	30%	*	23%	36%	-	-	-	*	
	EL	38%	33%	0%	-	*	-	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-	
	Male	48%	43%	19%	*	14%	30%	-	-	-	-	13%	27%	*	23%	*	19%	-	-	-	-	-	
	Female	46%	42%	36%	*	50%	33%	-	*	-	*	36%	36%	-	36%	*	-	36%	-	-	-	*	



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Science	All Students	38%	35%	40%	20%	25%	58%	-	*	-	*	27%	55%	*	41%	0%	38%	41%	-	-	-	*
	CWD	23%	24%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	40%	36%	41%	20%	29%	56%	-	*	-	*	26%	57%	-	41%	*	41%	41%	-	-	-	*
	EL	24%	17%	0%	-	*	-	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	41%	38%	38%	*	21%	60%	-	-	-	-	33%	45%	*	41%	*	38%	-	-	-	-	-
	Female	34%	31%	41%	*	33%	56%	-	*	-	*	18%	64%	-	41%	*	-	41%	-	-	-	*
Grade 6																						
Reading	All Students	42%	46%	49%	0%	40%	54%	-	*	-	*	42%	53%	*	52%	*	56%	45%	-	-	-	-
	CWD	21%	19%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	46%	49%	52%	0%	40%	61%	-	*	-	*	42%	59%	-	52%	*	63%	47%	-	-	-	-
	EL	24%	26%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	40%	42%	56%	*	*	55%	-	*	-	-	60%	54%	*	63%	*	56%	-	-	-	-	-
	Female	45%	50%	45%	*	25%	53%	-	*	-	*	36%	53%	*	47%	-	-	45%	-	-	-	-
Mathematics	All Students	38%	36%	29%	0%	20%	27%	-	*	-	*	21%	33%	*	30%	*	39%	23%	-	-	-	-
	CWD	20%	15%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	41%	39%	30%	0%	20%	30%	-	*	-	*	21%	37%	-	30%	*	44%	23%	-	-	-	-
	EL	24%	23%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	40%	40%	39%	*	*	27%	-	*	-	-	20%	46%	*	44%	*	39%	-	-	-	-	-
	Female	36%	33%	23%	*	0%	27%	-	*	-	*	21%	24%	*	23%	-	-	23%	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	60%	*	29%	75%	*	*	-	*	64%	56%	*	63%	22%	52%	66%	-	-	-	*
	CWD	25%	25%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	59%	63%	63%	*	29%	83%	*	*	-	*	64%	61%	-	63%	22%	52%	72%	-	-	-	*
	EL	33%	39%	22%	-	25%	-	-	*	-	-	25%	*	-	22%	22%	0%	*	-	-	-	-
	Male	50%	57%	52%	*	0%	77%	-	*	-	*	57%	44%	-	52%	0%	52%	-	-	-	-	-
	Female	60%	64%	66%	*	50%	73%	*	*	-	*	73%	61%	*	72%	*	-	66%	-	-	-	*
Mathematics	All Students	30%	35%	15%	*	0%	21%	*	*	-	*	16%	15%	*	17%	0%	17%	14%	-	-	-	*
	CWD	18%	16%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	32%	37%	17%	*	0%	25%	*	*	-	*	16%	17%	-	17%	0%	17%	16%	-	-	-	*
	EL	17%	20%	0%	-	0%	-	-	*	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	31%	36%	17%	*	0%	31%	-	*	-	*	14%	22%	-	17%	0%	17%	-	-	-	-	-
	Female	29%	34%	14%	*	0%	13%	*	*	-	*	18%	11%	*	16%	*	-	14%	-	-	-	*
Grade 8																						
Reading	All Students	57%	63%	47%	33%	44%	48%	*	*	-	*	54%	39%	0%	54%	*	41%	52%	-	-	-	*
	CWD	25%	30%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	61%	66%	54%	*	50%	52%	*	*	-	*	62%	45%	-	54%	*	50%	57%	-	-	-	*
	EL	33%	32%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	51%	58%	41%	*	60%	33%	-	*	-	-	45%	33%	*	50%	*	41%	-	-	-	-	-
	Female	63%	68%	52%	*	*	56%	*	-	-	*	62%	42%	*	57%	-	-	52%	-	-	-	*

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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	39%	34%	14%	*	25%	14%	*	*	-	-	22%	6%	0%	17%	*	7%	19%	-	-	-	-
	CWD	20%	13%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	41%	37%	17%	*	29%	15%	*	*	-	-	25%	7%	-	17%	*	8%	21%	-	-	-	-
	EL	24%	21%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	38%	38%	7%	*	*	0%	-	*	-	-	14%	0%	*	8%	*	7%	-	-	-	-	-
	Female	40%	32%	19%	*	*	21%	*	-	-	-	27%	10%	*	21%	-	-	19%	-	-	-	-
Science	All Students	44%	45%	19%	0%	11%	22%	*	*	-	*	17%	22%	0%	22%	*	23%	16%	-	-	-	*
	CWD	22%	19%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	47%	47%	22%	*	13%	24%	*	*	-	*	19%	25%	-	22%	*	28%	17%	-	-	-	*
	EL	23%	22%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	45%	50%	23%	*	20%	25%	-	*	-	-	27%	17%	*	28%	*	23%	-	-	-	-	-
	Female	42%	40%	16%	*	*	19%	*	-	-	*	8%	25%	*	17%	-	-	16%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	46%	75%	79%	*	*	83%	-	*	-	*	73%	83%	*	87%	*	88%	71%	-	*	-	*
	CWD	17%	28%	*	*	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	50%	79%	87%	*	*	90%	-	*	-	*	92%	83%	-	87%	*	88%	86%	-	*	-	*
	EL	19%	23%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	40%	70%	88%	-	*	91%	-	*	-	*	100%	75%	-	88%	*	88%	-	-	*	-	*
	Female	53%	79%	71%	*	*	75%	-	*	-	*	43%	90%	*	86%	-	-	71%	-	-	-	*
English II	All Students	54%	81%	59%	*	57%	67%	-	-	-	-	60%	58%	17%	71%	*	47%	80%	-	-	-	-
	CWD	21%	40%	17%	*	*	*	-	-	-	-	*	*	17%	-	*	20%	*	-	-	-	-
	CWOD	59%	84%	71%	*	*	69%	-	-	-	-	82%	60%	-	71%	-	58%	89%	-	-	-	-
	EL	22%	40%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	Male	48%	75%	47%	*	40%	55%	-	-	-	-	44%	50%	20%	58%	*	47%	-	-	-	-	-
	Female	62%	85%	80%	*	*	86%	-	-	-	-	83%	*	*	89%	-	-	80%	-	-	-	-
Algebra I	All Students	42%	46%	46%	33%	0%	47%	-	*	-	*	33%	58%	*	48%	*	31%	64%	-	*	-	*
	CWD	19%	16%	*	*	-	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	45%	49%	48%	*	0%	50%	-	*	-	*	35%	58%	-	48%	*	28%	74%	-	*	-	*
	EL	28%	21%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	40%	43%	31%	*	*	27%	-	*	-	*	29%	33%	*	28%	*	31%	-	-	*	-	*
	Female	45%	49%	64%	*	*	67%	-	*	-	*	40%	83%	*	74%	-	-	64%	-	-	-	*
Biology	All Students	54%	76%	82%	*	80%	85%	-	*	-	*	71%	90%	*	89%	*	89%	74%	-	*	-	*
	CWD	25%	41%	*	*	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	57%	79%	89%	*	80%	92%	-	*	-	*	86%	90%	-	89%	*	89%	88%	-	*	-	*
	EL	26%	36%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	52%	74%	89%	-	*	92%	-	*	-	*	89%	90%	-	89%	*	89%	-	-	*	-	*
	Female	56%	77%	74%	*	*	79%	-	*	-	*	50%	91%	*	88%	-	-	74%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						

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Reading	All Students	29%	33%	15%	0%	11%	24%	-	*	-	*	11%	18%	0%	17%	*	17%	14%	-	-	-	*
	CWD	12%	16%	0%	*	-	0%	-	-	-	-	*	*	0%	-	-	*	0%	-	-	-	-
	CWOD	32%	35%	17%	0%	11%	30%	-	*	-	*	13%	20%	-	17%	*	18%	16%	-	-	-	*
	EL	19%	17%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	28%	31%	17%	*	11%	27%	-	*	-	*	7%	25%	*	18%	*	17%	-	-	-	-	*
	Female	31%	35%	14%	0%	11%	22%	-	*	-	*	14%	14%	0%	16%	*	-	14%	-	-	-	-
Mathematics	All Students	20%	15%	9%	0%	0%	15%	-	*	-	*	4%	13%	0%	10%	*	17%	3%	-	-	-	*
	CWD	10%	7%	0%	*	-	0%	-	-	-	-	*	*	0%	-	-	*	0%	-	-	-	-
	CWOD	22%	16%	10%	0%	0%	19%	-	*	-	*	4%	14%	-	10%	*	18%	3%	-	-	-	*
	EL	15%	11%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	23%	17%	17%	*	0%	27%	-	*	-	*	0%	31%	*	18%	*	17%	-	-	-	-	*
	Female	18%	13%	3%	0%	0%	6%	-	*	-	*	7%	0%	0%	3%	*	-	3%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	28%	29%	30%	13%	30%	35%	*	*	-	*	18%	50%	*	30%	*	24%	33%	-	-	-	*
	CWD	10%	7%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	31%	31%	30%	14%	30%	35%	*	*	-	*	18%	58%	-	30%	*	27%	32%	-	-	-	*
	EL	18%	22%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	26%	27%	24%	*	20%	22%	-	-	-	*	15%	*	*	27%	*	24%	-	-	-	-	-
	Female	29%	32%	33%	17%	40%	45%	*	*	-	*	20%	50%	*	32%	*	-	33%	-	-	-	*
Mathematics	All Students	22%	20%	27%	0%	20%	40%	*	*	-	*	21%	38%	*	25%	*	24%	30%	-	-	-	*
	CWD	10%	10%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	25%	21%	25%	0%	20%	35%	*	*	-	*	21%	33%	-	25%	*	20%	28%	-	-	-	*
	EL	16%	12%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	25%	23%	24%	*	0%	44%	-	-	-	*	15%	*	*	20%	*	24%	-	-	-	-	-
	Female	19%	18%	30%	0%	40%	36%	*	*	-	*	27%	33%	*	28%	*	-	30%	-	-	-	*
<b>Grade 5</b>																						
Reading	All Students	36%	38%	31%	0%	30%	37%	-	*	-	*	23%	41%	*	34%	20%	23%	41%	-	-	-	*
	CWD	12%	15%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	40%	41%	34%	0%	35%	39%	-	*	-	*	26%	43%	-	34%	*	27%	41%	-	-	-	*
	EL	23%	20%	20%	-	*	-	-	*	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	32%	32%	23%	*	29%	20%	-	-	-	-	20%	27%	*	27%	*	23%	-	-	-	-	-
	Female	39%	44%	41%	*	33%	56%	-	*	-	*	27%	55%	-	41%	*	-	41%	-	-	-	*
Mathematics	All Students	24%	21%	15%	20%	10%	16%	-	*	-	*	8%	23%	*	16%	0%	12%	18%	-	-	-	*
	CWD	9%	8%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	26%	23%	16%	20%	12%	17%	-	*	-	*	9%	24%	-	16%	*	14%	18%	-	-	-	*
	EL	17%	14%	0%	-	*	-	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	25%	23%	12%	*	7%	20%	-	-	-	-	7%	18%	*	14%	*	12%	-	-	-	-	-
	Female	23%	20%	18%	*	17%	11%	-	*	-	*	9%	27%	-	18%	*	-	18%	-	-	-	*

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Science	All Students	17%	14%	13%	0%	0%	32%	-	*	-	*	4%	23%	*	14%	0%	15%	9%	-	-	-	*	
	CWD	9%	9%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
	CWOD	19%	14%	14%	0%	0%	33%	-	*	-	*	4%	24%	-	14%	*	18%	9%	-	-	-	*	
	EL	9%	7%	0%	-	*	-	-	*	-	-	*	*	*	0%	*	*	*	-	-	-	-	
	Male	20%	16%	15%	*	0%	40%	-	-	-	-	7%	27%	*	18%	*	15%	-	-	-	-	-	
	Female	15%	12%	9%	*	0%	22%	-	*	-	*	0%	18%	-	9%	*	-	9%	-	-	-	*	
Grade 6																							
Reading	All Students	23%	23%	24%	0%	10%	27%	-	*	-	*	11%	33%	*	26%	*	28%	23%	-	-	-	-	
	CWD	8%	7%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-	
	CWOD	25%	25%	26%	0%	10%	30%	-	*	-	*	11%	37%	-	26%	*	31%	23%	-	-	-	-	
	EL	9%	14%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-	
	Male	21%	21%	28%	*	*	27%	-	*	-	-	20%	31%	*	31%	*	28%	-	-	-	-	-	
	Female	25%	25%	23%	*	0%	27%	-	*	-	*	7%	35%	*	23%	-	-	23%	-	-	-	-	
Mathematics	All Students	16%	13%	10%	0%	10%	4%	-	*	-	*	5%	13%	*	11%	*	11%	10%	-	-	-	-	
	CWD	8%	7%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-	
	CWOD	17%	14%	11%	0%	10%	4%	-	*	-	*	5%	15%	-	11%	*	13%	10%	-	-	-	-	
	EL	7%	5%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-	
	Male	17%	14%	11%	*	*	9%	-	*	-	-	0%	15%	*	13%	*	11%	-	-	-	-	-	
	Female	14%	12%	10%	*	0%	0%	-	*	-	*	7%	12%	*	10%	-	-	10%	-	-	-	-	
Grade 7																							
Reading	All Students	36%	41%	38%	*	14%	46%	*	*	-	*	40%	37%	*	42%	11%	26%	48%	-	-	-	*	
	CWD	11%	12%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	
	CWOD	40%	43%	42%	*	14%	54%	*	*	-	*	40%	43%	-	42%	11%	26%	56%	-	-	-	*	
	EL	17%	22%	11%	-	13%	-	-	*	-	-	13%	*	-	11%	11%	0%	*	-	-	-	-	
	Male	32%	37%	26%	*	0%	38%	-	*	-	*	29%	22%	-	26%	0%	26%	-	-	-	-	-	
	Female	41%	45%	48%	*	25%	53%	*	*	-	*	55%	44%	*	56%	*	-	48%	-	-	-	*	
Mathematics	All Students	13%	14%	6%	*	0%	11%	*	*	-	*	12%	0%	*	6%	0%	9%	3%	-	-	-	*	
	CWD	7%	7%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	
	CWOD	14%	14%	6%	*	0%	13%	*	*	-	*	12%	0%	-	6%	0%	9%	4%	-	-	-	*	
	EL	6%	7%	0%	-	0%	-	-	*	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	
	Male	13%	14%	9%	*	0%	15%	-	*	-	*	14%	0%	-	9%	0%	9%	-	-	-	-	-	
	Female	12%	13%	3%	*	0%	7%	*	*	-	*	9%	0%	*	4%	*	-	3%	-	-	-	*	
Grade 8																							
Reading	All Students	37%	42%	32%	17%	22%	37%	*	*	-	*	33%	30%	0%	37%	*	23%	40%	-	-	-	*	
	CWD	11%	23%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-	
	CWOD	40%	43%	37%	*	25%	40%	*	*	-	*	38%	35%	-	37%	*	28%	43%	-	-	-	*	
	EL	16%	15%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-	
	Male	31%	34%	23%	*	40%	17%	-	*	-	-	18%	25%	*	28%	*	23%	-	-	-	-	-	
	Female	42%	48%	40%	*	*	50%	*	-	-	*	46%	33%	*	43%	-	-	40%	-	-	-	*	

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Mathematics	All Students	14%	11%	3%	*	0%	5%	*	*	-	-	0%	6%	0%	3%	*	0%	5%	-	-	-	-
	CWD	8%	5%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	15%	11%	3%	*	0%	5%	*	*	-	-	0%	7%	-	3%	*	0%	5%	-	-	-	-
	EL	6%	5%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	14%	13%	0%	*	*	0%	-	*	-	-	0%	0%	*	0%	*	0%	-	-	-	-	-
	Female	14%	8%	5%	*	*	7%	*	-	-	-	0%	10%	*	5%	-	-	5%	-	-	-	-
Science	All Students	23%	19%	9%	0%	0%	7%	*	*	-	*	4%	13%	0%	10%	*	5%	12%	-	-	-	*
	CWD	9%	10%	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	24%	20%	10%	*	0%	8%	*	*	-	*	5%	15%	-	10%	*	6%	13%	-	-	-	*
	EL	8%	9%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	24%	23%	5%	*	0%	0%	-	*	-	-	0%	8%	*	6%	*	5%	-	-	-	-	-
	Female	21%	16%	12%	*	*	13%	*	-	-	*	8%	17%	*	13%	-	-	12%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	10%	21%	15%	*	*	17%	-	*	-	*	13%	17%	*	17%	*	13%	18%	-	*	-	*
	CWD	4%	4%	*	*	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	11%	23%	17%	*	*	19%	-	*	-	*	17%	17%	-	17%	*	13%	21%	-	*	-	*
	EL	1%	3%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	8%	18%	13%	-	*	9%	-	*	-	*	13%	13%	-	13%	*	13%	-	-	*	-	*
	Female	13%	25%	18%	*	*	25%	-	*	-	*	14%	20%	*	21%	-	-	18%	-	-	-	*
English II	All Students	9%	15%	11%	*	14%	11%	-	-	-	-	13%	8%	0%	14%	*	6%	20%	-	-	-	-
	CWD	5%	2%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	9%	16%	14%	*	*	13%	-	-	-	-	18%	10%	-	14%	-	8%	22%	-	-	-	-
	EL	1%	1%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	Male	7%	10%	6%	*	20%	0%	-	-	-	-	11%	0%	0%	8%	*	6%	-	-	-	-	-
	Female	11%	18%	20%	*	*	29%	-	-	-	-	17%	*	*	22%	-	-	20%	-	-	-	-
Algebra I	All Students	26%	28%	35%	0%	0%	37%	-	*	-	*	21%	50%	*	39%	*	23%	50%	-	*	-	*
	CWD	8%	6%	*	*	-	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	29%	30%	39%	*	0%	39%	-	*	-	*	25%	50%	-	39%	*	24%	58%	-	*	-	*
	EL	14%	13%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	25%	27%	23%	*	*	20%	-	*	-	*	14%	33%	*	24%	*	23%	-	-	*	-	*
	Female	28%	29%	50%	*	*	53%	-	*	-	*	30%	67%	*	58%	-	-	50%	-	-	-	*
Biology	All Students	21%	27%	16%	*	0%	19%	-	*	-	*	12%	19%	*	17%	*	11%	21%	-	*	-	*
	CWD	7%	14%	*	*	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	22%	28%	17%	*	0%	20%	-	*	-	*	14%	19%	-	17%	*	11%	25%	-	*	-	*
	EL	5%	11%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	21%	28%	11%	-	*	8%	-	*	-	*	11%	10%	-	11%	*	11%	-	-	*	-	*
	Female	21%	27%	21%	*	*	29%	-	*	-	*	13%	27%	*	25%	-	-	21%	-	-	-	*

**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%	79%	74%	59%	65%	79%	100%	79%	-	83%	71%	77%	42%	77%	43%	76%	72%	-	*	-	86%
	CWD	44%	49%	42%	35%	13%	53%	-	-	-	-	36%	48%	42%	-	*	46%	38%	-	-	-	-
	CWOD	77%	81%	77%	64%	69%	82%	100%	79%	-	83%	74%	80%	-	77%	46%	79%	75%	-	*	-	86%
	EL	59%	62%	43%	-	32%	-	-	63%	-	-	32%	73%	*	46%	43%	42%	45%	-	-	-	-
	Male	71%	79%	76%	66%	65%	82%	-	82%	-	100%	72%	80%	46%	79%	42%	76%	-	-	*	-	80%
	Female	75%	79%	72%	55%	65%	77%	100%	75%	-	77%	69%	74%	38%	75%	45%	-	72%	-	-	-	88%
Reading	All Students	74%	84%	82%	74%	75%	86%	*	83%	-	90%	80%	84%	51%	86%	44%	82%	82%	-	*	-	100%
	CWD	43%	54%	51%	57%	29%	57%	-	-	-	-	41%	60%	51%	-	*	58%	44%	-	-	-	-
	CWOD	78%	87%	86%	78%	79%	90%	*	83%	-	90%	84%	87%	-	86%	48%	85%	86%	-	*	-	100%
	EL	57%	67%	44%	-	35%	-	-	63%	-	-	32%	83%	*	48%	44%	38%	56%	-	-	-	-
	Male	70%	82%	82%	80%	69%	89%	-	78%	-	100%	79%	86%	58%	85%	38%	82%	-	-	*	-	*
	Female	78%	86%	82%	71%	81%	83%	*	89%	-	87%	81%	83%	44%	86%	56%	-	82%	-	-	-	100%
Mathematics	All Students	71%	74%	64%	47%	55%	69%	*	72%	-	70%	59%	68%	32%	67%	42%	68%	61%	-	*	-	67%
	CWD	44%	45%	32%	17%	*	43%	-	-	-	-	23%	39%	32%	-	*	36%	29%	-	-	-	-
	CWOD	75%	76%	67%	53%	58%	73%	*	72%	-	70%	62%	72%	-	67%	43%	71%	64%	-	*	-	67%
	EL	61%	60%	42%	-	31%	-	-	63%	-	-	33%	67%	*	43%	42%	40%	44%	-	-	-	-
	Male	71%	76%	68%	53%	57%	73%	-	78%	-	100%	62%	74%	36%	71%	40%	68%	-	-	*	-	*
	Female	71%	72%	61%	43%	54%	67%	*	67%	-	60%	57%	65%	29%	64%	44%	-	61%	-	-	-	71%
Science	All Students	74%	77%	76%	46%	62%	85%	*	83%	-	100%	73%	79%	38%	80%	43%	79%	73%	-	*	-	*
	CWD	47%	49%	38%	*	*	80%	-	-	-	-	44%	*	38%	-	*	38%	40%	-	-	-	-
	CWOD	78%	80%	80%	56%	70%	85%	*	83%	-	100%	78%	82%	-	80%	50%	85%	75%	-	*	-	*
	EL	58%	54%	43%	-	*	-	-	*	-	-	*	*	*	50%	43%	60%	*	-	-	-	-
	Male	74%	79%	79%	60%	70%	85%	-	*	-	*	77%	81%	38%	85%	60%	79%	-	-	*	-	*
	Female	75%	76%	73%	38%	45%	85%	*	*	-	100%	69%	76%	40%	75%	*	-	73%	-	-	-	*
SAT/ACT All Subjects	All Students	92%	95%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	75%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	95%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	69%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	95%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	92%	96%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	40%	20%	30%	46%	43%	57%	-	52%	37%	43%	12%	43%	20%	39%	41%	-	*	-	68%
	CWD	23%	24%	12%	6%	0%	18%	-	-	-	-	10%	14%	12%	-	*	15%	10%	-	-	-	-
	CWOD	50%	53%	43%	23%	33%	50%	43%	57%	-	52%	40%	47%	-	43%	21%	42%	44%	-	*	-	68%
	EL	29%	31%	20%	-	8%	-	-	42%	-	-	17%	27%	*	21%	20%	17%	25%	-	-	-	-
	Male	45%	50%	39%	23%	29%	46%	-	64%	-	27%	35%	44%	15%	42%	17%	39%	-	-	*	-	40%
	Female	48%	51%	41%	18%	32%	46%	43%	50%	-	60%	39%	43%	10%	44%	25%	-	41%	-	-	-	76%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	61%	52%	31%	42%	59%	*	61%	-	60%	51%	54%	16%	56%	28%	49%	55%	-	*	-	78%
	CWD	24%	29%	16%	0%	0%	26%	-	-	-	-	12%	20%	16%	-	*	16%	17%	-	-	-	-
	CWOD	56%	64%	56%	38%	46%	64%	*	61%	-	60%	55%	58%	-	56%	30%	53%	59%	-	*	-	78%
	EL	31%	38%	28%	-	18%	-	-	50%	-	-	21%	50%	*	30%	28%	19%	44%	-	-	-	-
	Male	47%	57%	49%	33%	39%	56%	-	67%	-	40%	47%	51%	16%	53%	19%	49%	-	-	*	-	*
	Female	56%	64%	55%	29%	47%	62%	*	56%	-	67%	54%	56%	17%	59%	44%	-	55%	-	-	-	86%
Mathematics	All Students	41%	39%	26%	13%	18%	29%	*	56%	-	35%	24%	28%	10%	28%	13%	25%	27%	-	*	-	44%
	CWD	22%	18%	10%	17%	*	10%	-	-	-	-	8%	11%	10%	-	*	14%	6%	-	-	-	-
	CWOD	44%	41%	28%	13%	19%	31%	*	56%	-	35%	25%	30%	-	28%	13%	26%	29%	-	*	-	44%
	EL	29%	25%	13%	-	0%	-	-	38%	-	-	11%	17%	*	13%	13%	13%	11%	-	-	-	-
	Male	42%	41%	25%	13%	18%	28%	-	67%	-	0%	18%	33%	14%	26%	13%	25%	-	-	*	-	*
	Female	40%	37%	27%	13%	17%	29%	*	44%	-	47%	30%	25%	6%	29%	11%	-	27%	-	-	-	57%
Science	All Students	46%	49%	44%	8%	29%	55%	*	50%	-	83%	34%	55%	8%	48%	14%	48%	41%	-	*	-	*
	CWD	23%	27%	8%	*	*	20%	-	-	-	-	11%	*	8%	-	*	13%	0%	-	-	-	-
	CWOD	49%	51%	48%	11%	33%	57%	*	50%	-	83%	38%	58%	-	48%	17%	53%	44%	-	*	-	*
	EL	25%	23%	14%	-	*	-	-	*	-	-	*	*	*	17%	14%	20%	*	-	-	-	-
	Male	47%	52%	48%	20%	30%	62%	-	*	-	*	46%	50%	13%	53%	20%	48%	-	-	*	-	*
	Female	45%	46%	41%	0%	27%	49%	*	*	-	80%	22%	59%	0%	44%	*	-	41%	-	-	-	*
SAT/ACT All Subjects	All Students	64%	73%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	43%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	73%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	60%	72%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	19%	6%	10%	23%	14%	33%	-	33%	15%	23%	4%	21%	11%	16%	22%	-	*	-	36%
	CWD	9%	10%	4%	0%	0%	6%	-	-	-	-	0%	7%	4%	-	*	2%	5%	-	-	-	-
	CWOD	24%	25%	21%	7%	11%	25%	14%	33%	-	33%	16%	25%	-	21%	12%	18%	23%	-	*	-	36%
	EL	12%	12%	11%	-	5%	-	-	21%	-	-	12%	7%	*	12%	11%	11%	10%	-	-	-	-
	Male	21%	23%	16%	3%	10%	19%	-	41%	-	9%	12%	21%	2%	18%	11%	16%	-	-	*	-	0%
	Female	23%	25%	22%	7%	11%	27%	14%	25%	-	40%	18%	25%	5%	23%	10%	-	22%	-	-	-	47%
Reading	All Students	25%	31%	25%	10%	18%	30%	*	28%	-	40%	21%	30%	3%	28%	12%	20%	30%	-	*	-	44%
	CWD	9%	11%	3%	0%	0%	4%	-	-	-	-	0%	5%	3%	-	*	0%	6%	-	-	-	-
	CWOD	27%	33%	28%	13%	20%	33%	*	28%	-	40%	23%	33%	-	28%	13%	23%	32%	-	*	-	44%
	EL	13%	16%	12%	-	12%	-	-	13%	-	-	11%	17%	*	13%	12%	13%	11%	-	-	-	-
	Male	22%	27%	20%	7%	20%	21%	-	33%	-	20%	17%	24%	0%	23%	13%	20%	-	-	*	-	*
	Female	28%	35%	30%	13%	16%	38%	*	22%	-	47%	25%	34%	6%	32%	11%	-	30%	-	-	-	57%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	18%	15%	3%	6%	18%	*	39%	-	30%	11%	19%	6%	16%	8%	14%	16%	-	*	-	33%
	CWD	9%	7%	6%	0%	*	10%	-	-	-	-	0%	11%	6%	-	*	7%	6%	-	-	-	-
	CWOD	21%	19%	16%	3%	6%	19%	*	39%	-	30%	12%	20%	-	16%	9%	15%	17%	-	*	-	33%
	EL	12%	10%	8%	-	0%	-	-	25%	-	-	11%	0%	*	9%	8%	7%	11%	-	-	-	-
	Male	21%	19%	14%	0%	5%	20%	-	44%	-	0%	9%	21%	7%	15%	7%	14%	-	-	*	-	*
	Female	19%	16%	16%	4%	7%	17%	*	33%	-	40%	14%	18%	6%	17%	11%	-	16%	-	-	-	43%
Science	All Students	20%	19%	12%	0%	0%	18%	*	33%	-	17%	6%	18%	0%	13%	14%	10%	14%	-	*	-	*
	CWD	8%	11%	0%	*	*	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	22%	20%	13%	0%	0%	19%	*	33%	-	17%	7%	19%	-	13%	17%	12%	15%	-	*	-	*
	EL	7%	8%	14%	-	*	-	-	*	-	-	*	*	*	17%	14%	20%	*	-	-	-	-
	Male	22%	21%	10%	0%	0%	15%	-	*	-	*	6%	16%	0%	12%	20%	10%	-	-	*	-	*
	Female	19%	17%	14%	0%	0%	21%	*	*	-	20%	6%	21%	0%	15%	*	-	14%	-	-	-	*
SAT/ACT All Subjects	All Students	13%	9%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	11%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	10%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	10%	4%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	67	61	58	73	*	73	-	77	62	74	71
CWD	74	*	60	88	-	-	-	-	67	74	*
CWOD	67	66	58	71	*	73	-	77	62	-	69
EL ◇	71	-	65	-	-	*	-	-	65	*	71
Male	68	35	63	77	-	70	-	*	67	65	60



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	66	83	52	69	*	75	-	73	57	88	86
<b>Mathematics</b>											
All Students	56	46	48	60	*	63	-	67	60	60	53
CWD	60	*	*	61	-	-	-	-	50	60	*
CWOD	56	48	47	60	*	63	-	67	61	-	50
EL ◇	53	-	50	-	-	60	-	-	61	*	53
Male	52	30	49	58	-	75	-	*	55	64	50
Female	60	58	48	61	*	50	-	79	65	55	57

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

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

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

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

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

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Total EL in Class	Proficiency of EL	Rate of Proficiency
34	1	3%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	44	28	35	49	52	56	-	56	41	19	25
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	84%	*	*	87%	-	*	-	*	100%	*	-

- 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	N	Y	N					Y	N	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	N	N					Y	N	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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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	
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	N	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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

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

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

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWD: 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
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	99%	100%	100%	-	100%	100%	99%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	99%	100%	100%	-	100%	100%	99%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	-	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	100%	100%	99%	-	100%	-	100%	100%	98%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	100%	100%	100%	99%	*	100%	-	100%	100%	99%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	99%	*	100%	-	100%	100%	99%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	-	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	100%	100%	99%	-	100%	-	100%	100%	99%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	100%	100%	100%	99%	*	100%	-	100%	100%	99%	100%	100%	100%	99%	100%	-
		100%	100%	100%	99%	*	100%	-	100%	100%	99%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	*	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
		100%	100%	*	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	99%	*	100%	-	100%	100%	99%	-	100%	100%	99%	100%	-
		100%	100%	100%	99%	*	100%	-	100%	100%	99%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	-	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
		100%	-	100%	-	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	100%	100%	99%	-	100%	-	100%	100%	99%	100%	99%	100%	99%	-	-
		99%	100%	100%	99%	-	100%	-	100%	100%	99%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
		100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-
<b>Non-Participation Rate</b>																	

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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
<b>All Subjects</b>	All Students	0%	0%	0%	1%	0%	0%	-	0%	0%	1%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	1%	0%	0%	-	0%	0%	1%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	-	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	-	0%	-	0%	0%	2%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
<b>Reading</b>	All Students	0%	0%	0%	1%	*	0%	-	0%	0%	1%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	1%	*	0%	-	0%	0%	1%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	-	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	-	0%	-	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
<b>Mathematics</b>	All Students	0%	0%	0%	1%	*	0%	-	0%	0%	1%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	*	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	1%	*	0%	-	0%	0%	1%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	-	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	-	0%	-	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
<b>Science</b>	All Students	1%	0%	0%	1%	*	0%	-	0%	0%	1%	0%	1%	0%	1%	0%	-
	CWD	0%	*	*	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	1%	0%	0%	1%	*	0%	-	0%	0%	2%	-	1%	0%	2%	0%	-
	EL	0%	-	*	-	-	*	-	-	*	*	*	0%	0%	0%	*	-
	Male	1%	0%	0%	3%	-	*	-	*	0%	3%	0%	2%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	*	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	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		
<b>Out-of-School Suspensions</b>												
	Male	12	5	1	6	0	0	0	0	0		
	Female	4	1	1	2	0	0	0	0	0		
	Total	16	6	2	8	0	0	0	0	0		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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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
<b>Out-of-School Suspensions</b>												
	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
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	20	1	5	13	-8	1	-8	-8	2	1	-8
	Female	19	-8	4	12	-8	3	-8	-8	1	2	-8
	Total	39	1	9	25	-8	4	-8	-8	3	3	-8

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9



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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	8	0	4	4	0	0	0	0	0	1
	Female	8	0	4	3	0	0	0	1	0	0
	Total	16	0	8	7	0	0	0	1	0	1

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.4	20.6%
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	0.0	-

- Indicates there are no data available in the group.

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

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	10%	6%	10%	13%	*	3%	-	0%	13%	12%	9%

- Indicates there are no students in the group.

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

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**Part (i): Description of State Accountability System**

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

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

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

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

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

### Part (ii): Student Achievement by Proficiency Level

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

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



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	67%	33%	86%	*	-	*	-	-	75%	57%	*	71%	*	60%	80%	-	-	-	-
	CWD	52%	60%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	80%	82%	71%	33%	100%	*	-	*	-	-	86%	57%	-	71%	*	60%	*	-	-	-	-
	EL	66%	70%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	74%	81%	60%	20%	*	*	-	*	-	-	*	50%	-	60%	*	60%	-	-	-	-	-
	Female	78%	80%	80%	*	*	-	-	-	-	-	*	*	*	*	*	-	80%	-	-	-	-
Mathematics	All Students	70%	70%	67%	50%	71%	*	-	*	-	-	63%	71%	*	71%	*	70%	60%	-	-	-	-
	CWD	46%	46%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	74%	73%	71%	50%	83%	*	-	*	-	-	71%	71%	-	71%	*	70%	*	-	-	-	-
	EL	64%	59%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	72%	75%	70%	40%	*	*	-	*	-	-	*	83%	-	70%	*	70%	-	-	-	-	-
	Female	68%	67%	60%	*	*	-	-	-	-	-	*	*	*	*	*	-	60%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	82%	71%	*	86%	*	-	-	-	*	63%	83%	*	69%	*	71%	71%	-	-	-	-
	CWD	48%	52%	*	-	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-
	CWOD	81%	84%	69%	*	86%	*	-	-	-	-	57%	83%	-	69%	*	67%	71%	-	-	-	-
	EL	66%	72%	*	*	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	73%	79%	71%	*	*	*	-	-	-	*	60%	*	*	67%	*	71%	-	-	-	-	-
	Female	79%	84%	71%	*	*	-	-	-	-	-	*	*	-	71%	*	-	71%	-	-	-	-
Mathematics	All Students	68%	70%	64%	*	86%	*	-	-	-	*	63%	67%	*	69%	*	43%	86%	-	-	-	-
	CWD	42%	38%	*	-	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-
	CWOD	73%	73%	69%	*	86%	*	-	-	-	-	71%	67%	-	69%	*	50%	86%	-	-	-	-
	EL	63%	60%	*	*	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	70%	73%	43%	*	*	*	-	-	-	*	40%	*	*	50%	*	43%	-	-	-	-	-
	Female	67%	67%	86%	*	*	-	-	-	-	-	*	*	-	86%	*	-	86%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	84%	92%	*	*	*	-	*	-	*	100%	86%	*	100%	*	100%	88%	-	-	-	-
	CWD	50%	50%	*	*	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	CWOD	85%	88%	100%	*	*	*	-	*	-	*	100%	100%	-	100%	-	100%	100%	-	-	-	-
	EL	71%	74%	*	-	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	77%	81%	100%	*	*	*	-	*	-	-	*	*	-	100%	-	100%	-	-	-	-	-
	Female	83%	87%	88%	*	*	*	-	*	-	*	*	*	*	100%	*	-	88%	-	-	-	-
Mathematics	All Students	76%	76%	69%	*	*	*	-	*	-	*	50%	86%	*	73%	*	60%	75%	-	-	-	-
	CWD	50%	49%	*	*	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	CWOD	80%	78%	73%	*	*	*	-	*	-	*	50%	100%	-	73%	-	60%	83%	-	-	-	-
	EL	70%	70%	*	-	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	75%	76%	60%	*	*	*	-	*	-	-	*	*	-	60%	-	60%	-	-	-	-	-
	Female	76%	76%	75%	*	*	*	-	*	-	*	*	*	*	83%	*	-	75%	-	-	-	-

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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	65%	65%	85%	*	*	*	-	*	-	*	83%	86%	*	91%	*	80%	88%	-	-	-	-
	CWD	40%	35%	*	*	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	CWOD	69%	68%	91%	*	*	*	-	*	-	*	83%	100%	-	91%	-	80%	100%	-	-	-	-
	EL	52%	46%	*	-	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	67%	66%	80%	*	*	*	-	*	-	-	*	*	-	80%	-	80%	-	-	-	-	-
	Female	63%	64%	88%	*	*	*	-	*	-	*	*	*	*	100%	*	-	88%	-	-	-	-
Grade 6																						
Reading	All Students	69%	77%	71%	*	75%	*	-	-	-	*	67%	80%	*	82%	*	67%	75%	-	-	-	-
	CWD	38%	47%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	74%	80%	82%	*	83%	*	-	-	-	*	83%	80%	-	82%	*	80%	83%	-	-	-	-
	EL	53%	57%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	66%	74%	67%	*	*	*	-	-	-	-	*	*	*	80%	*	67%	-	-	-	-	-
	Female	72%	80%	75%	*	*	-	-	-	-	*	71%	*	*	83%	*	-	75%	-	-	-	-
Mathematics	All Students	72%	76%	86%	*	88%	*	-	-	-	*	89%	80%	*	91%	*	67%	100%	-	-	-	-
	CWD	47%	49%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	76%	78%	91%	*	83%	*	-	-	-	*	100%	80%	-	91%	*	80%	100%	-	-	-	-
	EL	61%	63%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	73%	77%	67%	*	*	*	-	-	-	-	*	*	*	80%	*	67%	-	-	-	-	-
	Female	72%	74%	100%	*	*	-	-	-	-	*	100%	*	*	100%	*	-	100%	-	-	-	-
Grade 7																						
Reading	All Students	79%	86%	100%	*	100%	*	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	*
	CWD	47%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	83%	89%	100%	*	100%	*	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	*
	EL	63%	74%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	75%	83%	100%	*	*	*	-	*	-	-	*	*	-	100%	*	100%	-	-	-	-	*
	Female	83%	89%	100%	*	100%	-	-	-	-	*	*	*	-	100%	*	-	100%	-	-	-	-
Mathematics	All Students	60%	66%	100%	*	100%	*	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	*
	CWD	36%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	63%	68%	100%	*	100%	*	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	*
	EL	45%	51%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	60%	68%	100%	*	*	*	-	*	-	-	*	*	-	100%	*	100%	-	-	-	-	*
	Female	59%	64%	100%	*	100%	-	-	-	-	*	*	*	-	100%	*	-	100%	-	-	-	-
Grade 8																						
Reading	All Students	82%	88%	100%	*	100%	*	-	-	-	-	100%	*	*	100%	*	*	100%	-	-	-	-
	CWD	50%	60%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	86%	90%	100%	*	*	*	-	-	-	-	100%	*	-	100%	*	*	100%	-	-	-	-
	EL	65%	65%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	78%	86%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Female	86%	90%	100%	*	*	*	-	-	-	-	*	*	-	100%	*	-	100%	-	-	-	-

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**VISTA ACADEMY OF AUSTIN-MUELLER (221801048) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	69%	91%	*	83%	*	-	-	-	-	86%	*	*	89%	*	*	86%	-	-	-	-
	CWD	40%	40%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	74%	73%	89%	*	*	*	-	-	-	-	80%	*	-	89%	*	*	86%	-	-	-	-
	EL	57%	57%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	68%	73%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Female	72%	67%	86%	*	*	*	-	-	-	-	*	*	-	86%	*	-	86%	-	-	-	-
Science	All Students	73%	79%	100%	*	100%	*	-	-	-	-	100%	*	*	100%	*	*	100%	-	-	-	-
	CWD	42%	43%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	77%	82%	100%	*	*	*	-	-	-	-	100%	*	-	100%	*	*	100%	-	-	-	-
	EL	54%	52%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	73%	83%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Female	73%	75%	100%	*	*	*	-	-	-	-	*	*	-	100%	*	-	100%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	50%	55%	27%	0%	29%	*	-	*	-	-	13%	43%	*	29%	*	40%	0%	-	-	-	-
	CWD	30%	34%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	54%	58%	29%	0%	33%	*	-	*	-	-	14%	43%	-	29%	*	40%	*	-	-	-	-
	EL	37%	44%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	49%	54%	40%	0%	*	*	-	*	-	-	*	50%	-	40%	*	40%	-	-	-	-	-
	Female	52%	56%	0%	*	*	-	-	-	-	-	*	*	*	*	*	-	0%	-	-	-	-
Mathematics	All Students	42%	38%	33%	0%	43%	*	-	*	-	-	25%	43%	*	36%	*	40%	20%	-	-	-	-
	CWD	27%	21%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	45%	40%	36%	0%	50%	*	-	*	-	-	29%	43%	-	36%	*	40%	*	-	-	-	-
	EL	35%	32%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	45%	42%	40%	0%	*	*	-	*	-	-	*	50%	-	40%	*	40%	-	-	-	-	-
	Female	39%	34%	20%	*	*	-	-	-	-	-	*	*	*	*	*	-	20%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	53%	56%	29%	*	14%	*	-	-	-	*	50%	0%	*	23%	*	29%	29%	-	-	-	-
	CWD	29%	29%	*	-	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-
	CWOD	57%	58%	23%	*	14%	*	-	-	-	-	43%	0%	-	23%	*	17%	29%	-	-	-	-
	EL	41%	44%	*	*	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	51%	55%	29%	*	*	*	-	-	-	*	40%	*	*	17%	*	29%	-	-	-	-	-
	Female	55%	57%	29%	*	*	-	-	-	-	-	*	*	-	29%	*	-	29%	-	-	-	-
Mathematics	All Students	42%	37%	43%	*	43%	*	-	-	-	*	38%	50%	*	46%	*	29%	57%	-	-	-	-
	CWD	25%	20%	*	-	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-
	CWOD	45%	38%	46%	*	43%	*	-	-	-	-	43%	50%	-	46%	*	33%	57%	-	-	-	-
	EL	34%	25%	*	*	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	45%	41%	29%	*	*	*	-	-	-	*	20%	*	*	33%	*	29%	-	-	-	-	-
	Female	38%	32%	57%	*	*	-	-	-	-	-	*	*	-	57%	*	-	57%	-	-	-	-

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Grade 5																						
Reading	All Students	57%	62%	69%	*	*	*	-	*	-	*	50%	86%	*	73%	*	60%	75%	-	-	-	-
	CWD	29%	29%	*	*	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	CWOD	61%	66%	73%	*	*	*	-	*	-	*	50%	100%	-	73%	-	60%	83%	-	-	-	-
	EL	43%	49%	*	-	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	53%	58%	60%	*	*	*	-	*	-	-	*	*	-	60%	-	60%	-	-	-	-	-
	Female	60%	66%	75%	*	*	*	-	*	-	*	*	*	*	83%	*	-	75%	-	-	-	-
Mathematics	All Students	47%	43%	46%	*	*	*	-	*	-	*	17%	71%	*	45%	*	60%	38%	-	-	-	-
	CWD	25%	23%	*	*	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	CWOD	50%	45%	45%	*	*	*	-	*	-	*	17%	80%	-	45%	-	60%	33%	-	-	-	-
	EL	38%	33%	*	-	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	48%	43%	60%	*	*	*	-	*	-	-	*	*	-	60%	-	60%	-	-	-	-	-
	Female	46%	42%	38%	*	*	*	-	*	-	*	*	*	*	33%	*	-	38%	-	-	-	-
Science	All Students	38%	35%	38%	*	*	*	-	*	-	*	17%	57%	*	36%	*	40%	38%	-	-	-	-
	CWD	23%	24%	*	*	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	CWOD	40%	36%	36%	*	*	*	-	*	-	*	17%	60%	-	36%	-	40%	33%	-	-	-	-
	EL	24%	17%	*	-	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	41%	38%	40%	*	*	*	-	*	-	-	*	*	-	40%	-	40%	-	-	-	-	-
	Female	34%	31%	38%	*	*	*	-	*	-	*	*	*	*	33%	*	-	38%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	50%	*	50%	*	-	-	-	*	44%	60%	*	55%	*	33%	63%	-	-	-	-
	CWD	21%	19%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	46%	49%	55%	*	50%	*	-	-	-	*	50%	60%	-	55%	*	40%	67%	-	-	-	-
	EL	24%	26%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	40%	42%	33%	*	*	*	-	-	-	-	*	*	*	40%	*	33%	-	-	-	-	-
	Female	45%	50%	63%	*	*	-	-	-	-	*	57%	*	*	67%	*	-	63%	-	-	-	-
Mathematics	All Students	38%	36%	43%	*	50%	*	-	-	-	*	33%	60%	*	45%	*	33%	50%	-	-	-	-
	CWD	20%	15%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	41%	39%	45%	*	50%	*	-	-	-	*	33%	60%	-	45%	*	40%	50%	-	-	-	-
	EL	24%	23%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	40%	40%	33%	*	*	*	-	-	-	-	*	*	*	40%	*	33%	-	-	-	-	-
	Female	36%	33%	50%	*	*	-	-	-	-	*	43%	*	*	50%	*	-	50%	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	86%	*	88%	*	-	*	-	*	88%	83%	-	86%	*	86%	86%	-	-	-	*
	CWD	25%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	63%	86%	*	88%	*	-	*	-	*	88%	83%	-	86%	*	86%	86%	-	-	-	*
	EL	33%	39%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	50%	57%	86%	*	*	*	-	*	-	-	*	*	-	86%	*	86%	-	-	-	-	*
	Female	60%	64%	86%	*	80%	-	-	-	-	-	*	*	-	86%	*	-	86%	-	-	-	-

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Mathematics	All Students	30%	35%	57%	*	50%	*	-	*	-	*	38%	83%	-	57%	*	57%	57%	-	-	-	*
	CWD	18%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	32%	37%	57%	*	50%	*	-	*	-	*	38%	83%	-	57%	*	57%	57%	-	-	-	*
	EL	17%	20%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	31%	36%	57%	*	*	*	-	*	-	-	*	*	-	57%	*	57%	-	-	-	-	*
	Female	29%	34%	57%	*	60%	-	-	-	-	*	*	*	-	57%	*	-	57%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	57%	63%	100%	*	100%	*	-	-	-	-	100%	*	*	100%	*	*	100%	-	-	-	-
	CWD	25%	30%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	61%	66%	100%	*	*	*	-	-	-	-	100%	*	-	100%	*	*	100%	-	-	-	-
	EL	33%	32%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	51%	58%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Female	63%	68%	100%	*	*	*	-	-	-	-	*	*	-	100%	*	-	100%	-	-	-	-
Mathematics	All Students	39%	34%	55%	*	67%	*	-	-	-	-	43%	*	*	56%	*	*	43%	-	-	-	-
	CWD	20%	13%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	41%	37%	56%	*	*	*	-	-	-	-	40%	*	-	56%	*	*	43%	-	-	-	-
	EL	24%	21%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	38%	38%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Female	40%	32%	43%	*	*	*	-	-	-	-	*	*	-	43%	*	-	43%	-	-	-	-
Science	All Students	44%	45%	64%	*	67%	*	-	-	-	-	57%	*	*	67%	*	*	57%	-	-	-	-
	CWD	22%	19%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	47%	47%	67%	*	*	*	-	-	-	-	60%	*	-	67%	*	*	57%	-	-	-	-
	EL	23%	22%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	45%	50%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Female	42%	40%	57%	*	*	*	-	-	-	-	*	*	-	57%	*	-	57%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	29%	33%	0%	0%	0%	*	-	*	-	-	0%	0%	*	0%	*	0%	0%	-	-	-	-
	CWD	12%	16%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	32%	35%	0%	0%	0%	*	-	*	-	-	0%	0%	-	0%	*	0%	*	-	-	-	-
	EL	19%	17%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	28%	31%	0%	0%	*	*	-	*	-	-	*	0%	-	0%	*	0%	-	-	-	-	-
	Female	31%	35%	0%	*	*	-	-	-	-	-	*	*	*	*	*	-	0%	-	-	-	-
Mathematics	All Students	20%	15%	13%	0%	14%	*	-	*	-	-	13%	14%	*	14%	*	20%	0%	-	-	-	-
	CWD	10%	7%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	22%	16%	14%	0%	17%	*	-	*	-	-	14%	14%	-	14%	*	20%	*	-	-	-	-
	EL	15%	11%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	23%	17%	20%	0%	*	*	-	*	-	-	*	17%	-	20%	*	20%	-	-	-	-	-
	Female	18%	13%	0%	*	*	-	-	-	-	-	*	*	*	*	*	-	0%	-	-	-	-

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Grade 4																						
Reading	All Students	28%	29%	7%	*	0%	*	-	-	-	*	13%	0%	*	8%	*	14%	0%	-	-	-	-
	CWD	10%	7%	*	-	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-
	CWOD	31%	31%	8%	*	0%	*	-	-	-	-	14%	0%	-	8%	*	17%	0%	-	-	-	-
	EL	18%	22%	*	*	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	26%	27%	14%	*	*	*	-	-	-	*	20%	*	*	17%	*	14%	-	-	-	-	-
	Female	29%	32%	0%	*	*	-	-	-	-	-	*	*	-	0%	*	-	0%	-	-	-	-
Mathematics	All Students	22%	20%	14%	*	14%	*	-	-	-	*	13%	17%	*	15%	*	14%	14%	-	-	-	-
	CWD	10%	10%	*	-	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-
	CWOD	25%	21%	15%	*	14%	*	-	-	-	-	14%	17%	-	15%	*	17%	14%	-	-	-	-
	EL	16%	12%	*	*	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	25%	23%	14%	*	*	*	-	-	-	*	20%	*	*	17%	*	14%	-	-	-	-	-
	Female	19%	18%	14%	*	*	-	-	-	-	-	*	*	-	14%	*	-	14%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	46%	*	*	*	-	*	-	*	50%	43%	*	55%	*	20%	63%	-	-	-	-
	CWD	12%	15%	*	*	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	CWOD	40%	41%	55%	*	*	*	-	*	-	*	50%	60%	-	55%	-	20%	83%	-	-	-	-
	EL	23%	20%	*	-	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	32%	32%	20%	*	*	*	-	*	-	-	*	*	-	20%	-	20%	-	-	-	-	-
	Female	39%	44%	63%	*	*	*	-	*	-	*	*	*	*	83%	*	-	63%	-	-	-	-
Mathematics	All Students	24%	21%	15%	*	*	*	-	*	-	*	0%	29%	*	18%	*	20%	13%	-	-	-	-
	CWD	9%	8%	*	*	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	CWOD	26%	23%	18%	*	*	*	-	*	-	*	0%	40%	-	18%	-	20%	17%	-	-	-	-
	EL	17%	14%	*	-	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	25%	23%	20%	*	*	*	-	*	-	-	*	*	-	20%	-	20%	-	-	-	-	-
	Female	23%	20%	13%	*	*	*	-	*	-	*	*	*	*	17%	*	-	13%	-	-	-	-
Science	All Students	17%	14%	23%	*	*	*	-	*	-	*	0%	43%	*	27%	*	40%	13%	-	-	-	-
	CWD	9%	9%	*	*	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	CWOD	19%	14%	27%	*	*	*	-	*	-	*	0%	60%	-	27%	-	40%	17%	-	-	-	-
	EL	9%	7%	*	-	-	-	-	*	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	20%	16%	40%	*	*	*	-	*	-	-	*	*	-	40%	-	40%	-	-	-	-	-
	Female	15%	12%	13%	*	*	*	-	*	-	*	*	*	*	17%	*	-	13%	-	-	-	-
Grade 6																						
Reading	All Students	23%	23%	29%	*	25%	*	-	-	-	*	33%	20%	*	27%	*	17%	38%	-	-	-	-
	CWD	8%	7%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	25%	25%	27%	*	17%	*	-	-	-	*	33%	20%	-	27%	*	20%	33%	-	-	-	-
	EL	9%	14%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	21%	21%	17%	*	*	*	-	-	-	-	*	*	*	20%	*	17%	-	-	-	-	-
	Female	25%	25%	38%	*	*	-	-	-	-	-	*	43%	*	*	33%	*	-	38%	-	-	-

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**VISTA ACADEMY OF AUSTIN-MUELLER (221801048) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	16%	13%	14%	*	13%	*	-	-	-	*	22%	0%	*	18%	*	0%	25%	-	-	-	-
	CWD	8%	7%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	17%	14%	18%	*	17%	*	-	-	-	*	33%	0%	-	18%	*	0%	33%	-	-	-	-
	EL	7%	5%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	17%	14%	0%	*	*	*	-	-	-	-	*	*	*	0%	*	0%	-	-	-	-	-
	Female	14%	12%	25%	*	*	-	-	-	-	*	29%	*	*	33%	*	-	25%	-	-	-	-
Grade 7																						
Reading	All Students	36%	41%	36%	*	25%	*	-	*	-	*	13%	67%	-	36%	*	43%	29%	-	-	-	*
	CWD	11%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	43%	36%	*	25%	*	-	*	-	*	13%	67%	-	36%	*	43%	29%	-	-	-	*
	EL	17%	22%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	32%	37%	43%	*	*	*	-	*	-	-	*	*	-	43%	*	43%	-	-	-	-	*
	Female	41%	45%	29%	*	40%	-	-	-	-	-	*	*	-	29%	*	-	29%	-	-	-	-
Mathematics	All Students	13%	14%	29%	*	25%	*	-	*	-	*	13%	50%	-	29%	*	43%	14%	-	-	-	*
	CWD	7%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	14%	14%	29%	*	25%	*	-	*	-	*	13%	50%	-	29%	*	43%	14%	-	-	-	*
	EL	6%	7%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	13%	14%	43%	*	*	*	-	*	-	-	*	*	-	43%	*	43%	-	-	-	-	*
	Female	12%	13%	14%	*	20%	-	-	-	-	-	*	*	-	14%	*	-	14%	-	-	-	-
Grade 8																						
Reading	All Students	37%	42%	64%	*	50%	*	-	-	-	-	43%	*	*	67%	*	*	71%	-	-	-	-
	CWD	11%	23%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	40%	43%	67%	*	*	*	-	-	-	-	40%	*	-	67%	*	*	71%	-	-	-	-
	EL	16%	15%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	31%	34%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Female	42%	48%	71%	*	*	*	-	-	-	-	*	*	-	71%	*	-	71%	-	-	-	-
Mathematics	All Students	14%	11%	18%	*	0%	*	-	-	-	-	0%	*	*	22%	*	*	14%	-	-	-	-
	CWD	8%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	15%	11%	22%	*	*	*	-	-	-	-	0%	*	-	22%	*	*	14%	-	-	-	-
	EL	6%	5%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	14%	13%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Female	14%	8%	14%	*	*	*	-	-	-	-	*	*	-	14%	*	-	14%	-	-	-	-
Science	All Students	23%	19%	55%	*	67%	*	-	-	-	-	43%	*	*	56%	*	*	43%	-	-	-	-
	CWD	9%	10%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	24%	20%	56%	*	*	*	-	-	-	-	40%	*	-	56%	*	*	43%	-	-	-	-
	EL	8%	9%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	24%	23%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Female	21%	16%	43%	*	*	*	-	-	-	-	*	*	-	43%	*	-	43%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	73%	79%	83%	60%	88%	90%	-	100%	-	91%	81%	86%	59%	86%	90%	77%	89%	-	-	-	*
	CWD	44%	49%	59%	0%	75%	-	-	*	-	*	63%	50%	59%	-	92%	70%	50%	-	-	-	-
	CWOD	77%	81%	86%	68%	90%	90%	-	100%	-	100%	84%	89%	-	86%	89%	78%	94%	-	-	-	*
	EL	59%	62%	90%	*	92%	71%	-	100%	-	-	83%	100%	92%	89%	90%	89%	91%	-	-	-	-
	Male	71%	79%	77%	37%	88%	89%	-	100%	-	*	71%	83%	70%	78%	89%	77%	-	-	-	-	*
	Female	75%	79%	89%	79%	88%	86%	-	*	-	100%	88%	89%	50%	94%	91%	-	89%	-	-	-	-
Reading	All Students	74%	84%	84%	58%	90%	85%	-	*	-	100%	83%	85%	56%	87%	83%	79%	88%	-	-	-	*
	CWD	43%	54%	56%	*	60%	-	-	*	-	*	57%	*	56%	-	80%	*	40%	-	-	-	-
	CWOD	78%	87%	87%	65%	94%	85%	-	*	-	*	87%	88%	-	87%	85%	80%	94%	-	-	-	*
	EL	57%	67%	83%	*	83%	*	-	*	-	-	73%	100%	80%	85%	83%	88%	80%	-	-	-	-
	Male	70%	82%	79%	33%	94%	88%	-	*	-	*	80%	79%	*	80%	88%	79%	-	-	-	-	*
	Female	78%	86%	88%	80%	86%	80%	-	*	-	*	85%	88%	40%	94%	80%	-	88%	-	-	-	-
Mathematics	All Students	71%	74%	80%	58%	85%	85%	-	*	-	80%	76%	85%	56%	83%	94%	72%	88%	-	-	-	*
	CWD	44%	45%	56%	*	80%	-	-	*	-	*	57%	*	56%	-	100%	*	60%	-	-	-	-
	CWOD	75%	76%	83%	65%	86%	85%	-	*	-	*	79%	88%	-	83%	92%	74%	92%	-	-	-	*
	EL	61%	60%	94%	*	100%	*	-	*	-	-	91%	100%	100%	92%	94%	88%	100%	-	-	-	-
	Male	71%	76%	72%	33%	83%	88%	-	*	-	*	60%	84%	*	74%	88%	72%	-	-	-	-	*
	Female	71%	72%	88%	80%	86%	80%	-	*	-	*	88%	81%	60%	92%	100%	-	88%	-	-	-	-
Science	All Students	74%	77%	92%	80%	90%	100%	-	*	-	*	92%	91%	*	95%	*	89%	93%	-	-	-	-
	CWD	47%	49%	*	*	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	78%	80%	95%	*	88%	100%	-	*	-	*	91%	100%	-	95%	*	86%	100%	-	-	-	-
	EL	58%	54%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	74%	79%	89%	*	80%	*	-	*	-	-	80%	*	*	86%	*	89%	-	-	-	-	-
	Female	75%	76%	93%	*	100%	*	-	*	-	*	100%	86%	*	100%	*	-	93%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	50%	52%	26%	53%	74%	-	70%	-	64%	44%	63%	45%	53%	63%	51%	54%	-	-	-	*
	CWD	23%	24%	45%	0%	50%	-	-	*	-	*	44%	50%	45%	-	69%	50%	42%	-	-	-	-
	CWOD	50%	53%	53%	29%	54%	74%	-	57%	-	67%	44%	64%	-	53%	59%	51%	55%	-	-	-	*
	EL	29%	31%	63%	*	54%	71%	-	100%	-	-	42%	94%	69%	59%	63%	67%	59%	-	-	-	-
	Male	45%	50%	51%	11%	56%	78%	-	57%	-	*	40%	62%	50%	51%	67%	51%	-	-	-	-	*
	Female	48%	51%	54%	38%	51%	64%	-	*	-	67%	47%	65%	42%	55%	59%	-	54%	-	-	-	-
Reading	All Students	52%	61%	59%	32%	58%	77%	-	*	-	100%	57%	62%	56%	59%	61%	54%	63%	-	-	-	*
	CWD	24%	29%	56%	*	60%	-	-	*	-	*	57%	*	56%	-	80%	*	40%	-	-	-	-
	CWOD	56%	64%	59%	35%	57%	77%	-	*	-	*	56%	63%	-	59%	54%	51%	67%	-	-	-	*
	EL	31%	38%	61%	*	58%	*	-	*	-	-	45%	86%	80%	54%	61%	75%	50%	-	-	-	-
	Male	47%	57%	54%	11%	61%	75%	-	*	-	*	50%	58%	*	51%	75%	54%	-	-	-	-	*
	Female	56%	64%	63%	50%	55%	80%	-	*	-	*	62%	63%	40%	67%	50%	-	63%	-	-	-	-



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	39%	46%	21%	50%	62%	-	*	-	40%	33%	65%	33%	48%	61%	46%	46%	-	-	-	*
	CWD	22%	18%	33%	*	40%	-	-	*	-	*	29%	*	33%	-	60%	*	40%	-	-	-	-
	CWOD	44%	41%	48%	24%	51%	62%	-	*	-	*	33%	66%	-	48%	62%	49%	47%	-	-	-	*
	EL	29%	25%	61%	*	50%	*	-	*	-	-	36%	100%	60%	62%	61%	63%	60%	-	-	-	-
	Male	42%	41%	46%	11%	50%	75%	-	*	-	*	30%	63%	*	49%	63%	46%	-	-	-	-	*
	Female	40%	37%	46%	30%	50%	40%	-	*	-	*	35%	63%	40%	47%	60%	-	46%	-	-	-	-
Science	All Students	46%	49%	50%	20%	50%	83%	-	*	-	*	38%	64%	*	50%	*	56%	47%	-	-	-	-
	CWD	23%	27%	*	*	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	49%	51%	50%	*	50%	83%	-	*	-	*	36%	67%	-	50%	*	57%	46%	-	-	-	-
	EL	25%	23%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	47%	52%	56%	*	60%	*	-	*	-	-	40%	*	*	57%	*	56%	-	-	-	-	-
	Female	45%	46%	47%	*	40%	*	-	*	-	*	38%	57%	*	46%	*	-	47%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	25%	9%	21%	68%	-	0%	-	18%	18%	34%	14%	27%	28%	24%	26%	-	-	-	*
	CWD	9%	10%	14%	0%	25%	-	-	*	-	*	19%	0%	14%	-	23%	20%	8%	-	-	-	-
	CWOD	24%	25%	27%	11%	21%	68%	-	0%	-	22%	18%	37%	-	27%	30%	25%	28%	-	-	-	*
	EL	12%	12%	28%	*	23%	71%	-	0%	-	-	17%	44%	23%	30%	28%	28%	27%	-	-	-	-
	Male	21%	23%	24%	5%	17%	72%	-	0%	-	*	18%	31%	20%	25%	28%	24%	-	-	-	-	*
	Female	23%	25%	26%	13%	24%	57%	-	*	-	22%	18%	38%	8%	28%	27%	-	26%	-	-	-	-
Reading	All Students	25%	31%	29%	16%	23%	69%	-	*	-	40%	24%	35%	22%	30%	28%	21%	37%	-	-	-	*
	CWD	9%	11%	22%	*	40%	-	-	*	-	*	29%	*	22%	-	40%	*	20%	-	-	-	-
	CWOD	27%	33%	30%	18%	20%	69%	-	*	-	*	23%	38%	-	30%	23%	20%	39%	-	-	-	*
	EL	13%	16%	28%	*	25%	*	-	*	-	-	18%	43%	40%	23%	28%	25%	30%	-	-	-	-
	Male	22%	27%	21%	11%	11%	63%	-	*	-	*	15%	26%	*	20%	25%	21%	-	-	-	-	*
	Female	28%	35%	37%	20%	32%	80%	-	*	-	*	31%	44%	20%	39%	30%	-	37%	-	-	-	-
Mathematics	All Students	20%	18%	18%	5%	13%	62%	-	*	-	0%	11%	26%	0%	20%	22%	21%	15%	-	-	-	*
	CWD	9%	7%	0%	*	0%	-	-	*	-	*	0%	*	0%	-	0%	*	0%	-	-	-	-
	CWOD	21%	19%	20%	6%	14%	62%	-	*	-	*	13%	28%	-	20%	31%	23%	17%	-	-	-	*
	EL	12%	10%	22%	*	17%	*	-	*	-	-	9%	43%	0%	31%	22%	25%	20%	-	-	-	-
	Male	21%	19%	21%	0%	11%	75%	-	*	-	*	15%	26%	*	23%	25%	21%	-	-	-	-	*
	Female	19%	16%	15%	10%	14%	40%	-	*	-	*	8%	25%	0%	17%	20%	-	15%	-	-	-	-
Science	All Students	20%	19%	38%	0%	50%	67%	-	*	-	*	23%	55%	*	40%	*	56%	27%	-	-	-	-
	CWD	8%	11%	*	*	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	22%	20%	40%	*	50%	67%	-	*	-	*	18%	67%	-	40%	*	57%	31%	-	-	-	-
	EL	7%	8%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	22%	21%	56%	*	60%	*	-	*	-	-	40%	*	*	57%	*	56%	-	-	-	-	-
	Female	19%	17%	27%	*	40%	*	-	*	-	*	13%	43%	*	31%	*	-	27%	-	-	-	-

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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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	88	72	92	100	-	*	-	80	90	64	95
CWD	64	*	*	-	-	*	-	*	80	64	*
CWOD	92	93	91	100	-	*	-	*	92	-	100
EL ◇	95	*	100	*	-	*	-	-	100	*	95
Male	91	*	90	100	-	*	-	*	85	*	*
Female	85	75	94	*	-	*	-	*	95	*	93
<b>Mathematics</b>											
All Students	89	89	93	100	-	*	-	50	92	86	100
CWD	86	*	*	-	-	*	-	*	100	86	*
CWOD	89	100	91	100	-	*	-	*	90	-	100
EL ◇	100	*	100	*	-	*	-	-	100	*	100
Male	93	*	85	100	-	*	-	*	92	*	*
Female	84	83	100	*	-	*	-	*	92	*	100

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

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

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

#### Part (iv): English Language Proficiency

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

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

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

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

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	53	32	54	80	-	57	-	58	48	39	60
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y						Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y						Y		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		Y						Y		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		Y						N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%

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

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

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

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

### Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	99%	100%	100%	94%	-	100%	-	100%	100%	98%	100%	99%	100%	100%	98%	-
	CWD	100%	100%	100%	-	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	100%	94%	-	100%	-	100%	100%	97%	-	99%	100%	100%	98%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	98%	100%	100%	86%	-	*	-	100%	100%	95%	100%	98%	100%	-	98%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	99%	100%	100%	92%	-	*	-	100%	100%	97%	100%	99%	100%	100%	98%	-
	CWD	100%	*	100%	-	-	*	-	*	100%	*	100%	-	100%	*	100%	-
	CWOD	99%	100%	100%	92%	-	*	-	*	100%	97%	-	99%	100%	100%	97%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	100%	-	-
	Female	98%	100%	100%	80%	-	*	-	*	100%	94%	100%	97%	100%	-	98%	-
Mathematics	All Students	99%	100%	100%	92%	-	*	-	100%	100%	97%	100%	99%	100%	100%	98%	-
		99%	100%	100%	92%	-	*	-	100%	100%	97%	100%	99%	100%	100%	98%	-
	CWD	100%	*	100%	-	-	*	-	*	100%	*	100%	-	100%	*	100%	-
		100%	*	100%	-	-	*	-	*	100%	*	100%	-	100%	*	100%	-
	CWOD	99%	100%	100%	92%	-	*	-	*	100%	97%	-	99%	100%	100%	97%	-
		99%	100%	100%	92%	-	*	-	*	100%	97%	-	99%	100%	100%	97%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	100%	-	-
		100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	100%	-	-
	Female	98%	100%	100%	80%	-	*	-	*	100%	94%	100%	97%	100%	-	98%	-
		98%	100%	100%	80%	-	*	-	*	100%	94%	100%	97%	100%	-	98%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	1%	0%	0%	6%	-	0%	-	0%	0%	2%	0%	1%	0%	0%	2%	-
	CWD	0%	0%	0%	-	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	0%	6%	-	0%	-	0%	0%	3%	-	1%	0%	0%	2%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	2%	0%	0%	14%	-	*	-	0%	0%	5%	0%	2%	0%	-	2%	-
Reading	All Students	1%	0%	0%	8%	-	*	-	0%	0%	3%	0%	1%	0%	0%	2%	-
	CWD	0%	*	0%	-	-	*	-	*	0%	*	0%	-	0%	*	0%	-
	CWOD	1%	0%	0%	8%	-	*	-	*	0%	3%	-	1%	0%	0%	3%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	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
<b>Reading</b>	Female	2%	0%	0%	20%	-	*	-	*	0%	6%	0%	3%	0%	-	2%	-
<b>Mathematics</b>	All Students	1%	0%	0%	8%	-	*	-	0%	0%	3%	0%	1%	0%	0%	2%	-
	CWD	0%	*	0%	-	-	*	-	*	0%	*	0%	-	0%	*	0%	-
	CWOD	1%	0%	0%	8%	-	*	-	*	0%	3%	-	1%	0%	0%	3%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	0%	-	-
	Female	2%	0%	0%	20%	-	*	-	*	0%	6%	0%	3%	0%	-	2%	-
<b>Science</b>	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	*	0%	0%	-
	CWD	*	*	*	-	-	*	-	-	*	*	*	-	*	*	*	-
	CWOD	0%	*	0%	0%	-	*	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-
	Male	0%	*	0%	*	-	*	-	-	0%	*	*	0%	*	0%	-	-
	Female	0%	*	0%	*	-	*	-	*	0%	0%	*	0%	*	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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

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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		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	7	2	4	1	0	0	0	0	2		
	Female	0	0	0	0	0	0	0	0	0		
	Total	7	2	4	1	0	0	0	0	2		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	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
<b>Out-of-School Suspensions</b>												



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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	1	0	1	0	0	0	0	0	1		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	1		0
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	5	-8	5	-8	-8	-8	-8	-8	2	3	-8
	Female	13	2	11	-8	-8	-8	-8	-8	4	-8	-8
	Total	18	2	16	-8	-8	-8	-8	-8	6	3	-8

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

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

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**Part (ix): Teacher Quality Data**

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.0	42.9%
Teachers Teaching with Emergency or Provisional Credentials	2.0	15.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	*	8%
Mathematics	6,205	2%	6	0%	*	8%
Science	6,200	2%	6	0%	*	8%
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	*	2%
Reading	48,805	1%	25	0%	*	1%
Mathematics	43,293	1%	24	0%	*	1%
Science	17,856	1%	10	0%	*	4%

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	11%	12%	16%	0%	-	0%	-	0%	21%	25%	24%

- Indicates there are no students in the group.

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

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**Part (i): Description of State Accountability System**

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

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

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

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

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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



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

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

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

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

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

### Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	<b>87%</b>	*	90%	85%	-	*	-	*	75%	95%	*	89%	*	86%	88%	-	-	-	-
	CWD	52%	60%	*	-	-	*	-	*	-	*	*	*	*	-	-	*	*	-	-	-	-
	CWOD	80%	82%	<b>89%</b>	*	90%	91%	-	*	-	*	80%	94%	-	89%	*	91%	88%	-	-	-	-
	EL	66%	70%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	74%	81%	<b>86%</b>	-	*	75%	-	*	-	*	60%	100%	*	91%	*	86%	-	-	-	-	-
	Female	78%	80%	<b>88%</b>	*	86%	100%	-	*	-	*	86%	90%	*	88%	-	-	88%	-	-	-	-
Mathematics	All Students	70%	70%	<b>71%</b>	*	60%	69%	-	*	-	*	67%	74%	*	70%	*	71%	71%	-	-	-	-
	CWD	46%	46%	*	-	-	*	-	*	-	*	*	*	*	-	-	*	*	-	-	-	-
	CWOD	74%	73%	<b>70%</b>	*	60%	73%	-	*	-	*	70%	71%	-	70%	*	73%	69%	-	-	-	-
	EL	64%	59%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	72%	75%	<b>71%</b>	-	*	75%	-	*	-	*	40%	89%	*	73%	*	71%	-	-	-	-	-
	Female	68%	67%	<b>71%</b>	*	71%	60%	-	*	-	*	86%	60%	*	69%	-	-	71%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	82%	<b>87%</b>	83%	77%	100%	-	-	-	*	80%	100%	*	92%	*	82%	89%	-	-	-	*
	CWD	48%	52%	*	*	*	*	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-
	CWOD	81%	84%	<b>92%</b>	100%	83%	100%	-	-	-	*	88%	100%	-	92%	*	90%	94%	-	-	-	*
	EL	66%	72%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	73%	79%	<b>82%</b>	*	*	*	-	-	-	*	71%	*	*	90%	*	82%	-	-	-	-	-
	Female	79%	84%	<b>89%</b>	*	78%	*	-	-	-	*	85%	100%	*	94%	*	-	89%	-	-	-	*
Mathematics	All Students	68%	70%	<b>67%</b>	83%	46%	86%	-	-	-	*	60%	80%	*	65%	*	64%	68%	-	-	-	*
	CWD	42%	38%	*	*	*	*	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-
	CWOD	73%	73%	<b>65%</b>	100%	42%	83%	-	-	-	*	56%	80%	-	65%	*	70%	63%	-	-	-	*
	EL	63%	60%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	70%	73%	<b>64%</b>	*	*	*	-	-	-	*	43%	*	*	70%	*	64%	-	-	-	-	-
	Female	67%	67%	<b>68%</b>	*	44%	*	-	-	-	*	69%	67%	*	63%	*	-	68%	-	-	-	*
<b>Grade 5</b>																						
Reading	All Students	80%	84%	<b>79%</b>	*	62%	88%	-	*	*	*	69%	87%	*	88%	*	67%	88%	-	-	-	*
	CWD	50%	50%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	85%	88%	<b>88%</b>	*	73%	100%	-	*	*	*	80%	93%	-	88%	*	89%	87%	-	-	-	*
	EL	71%	74%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	77%	81%	<b>67%</b>	-	63%	*	-	*	-	-	50%	83%	*	89%	*	67%	-	-	-	-	-
	Female	83%	87%	<b>88%</b>	*	60%	100%	-	*	*	*	86%	89%	*	87%	*	-	88%	-	-	-	*
Mathematics	All Students	76%	76%	<b>68%</b>	*	54%	75%	-	*	*	*	62%	73%	*	71%	*	58%	75%	-	-	-	*
	CWD	50%	49%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	80%	78%	<b>71%</b>	*	64%	71%	-	*	*	*	70%	71%	-	71%	*	67%	73%	-	-	-	*
	EL	70%	70%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	75%	76%	<b>58%</b>	-	50%	*	-	*	-	-	33%	83%	*	67%	*	58%	-	-	-	-	-
	Female	76%	76%	<b>75%</b>	*	60%	60%	-	*	*	*	86%	67%	*	73%	*	-	75%	-	-	-	*

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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	65%	65%	54%	*	54%	63%	-	*	*	*	54%	53%	*	63%	*	58%	50%	-	-	-	*
	CWD	40%	35%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	69%	68%	63%	*	64%	71%	-	*	*	*	70%	57%	-	63%	*	78%	53%	-	-	-	*
	EL	52%	46%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	67%	66%	58%	-	63%	*	-	*	-	-	50%	67%	*	78%	*	58%	-	-	-	-	-
	Female	63%	64%	50%	*	40%	60%	-	*	*	*	57%	44%	*	53%	*	-	50%	-	-	-	*
<b>Grade 6</b>																						
Reading	All Students	69%	77%	86%	*	86%	*	*	*	-	*	88%	83%	*	83%	80%	93%	77%	-	-	-	-
	CWD	38%	47%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	74%	80%	83%	*	82%	*	*	*	-	*	86%	80%	-	83%	80%	91%	75%	-	-	-	-
	EL	53%	57%	80%	-	*	-	*	-	-	-	*	*	-	80%	80%	-	*	-	-	-	-
	Male	66%	74%	93%	*	100%	*	-	*	-	*	100%	80%	*	91%	-	93%	-	-	-	-	-
	Female	72%	80%	77%	*	78%	*	*	-	-	-	71%	83%	*	75%	*	-	77%	-	-	-	-
Mathematics	All Students	72%	76%	89%	*	86%	*	*	*	-	*	88%	92%	*	92%	100%	93%	85%	-	-	-	-
	CWD	47%	49%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	76%	78%	92%	*	91%	*	*	*	-	*	93%	90%	-	92%	100%	100%	83%	-	-	-	-
	EL	61%	63%	100%	-	*	-	*	-	-	-	*	*	-	100%	100%	-	*	-	-	-	-
	Male	73%	77%	93%	*	80%	*	-	*	-	*	89%	100%	*	100%	-	93%	-	-	-	-	-
	Female	72%	74%	85%	*	89%	*	*	-	-	-	86%	83%	*	83%	*	-	85%	-	-	-	-
<b>Grade 7</b>																						
Reading	All Students	79%	86%	75%	*	69%	64%	-	*	*	-	79%	72%	50%	80%	*	54%	85%	-	-	-	-
	CWD	47%	55%	50%	*	*	*	-	-	-	-	*	50%	50%	-	*	40%	*	-	-	-	-
	CWOD	83%	89%	80%	*	82%	70%	-	*	*	-	83%	77%	-	80%	*	63%	88%	-	-	-	-
	EL	63%	74%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	75%	83%	54%	*	*	38%	-	-	*	-	83%	29%	40%	63%	-	54%	-	-	-	-	-
	Female	83%	89%	85%	*	70%	100%	-	*	-	-	75%	92%	*	88%	*	-	85%	-	-	-	-
Mathematics	All Students	60%	66%	70%	*	54%	79%	-	*	*	-	64%	74%	50%	76%	*	54%	80%	-	-	-	-
	CWD	36%	36%	50%	*	*	*	-	-	-	-	*	67%	50%	-	*	40%	*	-	-	-	-
	CWOD	63%	68%	76%	*	64%	80%	-	*	*	-	75%	77%	-	76%	*	63%	82%	-	-	-	-
	EL	45%	51%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	60%	68%	54%	*	*	63%	-	-	*	-	50%	57%	40%	63%	-	54%	-	-	-	-	-
	Female	59%	64%	80%	*	60%	100%	-	*	-	-	75%	83%	*	82%	*	-	80%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	82%	88%	85%	*	73%	86%	-	*	-	*	75%	91%	*	87%	*	*	81%	-	-	-	-
	CWD	50%	60%	*	-	*	*	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-
	CWOD	86%	90%	87%	*	79%	80%	-	*	-	*	79%	90%	-	87%	*	*	83%	-	-	-	-
	EL	65%	65%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	78%	86%	*	-	-	*	-	*	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	86%	90%	81%	*	73%	*	-	*	-	*	73%	86%	*	83%	*	-	81%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	70%	69%	69%	*	67%	86%	-	*	-	*	63%	73%	*	70%	*	*	71%	-	-	-	-	
	CWD	40%	40%	*	-	*	*	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	
	CWOD	74%	73%	70%	*	71%	80%	-	*	-	*	64%	70%	-	70%	*	*	72%	-	-	-	-	
	EL	57%	57%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-	
	Male	68%	73%	*	-	-	*	-	*	-	-	*	*	-	*	-	*	-	-	-	-	-	
	Female	72%	67%	71%	*	67%	*	-	*	-	*	60%	86%	*	72%	*	-	71%	-	-	-	-	
Science	All Students	73%	79%	69%	*	67%	86%	-	*	-	*	56%	82%	*	70%	*	*	67%	-	-	-	-	
	CWD	42%	43%	*	-	*	*	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	
	CWOD	77%	82%	70%	*	71%	80%	-	*	-	*	57%	80%	-	70%	*	*	67%	-	-	-	-	
	EL	54%	52%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-	
	Male	73%	83%	*	-	-	*	-	*	-	-	*	*	-	*	-	*	-	-	-	-	-	
	Female	73%	75%	67%	*	67%	*	-	*	-	*	53%	86%	*	67%	*	-	67%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	55%	58%	*	50%	69%	-	*	-	*	33%	74%	*	63%	*	50%	65%	-	-	-	-	
	CWD	30%	34%	*	-	-	*	-	*	-	*	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	54%	58%	63%	*	50%	82%	-	*	-	*	40%	76%	-	63%	*	55%	69%	-	-	-	-	
	EL	37%	44%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	
	Male	49%	54%	50%	-	*	63%	-	*	-	*	20%	67%	*	55%	*	50%	-	-	-	-	-	
	Female	52%	56%	65%	*	57%	80%	-	*	-	*	43%	80%	*	69%	-	-	65%	-	-	-	-	
Mathematics	All Students	42%	38%	39%	*	20%	46%	-	*	-	*	8%	58%	*	41%	*	43%	35%	-	-	-	-	
	CWD	27%	21%	*	-	-	*	-	*	-	*	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	45%	40%	41%	*	20%	55%	-	*	-	*	10%	59%	-	41%	*	45%	38%	-	-	-	-	
	EL	35%	32%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	
	Male	45%	42%	43%	-	*	50%	-	*	-	*	0%	67%	*	45%	*	43%	-	-	-	-	-	
	Female	39%	34%	35%	*	29%	40%	-	*	-	*	14%	50%	*	38%	-	-	35%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	56%	63%	50%	54%	86%	-	-	-	*	55%	80%	*	69%	*	55%	68%	-	-	-	*	
	CWD	29%	29%	*	*	*	*	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	57%	58%	69%	60%	58%	83%	-	-	-	*	63%	80%	-	69%	*	60%	75%	-	-	-	*	
	EL	41%	44%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	51%	55%	55%	*	*	*	-	-	-	*	43%	*	*	60%	*	55%	-	-	-	-	-	
	Female	55%	57%	68%	*	67%	*	-	-	-	*	62%	83%	*	75%	*	-	68%	-	-	-	*	
Mathematics	All Students	42%	37%	33%	33%	23%	57%	-	-	-	*	30%	40%	*	31%	*	27%	37%	-	-	-	*	
	CWD	25%	20%	*	*	*	*	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	45%	38%	31%	40%	17%	50%	-	-	-	*	25%	40%	-	31%	*	30%	31%	-	-	-	*	
	EL	34%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	45%	41%	27%	*	*	*	-	-	-	*	14%	*	*	30%	*	27%	-	-	-	-	-	
	Female	38%	32%	37%	*	22%	*	-	-	-	*	38%	33%	*	31%	*	-	37%	-	-	-	-	

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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
Grade 5																						
Reading	All Students	57%	62%	57%	*	46%	63%	-	*	*	*	54%	60%	*	67%	*	58%	56%	-	-	-	*
	CWD	29%	29%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	61%	66%	67%	*	55%	71%	-	*	*	*	70%	64%	-	67%	*	78%	60%	-	-	-	*
	EL	43%	49%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	53%	58%	58%	-	50%	*	-	*	-	-	50%	67%	*	78%	*	58%	-	-	-	-	-
	Female	60%	66%	56%	*	40%	60%	-	*	*	*	57%	56%	*	60%	*	-	56%	-	-	-	*
Mathematics	All Students	47%	43%	32%	*	15%	38%	-	*	*	*	23%	40%	*	38%	*	25%	38%	-	-	-	*
	CWD	25%	23%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	50%	45%	38%	*	18%	43%	-	*	*	*	30%	43%	-	38%	*	33%	40%	-	-	-	*
	EL	38%	33%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	48%	43%	25%	-	13%	*	-	*	-	-	17%	33%	*	33%	*	25%	-	-	-	-	-
	Female	46%	42%	38%	*	20%	20%	-	*	*	*	29%	44%	*	40%	*	-	38%	-	-	-	*
Science	All Students	38%	35%	25%	*	31%	25%	-	*	*	*	23%	27%	*	29%	*	33%	19%	-	-	-	*
	CWD	23%	24%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	40%	36%	29%	*	36%	29%	-	*	*	*	30%	29%	-	29%	*	44%	20%	-	-	-	*
	EL	24%	17%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	41%	38%	33%	-	38%	*	-	*	-	-	17%	50%	*	44%	*	33%	-	-	-	-	-
	Female	34%	31%	19%	*	20%	20%	-	*	*	*	29%	11%	*	20%	*	-	19%	-	-	-	*
Grade 6																						
Reading	All Students	42%	46%	64%	*	64%	*	*	*	-	*	56%	75%	*	67%	40%	79%	46%	-	-	-	-
	CWD	21%	19%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	46%	49%	67%	*	64%	*	*	*	-	*	57%	80%	-	67%	40%	82%	50%	-	-	-	-
	EL	24%	26%	40%	-	*	-	*	-	-	-	*	*	-	40%	40%	-	*	-	-	-	-
	Male	40%	42%	79%	*	100%	*	-	*	-	*	89%	60%	*	82%	-	79%	-	-	-	-	-
	Female	45%	50%	46%	*	44%	*	*	-	-	-	14%	83%	*	50%	*	-	46%	-	-	-	-
Mathematics	All Students	38%	36%	50%	*	43%	*	*	*	-	*	44%	58%	*	54%	20%	64%	31%	-	-	-	-
	CWD	20%	15%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	41%	39%	54%	*	45%	*	*	*	-	*	50%	60%	-	54%	20%	73%	33%	-	-	-	-
	EL	24%	23%	20%	-	*	-	*	-	-	-	*	*	-	20%	20%	-	*	-	-	-	-
	Male	40%	40%	64%	*	80%	*	-	*	-	*	67%	60%	*	73%	-	64%	-	-	-	-	-
	Female	36%	33%	31%	*	22%	*	*	-	-	-	14%	50%	*	33%	*	-	31%	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	59%	*	54%	50%	-	*	*	-	50%	67%	38%	64%	*	31%	75%	-	-	-	-
	CWD	25%	25%	38%	*	*	*	-	-	-	-	*	50%	38%	-	*	20%	*	-	-	-	-
	CWOD	59%	63%	64%	*	64%	50%	-	*	*	-	58%	69%	-	64%	*	38%	76%	-	-	-	-
	EL	33%	39%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	50%	57%	31%	*	*	25%	-	-	*	-	33%	29%	20%	38%	-	31%	-	-	-	-	-
	Female	60%	64%	75%	*	60%	83%	-	*	-	-	63%	83%	*	76%	*	-	75%	-	-	-	-

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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	30%	35%	39%	*	31%	43%	-	*	*	-	29%	47%	50%	36%	*	38%	40%	-	-	-	-	
	CWD	18%	16%	50%	*	*	*	-	-	-	-	*	67%	50%	-	*	40%	*	-	-	-	-	
	CWOD	32%	37%	36%	*	36%	30%	-	*	*	-	33%	38%	-	36%	*	38%	35%	-	-	-	-	
	EL	17%	20%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-	
	Male	31%	36%	38%	*	*	38%	-	-	*	-	33%	43%	40%	38%	-	38%	-	-	-	-	-	
	Female	29%	34%	40%	*	30%	50%	-	*	-	-	25%	50%	*	35%	*	-	40%	-	-	-	-	
Grade 8																							
Reading	All Students	57%	63%	65%	*	60%	86%	-	*	-	*	56%	73%	*	65%	*	*	67%	-	-	-	-	
	CWD	25%	30%	*	-	*	*	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	
	CWOD	61%	66%	65%	*	64%	80%	-	*	-	*	57%	70%	-	65%	*	*	67%	-	-	-	-	
	EL	33%	32%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-	
	Male	51%	58%	*	-	-	*	-	*	-	-	*	*	-	*	-	*	-	-	-	-	-	
	Female	63%	68%	67%	*	60%	*	-	*	-	*	53%	86%	*	67%	*	-	67%	-	-	-	-	
Mathematics	All Students	39%	34%	42%	*	40%	57%	-	*	-	*	31%	55%	*	43%	*	*	43%	-	-	-	-	
	CWD	20%	13%	*	-	*	*	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	
	CWOD	41%	37%	43%	*	43%	60%	-	*	-	*	36%	50%	-	43%	*	*	44%	-	-	-	-	
	EL	24%	21%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-	
	Male	38%	38%	*	-	-	*	-	*	-	-	*	*	-	*	-	*	-	-	-	-	-	
	Female	40%	32%	43%	*	40%	*	-	*	-	*	27%	71%	*	44%	*	-	43%	-	-	-	-	
Science	All Students	44%	45%	27%	*	20%	43%	-	*	-	*	19%	36%	*	30%	*	*	24%	-	-	-	-	
	CWD	22%	19%	*	-	*	*	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	
	CWOD	47%	47%	30%	*	21%	60%	-	*	-	*	21%	40%	-	30%	*	*	28%	-	-	-	-	
	EL	23%	22%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-	
	Male	45%	50%	*	-	-	*	-	*	-	-	*	*	-	*	-	*	-	-	-	-	-	
	Female	42%	40%	24%	*	20%	*	-	*	-	*	13%	43%	*	28%	*	-	24%	-	-	-	-	
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All Students	29%	33%	29%	*	20%	46%	-	*	-	*	0%	47%	*	33%	*	36%	24%	-	-	-	-	
	CWD	12%	16%	*	-	-	*	-	*	-	*	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	32%	35%	33%	*	20%	55%	-	*	-	*	0%	53%	-	33%	*	45%	25%	-	-	-	-	
	EL	19%	17%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	
	Male	28%	31%	36%	-	*	63%	-	*	-	*	0%	56%	*	45%	*	36%	-	-	-	-	-	
	Female	31%	35%	24%	*	29%	20%	-	*	-	*	0%	40%	*	25%	-	-	24%	-	-	-	-	
Mathematics	All Students	20%	15%	23%	*	0%	46%	-	*	-	*	0%	37%	*	26%	*	29%	18%	-	-	-	-	
	CWD	10%	7%	*	-	-	*	-	*	-	*	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	22%	16%	26%	*	0%	55%	-	*	-	*	0%	41%	-	26%	*	36%	19%	-	-	-	-	
	EL	15%	11%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	
	Male	23%	17%	29%	-	*	50%	-	*	-	*	0%	44%	*	36%	*	29%	-	-	-	-	-	
	Female	18%	13%	18%	*	0%	40%	-	*	-	*	0%	30%	*	19%	-	-	18%	-	-	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 4																						
Reading	All Students	28%	29%	33%	17%	23%	57%	-	-	-	*	30%	40%	*	35%	*	18%	42%	-	-	-	*
	CWD	10%	7%	*	*	*	*	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-
	CWOD	31%	31%	35%	20%	25%	50%	-	-	-	*	31%	40%	-	35%	*	20%	44%	-	-	-	*
	EL	18%	22%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	26%	27%	18%	*	*	*	-	-	-	*	14%	*	*	20%	*	18%	-	-	-	-	-
	Female	29%	32%	42%	*	33%	*	-	-	-	*	38%	50%	*	44%	*	-	42%	-	-	-	*
Mathematics	All Students	22%	20%	17%	17%	0%	43%	-	-	-	*	5%	40%	*	19%	*	18%	16%	-	-	-	*
	CWD	10%	10%	*	*	*	*	-	-	-	*	*	-	*	-	-	*	*	-	-	-	-
	CWOD	25%	21%	19%	20%	0%	50%	-	-	-	*	6%	40%	-	19%	*	20%	19%	-	-	-	*
	EL	16%	12%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	25%	23%	18%	*	*	*	-	-	-	*	0%	*	*	20%	*	18%	-	-	-	-	-
	Female	19%	18%	16%	*	0%	*	-	-	-	*	8%	33%	*	19%	*	-	16%	-	-	-	*
Grade 5																						
Reading	All Students	36%	38%	43%	*	38%	38%	-	*	*	*	38%	47%	*	50%	*	42%	44%	-	-	-	*
	CWD	12%	15%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	40%	41%	50%	*	45%	43%	-	*	*	*	50%	50%	-	50%	*	56%	47%	-	-	-	*
	EL	23%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	32%	32%	42%	-	38%	*	-	*	-	-	33%	50%	*	56%	*	42%	-	-	-	-	-
	Female	39%	44%	44%	*	40%	40%	-	*	*	*	43%	44%	*	47%	*	-	44%	-	-	-	*
Mathematics	All Students	24%	21%	14%	*	15%	0%	-	*	*	*	8%	20%	*	17%	*	8%	19%	-	-	-	*
	CWD	9%	8%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	26%	23%	17%	*	18%	0%	-	*	*	*	10%	21%	-	17%	*	11%	20%	-	-	-	*
	EL	17%	14%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	25%	23%	8%	-	13%	*	-	*	-	-	0%	17%	*	11%	*	8%	-	-	-	-	-
	Female	23%	20%	19%	*	20%	0%	-	*	*	*	14%	22%	*	20%	*	-	19%	-	-	-	*
Science	All Students	17%	14%	4%	*	8%	0%	-	*	*	*	0%	7%	*	4%	*	8%	0%	-	-	-	*
	CWD	9%	9%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	19%	14%	4%	*	9%	0%	-	*	*	*	0%	7%	-	4%	*	11%	0%	-	-	-	*
	EL	9%	7%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	20%	16%	8%	-	13%	*	-	*	-	-	0%	17%	*	11%	*	8%	-	-	-	-	-
	Female	15%	12%	0%	*	0%	0%	-	*	*	*	0%	0%	*	0%	*	-	0%	-	-	-	*
Grade 6																						
Reading	All Students	23%	23%	32%	*	21%	*	*	*	-	*	19%	50%	*	33%	40%	36%	23%	-	-	-	-
	CWD	8%	7%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	25%	25%	33%	*	18%	*	*	*	-	*	21%	50%	-	33%	40%	36%	25%	-	-	-	-
	EL	9%	14%	40%	-	*	-	*	-	-	-	*	*	-	40%	40%	-	*	-	-	-	-
	Male	21%	21%	36%	*	20%	*	-	*	-	*	22%	60%	*	36%	-	36%	-	-	-	-	-
	Female	25%	25%	23%	*	22%	*	*	-	-	-	14%	33%	*	25%	*	-	23%	-	-	-	-

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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	16%	13%	11%	*	7%	*	*	*	-	*	0%	25%	*	8%	20%	14%	0%	-	-	-	-	
	CWD	8%	7%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	17%	14%	8%	*	0%	*	*	*	-	*	0%	20%	-	8%	20%	9%	0%	-	-	-	-	
	EL	7%	5%	20%	-	*	-	*	-	-	-	*	*	-	20%	20%	-	*	-	-	-	-	
	Male	17%	14%	14%	*	20%	*	-	*	-	*	0%	40%	*	9%	-	14%	-	-	-	-	-	
	Female	14%	12%	0%	*	0%	*	*	-	-	-	0%	0%	*	0%	*	-	0%	-	-	-	-	
Grade 7																							
Reading	All Students	36%	41%	47%	*	46%	36%	-	*	*	-	43%	50%	25%	52%	*	31%	55%	-	-	-	-	
	CWD	11%	12%	25%	*	*	*	-	-	-	-	*	33%	25%	-	*	20%	*	-	-	-	-	
	CWOD	40%	43%	52%	*	55%	40%	-	*	*	-	50%	54%	-	52%	*	38%	59%	-	-	-	-	
	EL	17%	22%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-	
	Male	32%	37%	31%	*	*	25%	-	-	*	-	33%	29%	20%	38%	-	31%	-	-	-	-	-	
	Female	41%	45%	55%	*	50%	50%	-	*	-	-	50%	58%	*	59%	*	-	55%	-	-	-	-	
Mathematics	All Students	13%	14%	24%	*	15%	29%	-	*	*	-	7%	37%	25%	24%	*	23%	25%	-	-	-	-	
	CWD	7%	7%	25%	*	*	*	-	-	-	-	*	33%	25%	-	*	40%	*	-	-	-	-	
	CWOD	14%	14%	24%	*	18%	20%	-	*	*	-	8%	38%	-	24%	*	13%	29%	-	-	-	-	
	EL	6%	7%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-	
	Male	13%	14%	23%	*	*	25%	-	-	*	-	0%	43%	40%	13%	-	23%	-	-	-	-	-	
	Female	12%	13%	25%	*	20%	33%	-	*	-	-	13%	33%	*	29%	*	-	25%	-	-	-	-	
Grade 8																							
Reading	All Students	37%	42%	35%	*	53%	14%	-	*	-	*	38%	27%	*	35%	*	*	43%	-	-	-	-	
	CWD	11%	23%	*	-	*	*	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	
	CWOD	40%	43%	35%	*	57%	0%	-	*	-	*	36%	30%	-	35%	*	*	44%	-	-	-	-	
	EL	16%	15%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-	
	Male	31%	34%	*	-	-	*	-	*	-	-	*	*	-	*	-	*	-	-	-	-	-	
	Female	42%	48%	43%	*	53%	*	-	*	-	*	40%	43%	*	44%	*	-	43%	-	-	-	-	
Mathematics	All Students	14%	11%	12%	*	7%	29%	-	*	-	*	6%	18%	*	13%	*	*	10%	-	-	-	-	
	CWD	8%	5%	*	-	*	*	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	
	CWOD	15%	11%	13%	*	7%	40%	-	*	-	*	7%	20%	-	13%	*	*	11%	-	-	-	-	
	EL	6%	5%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-	
	Male	14%	13%	*	-	-	*	-	*	-	-	*	*	-	*	-	*	-	-	-	-	-	
	Female	14%	8%	10%	*	7%	*	-	*	-	*	7%	14%	*	11%	*	-	10%	-	-	-	-	
Science	All Students	23%	19%	12%	*	13%	14%	-	*	-	*	13%	9%	*	13%	*	*	10%	-	-	-	-	
	CWD	9%	10%	*	-	*	*	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-	
	CWOD	24%	20%	13%	*	14%	20%	-	*	-	*	14%	10%	-	13%	*	*	11%	-	-	-	-	
	EL	8%	9%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-	
	Male	24%	23%	*	-	-	*	-	*	-	-	*	*	-	*	-	*	-	-	-	-	-	
	Female	21%	16%	10%	*	13%	*	-	*	-	*	13%	0%	*	11%	*	-	10%	-	-	-	-	
STAAR Percent at Approaches Grade Level or Above																							



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	73%	79%	75%	79%	67%	83%	*	83%	100%	77%	70%	81%	58%	78%	58%	73%	77%	-	-	-	63%
	CWD	44%	49%	58%	64%	29%	73%	-	*	-	*	46%	76%	58%	-	0%	44%	75%	-	-	-	*
	CWOD	77%	81%	78%	84%	72%	85%	*	82%	100%	73%	75%	82%	-	78%	66%	81%	77%	-	-	-	60%
	EL	59%	62%	58%	-	54%	-	*	-	-	-	56%	*	0%	66%	58%	55%	57%	-	-	-	-
	Male	71%	79%	73%	75%	65%	78%	-	67%	*	83%	65%	80%	44%	81%	55%	73%	-	-	-	-	-
	Female	75%	79%	77%	80%	68%	88%	*	100%	*	71%	73%	81%	75%	77%	57%	-	77%	-	-	-	63%
Reading	All Students	74%	84%	83%	89%	76%	86%	*	100%	*	83%	78%	88%	62%	87%	68%	79%	85%	-	-	-	*
	CWD	43%	54%	62%	80%	33%	60%	-	*	-	*	53%	67%	62%	-	*	47%	75%	-	-	-	*
	CWOD	78%	87%	87%	93%	81%	90%	*	100%	*	80%	83%	90%	-	87%	76%	87%	86%	-	-	-	*
	EL	57%	67%	68%	-	65%	-	*	-	-	-	67%	*	*	76%	68%	80%	62%	-	-	-	-
	Male	70%	82%	79%	83%	78%	73%	-	100%	*	83%	76%	82%	47%	87%	80%	79%	-	-	-	-	-
	Female	78%	86%	85%	92%	75%	100%	*	100%	*	83%	79%	92%	75%	86%	62%	-	85%	-	-	-	*
Mathematics	All Students	71%	74%	72%	79%	62%	81%	*	80%	*	83%	67%	78%	63%	74%	47%	69%	75%	-	-	-	*
	CWD	44%	45%	63%	60%	33%	80%	-	*	-	*	47%	83%	63%	-	*	47%	83%	-	-	-	*
	CWOD	75%	76%	74%	86%	65%	81%	*	78%	*	80%	71%	77%	-	74%	53%	75%	73%	-	-	-	*
	EL	61%	60%	47%	-	41%	-	*	-	-	-	44%	*	*	53%	47%	20%	54%	-	-	-	-
	Male	71%	76%	69%	67%	52%	81%	-	60%	*	83%	56%	82%	47%	75%	20%	69%	-	-	-	-	-
	Female	71%	72%	75%	85%	65%	80%	*	100%	*	83%	74%	76%	83%	73%	54%	-	75%	-	-	-	*
Science	All Students	74%	77%	61%	*	61%	73%	-	*	*	*	55%	68%	29%	66%	60%	63%	59%	-	-	-	*
	CWD	47%	49%	29%	*	*	*	-	-	-	-	20%	*	29%	-	*	*	*	-	-	-	*
	CWOD	78%	80%	66%	*	68%	75%	-	*	*	*	63%	70%	-	66%	*	77%	61%	-	-	-	*
	EL	58%	54%	60%	-	60%	-	-	-	-	-	60%	-	*	*	60%	*	*	-	-	-	-
	Male	74%	79%	63%	-	63%	83%	-	*	-	-	57%	67%	*	77%	*	63%	-	-	-	-	-
	Female	75%	76%	59%	*	60%	67%	-	*	*	*	55%	63%	*	61%	*	-	59%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	50%	47%	38%	40%	58%	*	75%	80%	35%	37%	57%	30%	50%	28%	48%	47%	-	-	-	25%
	CWD	23%	24%	30%	18%	19%	45%	-	*	-	*	14%	52%	30%	-	0%	25%	36%	-	-	-	*
	CWOD	50%	53%	50%	45%	42%	61%	*	73%	80%	41%	42%	58%	-	50%	32%	54%	48%	-	-	-	40%
	EL	29%	31%	28%	-	26%	-	*	-	-	-	24%	*	0%	32%	28%	18%	27%	-	-	-	-
	Male	45%	50%	48%	8%	41%	58%	-	58%	*	50%	41%	54%	25%	54%	18%	48%	-	-	-	-	-
	Female	48%	51%	47%	50%	39%	59%	*	92%	*	21%	35%	60%	36%	48%	27%	-	47%	-	-	-	25%
Reading	All Students	52%	61%	61%	53%	55%	73%	*	90%	*	42%	52%	71%	35%	66%	47%	57%	64%	-	-	-	*
	CWD	24%	29%	35%	20%	22%	50%	-	*	-	*	20%	50%	35%	-	*	27%	42%	-	-	-	*
	CWOD	56%	64%	66%	64%	59%	76%	*	89%	*	50%	58%	74%	-	66%	53%	64%	67%	-	-	-	*
	EL	31%	38%	47%	-	47%	-	*	-	-	-	44%	*	*	53%	47%	40%	46%	-	-	-	-
	Male	47%	57%	57%	17%	52%	65%	-	80%	*	50%	53%	61%	27%	64%	40%	57%	-	-	-	-	-
	Female	56%	64%	64%	69%	56%	80%	*	100%	*	33%	51%	80%	42%	67%	46%	-	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
Mathematics	All Students	41%	39%	39%	32%	29%	50%	*	70%	*	33%	29%	51%	33%	40%	16%	41%	38%	-	-	-	*
	CWD	22%	18%	33%	20%	22%	50%	-	*	-	*	13%	58%	33%	-	*	27%	42%	-	-	-	*
	CWOD	44%	41%	40%	36%	30%	50%	*	67%	*	40%	32%	49%	-	40%	18%	45%	37%	-	-	-	*
	EL	29%	25%	16%	-	12%	-	*	-	-	-	11%	*	*	18%	16%	0%	15%	-	-	-	-
	Male	42%	41%	41%	0%	30%	52%	-	60%	*	50%	32%	50%	27%	45%	0%	41%	-	-	-	-	-
	Female	40%	37%	38%	46%	29%	48%	*	80%	*	17%	26%	51%	42%	37%	15%	-	38%	-	-	-	*
Science	All Students	46%	49%	26%	*	25%	33%	-	*	*	*	21%	32%	0%	30%	0%	38%	22%	-	-	-	*
	CWD	23%	27%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	*
	CWOD	49%	51%	30%	*	28%	42%	-	*	*	*	25%	35%	-	30%	*	46%	24%	-	-	-	*
	EL	25%	23%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	47%	52%	38%	-	38%	50%	-	*	-	-	29%	44%	*	46%	*	38%	-	-	-	-	-
	Female	45%	46%	22%	*	20%	22%	-	*	*	*	18%	25%	*	24%	*	-	22%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	24%	12%	20%	32%	*	38%	60%	23%	15%	34%	13%	26%	16%	24%	24%	-	-	-	13%
	CWD	9%	10%	13%	9%	10%	23%	-	*	-	*	6%	24%	13%	-	0%	16%	11%	-	-	-	*
	CWOD	24%	25%	26%	13%	21%	34%	*	41%	60%	27%	17%	36%	-	26%	18%	26%	26%	-	-	-	20%
	EL	12%	12%	16%	-	13%	-	*	-	-	-	12%	*	0%	18%	16%	9%	13%	-	-	-	-
	Male	21%	23%	24%	0%	15%	36%	-	17%	*	25%	9%	38%	16%	26%	9%	24%	-	-	-	-	-
	Female	23%	25%	24%	17%	22%	28%	*	58%	*	21%	18%	31%	11%	26%	13%	-	24%	-	-	-	13%
Reading	All Students	25%	31%	37%	16%	35%	41%	*	60%	*	33%	29%	45%	19%	40%	32%	31%	40%	-	-	-	*
	CWD	9%	11%	19%	20%	11%	30%	-	*	-	*	13%	25%	19%	-	*	13%	25%	-	-	-	*
	CWOD	27%	33%	40%	14%	38%	43%	*	67%	*	40%	32%	48%	-	40%	35%	36%	41%	-	-	-	*
	EL	13%	16%	32%	-	29%	-	*	-	-	-	28%	*	*	35%	32%	20%	31%	-	-	-	-
	Male	22%	27%	31%	0%	22%	42%	-	40%	*	33%	21%	42%	13%	36%	20%	31%	-	-	-	-	-
	Female	28%	35%	40%	23%	40%	40%	*	80%	*	33%	33%	47%	25%	41%	31%	-	40%	-	-	-	*
Mathematics	All Students	20%	18%	17%	11%	8%	29%	*	30%	*	17%	4%	31%	11%	18%	5%	19%	15%	-	-	-	*
	CWD	9%	7%	11%	0%	11%	20%	-	*	-	*	0%	25%	11%	-	*	20%	0%	-	-	-	*
	CWOD	21%	19%	18%	14%	7%	31%	*	33%	*	20%	5%	32%	-	18%	6%	19%	17%	-	-	-	*
	EL	12%	10%	5%	-	0%	-	*	-	-	-	0%	*	*	6%	5%	0%	0%	-	-	-	-
	Male	21%	19%	19%	0%	9%	33%	-	0%	*	17%	0%	38%	20%	19%	0%	19%	-	-	-	-	-
	Female	19%	16%	15%	15%	7%	24%	*	60%	*	17%	7%	24%	0%	17%	0%	-	15%	-	-	-	*
Science	All Students	20%	19%	7%	*	11%	7%	-	*	*	*	7%	8%	0%	9%	0%	13%	5%	-	-	-	*
	CWD	8%	11%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	*
	CWOD	22%	20%	9%	*	12%	8%	-	*	*	*	8%	9%	-	9%	*	15%	6%	-	-	-	*
	EL	7%	8%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	22%	21%	13%	-	13%	17%	-	*	-	-	0%	22%	*	15%	*	13%	-	-	-	-	-
	Female	19%	17%	5%	*	10%	0%	-	*	*	*	9%	0%	*	6%	*	-	5%	-	-	-	*

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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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	82	86	82	82	*	83	-	80	82	79	81
CWD	79	*	71	83	-	-	-	*	86	79	*
CWOD	82	88	84	82	*	83	-	*	81	-	77
EL ◇	81	-	88	-	*	-	-	-	81	*	81
Male	81	*	81	77	-	*	-	*	83	83	*
Female	82	93	83	86	*	*	-	*	82	77	77
<b>Mathematics</b>											
All Students	67	82	68	52	*	83	-	*	65	61	57
CWD	61	*	56	58	-	-	-	*	58	61	*
CWOD	68	88	70	50	*	83	-	*	67	-	67
EL ◇	57	-	54	-	*	-	-	-	57	*	57
Male	61	*	71	50	-	*	-	*	57	57	*
Female	70	100	67	53	*	*	-	*	69	64	58

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

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

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

#### Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
29	2	7%

- Indicates there are no students in the group.

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

◇ Indicates data reporting does not meet for Minimum Size.

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

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

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

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

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

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

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

### Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	99%	100%	100%	97%	*	100%	100%	100%	100%	98%	98%	99%	100%	99%	99%	-
	CWD	98%	100%	100%	96%	-	*	-	*	100%	96%	98%	-	100%	97%	100%	-
	CWOD	99%	100%	100%	97%	*	100%	100%	100%	100%	98%	-	99%	100%	100%	99%	-
	EL	100%	-	100%	-	*	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	98%	-	100%	*	100%	100%	99%	97%	100%	100%	99%	-	-
	Female	99%	100%	100%	95%	*	100%	*	100%	100%	97%	100%	99%	100%	-	99%	-
<b>Reading</b>	All Students	99%	100%	100%	96%	*	100%	*	100%	100%	98%	97%	99%	100%	99%	99%	-
	CWD	97%	100%	100%	90%	-	*	-	*	100%	92%	97%	-	*	94%	100%	-
	CWOD	99%	100%	100%	98%	*	100%	*	100%	100%	99%	-	99%	100%	100%	99%	-
	EL	100%	-	100%	-	*	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	99%	100%	100%	96%	-	100%	*	100%	100%	97%	94%	100%	100%	99%	-	-
	Female	99%	100%	100%	96%	*	100%	*	100%	100%	98%	100%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	99%	100%	100%	98%	*	100%	*	100%	100%	99%	100%	99%	100%	100%	99%	-
		99%	100%	100%	98%	*	100%	*	100%	100%	99%	100%	99%	100%	100%	99%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	*	100%	100%	-
		100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	100%	100%	98%	*	100%	*	100%	100%	99%	-	99%	100%	100%	99%	-
		99%	100%	100%	98%	*	100%	*	100%	100%	99%	-	99%	100%	100%	99%	-
	EL	100%	-	100%	-	*	-	-	-	100%	*	*	100%	100%	100%	100%	-
		100%	-	100%	-	*	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
		100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	96%	*	100%	*	100%	100%	98%	100%	99%	100%	-	99%	-
		99%	100%	100%	96%	*	100%	*	100%	100%	98%	100%	99%	100%	-	99%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	1%	0%	0%	3%	*	0%	0%	0%	0%	2%	2%	1%	0%	1%	1%	-
	CWD	2%	0%	0%	4%	-	*	-	*	0%	4%	2%	-	0%	3%	0%	-
	CWOD	1%	0%	0%	3%	*	0%	0%	0%	0%	2%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	-	*	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	2%	-	0%	*	0%	0%	1%	3%	0%	0%	1%	-	-
	Female	1%	0%	0%	5%	*	0%	*	0%	0%	3%	0%	1%	0%	-	1%	-
Reading	All Students	1%	0%	0%	4%	*	0%	*	0%	0%	2%	3%	1%	0%	1%	1%	-
	CWD	3%	0%	0%	10%	-	*	-	*	0%	8%	3%	-	*	6%	0%	-
	CWOD	1%	0%	0%	2%	*	0%	*	0%	0%	1%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	-	*	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	1%	0%	0%	4%	-	0%	*	0%	0%	3%	6%	0%	0%	1%	-	-
	Female	1%	0%	0%	4%	*	0%	*	0%	0%	2%	0%	1%	0%	-	1%	-
Mathematics	All Students	1%	0%	0%	2%	*	0%	*	0%	0%	1%	0%	1%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	0%	2%	*	0%	*	0%	0%	1%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	-	*	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	4%	*	0%	*	0%	0%	2%	0%	1%	0%	-	1%	-

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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
<b>Science</b>	All Students	2%	*	0%	7%	-	*	*	*	0%	4%	0%	2%	0%	0%	3%	-
	CWD	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-
	CWOD	2%	*	0%	8%	-	*	*	*	0%	4%	-	2%	*	0%	3%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-
	Male	0%	-	0%	0%	-	*	-	-	0%	0%	*	0%	*	0%	-	-
	Female	3%	*	0%	11%	-	*	*	*	0%	6%	0%	3%	*	-	3%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	4	1	2	1	0	0	0	0	0		
	Female	4	0	0	3	0	1	0	0	1		
	Total	8	1	2	4	0	1	0	0	1		
<b>Out-of-School Suspensions</b>												
	Male	7	2	1	3	0	1	0	0	2		
	Female	2	0	1	0	0	1	0	0	2		
	Total	9	2	2	3	0	2	0	0	4		
<b>Expulsions</b>												



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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	14	-8	6	6	-8	1	-8	1	1	2	-8
	Female	24	1	10	12	-8	1	-8	-8	1	3	-8
	Total	38	1	16	18	-8	2	-8	1	2	5	-8

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

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.

-3 Indicates skip logic failure.

-8 Indicates EDFacts missing data.

-9 Indicates not applicable / skipped.

-11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

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

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.0	28.0%
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	0.0	-

- Indicates there are no data available in the group.

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

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	*	3%
Mathematics	6,587	2%	*	0%	*	3%
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	*	3%
Mathematics	6,408	2%	*	0%	*	3%
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	*	4%
Mathematics	6,177	2%	*	0%	*	4%
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	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
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	6	1%
Reading	48,805	1%	25	0%	*	2%
Mathematics	43,293	1%	24	0%	*	2%
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	3%	0%	4%	5%	*	0%	*	0%	3%	4%	2%

- Indicates there are no students in the group.

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

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**Part (i): Description of State Accountability System**

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

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

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

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



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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

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

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

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

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

### Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	79%	86%	<b>83%</b>	-	71%	*	-	*	-	*	-	83%	*	91%	-	80%	86%	-	-	-	-
	CWD	47%	55%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	83%	89%	<b>91%</b>	-	83%	*	-	*	-	*	-	91%	-	91%	-	80%	100%	-	-	-	-
	EL	63%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	75%	83%	<b>80%</b>	-	*	*	-	*	-	-	-	80%	-	80%	-	80%	-	-	-	-	-
	Female	83%	89%	<b>86%</b>	-	*	*	-	-	-	*	-	86%	*	100%	-	-	86%	-	-	-	-
Mathematics	All Students	60%	66%	<b>83%</b>	-	71%	*	-	*	-	*	-	83%	*	91%	-	100%	71%	-	-	-	-
	CWD	36%	36%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	63%	68%	<b>91%</b>	-	83%	*	-	*	-	*	-	91%	-	91%	-	100%	83%	-	-	-	-
	EL	45%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	60%	68%	<b>100%</b>	-	*	*	-	*	-	-	-	100%	-	100%	-	100%	-	-	-	-	-
	Female	59%	64%	<b>71%</b>	-	*	*	-	-	-	*	-	71%	*	83%	-	-	71%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	82%	88%	<b>97%</b>	*	94%	100%	-	*	-	*	89%	100%	-	97%	*	94%	100%	-	-	-	-
	CWD	50%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	90%	<b>97%</b>	*	94%	100%	-	*	-	*	89%	100%	-	97%	*	94%	100%	-	-	-	-
	EL	65%	65%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	78%	86%	<b>94%</b>	-	89%	100%	-	*	-	*	*	100%	-	94%	*	94%	-	-	-	-	-
	Female	86%	90%	<b>100%</b>	*	100%	100%	-	-	-	-	100%	100%	-	100%	-	-	100%	-	-	-	-
Mathematics	All Students	70%	69%	<b>75%</b>	*	60%	85%	-	*	-	-	67%	78%	-	75%	*	69%	79%	-	-	-	-
	CWD	40%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	73%	<b>75%</b>	*	60%	85%	-	*	-	-	67%	78%	-	75%	*	69%	79%	-	-	-	-
	EL	57%	57%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	68%	73%	<b>69%</b>	-	63%	*	-	*	-	-	*	67%	-	69%	*	69%	-	-	-	-	-
	Female	72%	67%	<b>79%</b>	*	57%	89%	-	-	-	-	60%	86%	-	79%	-	-	79%	-	-	-	-
Science	All Students	73%	79%	<b>89%</b>	*	82%	93%	-	-	-	*	78%	92%	-	89%	*	87%	90%	-	-	-	-
	CWD	42%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	82%	<b>89%</b>	*	82%	93%	-	-	-	*	78%	92%	-	89%	*	87%	90%	-	-	-	-
	EL	54%	52%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	73%	83%	<b>87%</b>	-	78%	100%	-	-	-	*	*	91%	-	87%	*	87%	-	-	-	-	-
	Female	73%	75%	<b>90%</b>	*	88%	89%	-	-	-	-	80%	93%	-	90%	-	-	90%	-	-	-	-
<b>End of Course</b>																						
English I	All Students	64%	87%	<b>98%</b>	*	100%	100%	-	88%	*	*	100%	97%	*	98%	83%	95%	100%	-	-	-	-
	CWD	29%	54%	*	-	-	-	-	-	-	*	-	*	*	-	*	*	-	-	-	-	-
	CWOD	68%	90%	<b>98%</b>	*	100%	100%	-	88%	*	*	100%	97%	-	98%	80%	95%	100%	-	-	-	-
	EL	38%	49%	<b>83%</b>	-	*	-	-	*	-	*	*	80%	*	80%	83%	*	*	-	-	-	-
	Male	58%	84%	<b>95%</b>	*	*	100%	-	*	-	*	*	94%	*	95%	*	95%	-	-	-	-	-
	Female	70%	90%	<b>100%</b>	*	100%	100%	-	*	*	*	100%	100%	-	100%	*	-	100%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	71%	91%	99%	83%	98%	100%	-	100%	*	*	98%	100%	*	99%	*	100%	98%	-	-	-	-
	CWD	33%	55%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	76%	94%	99%	83%	98%	100%	-	100%	*	*	98%	100%	-	99%	*	100%	98%	-	-	-	-
	EL	43%	66%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	65%	88%	100%	-	100%	100%	-	100%	-	*	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	77%	93%	98%	83%	96%	100%	-	100%	*	*	97%	100%	*	98%	*	-	98%	-	-	-	-
Algebra I	All Students	74%	85%	97%	*	100%	100%	-	*	*	*	100%	97%	-	97%	*	94%	100%	-	-	-	*
	CWD	46%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	88%	97%	*	100%	100%	-	*	*	*	100%	97%	-	97%	*	94%	100%	-	-	-	*
	EL	64%	63%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	71%	84%	94%	*	*	100%	-	*	-	*	*	94%	-	94%	*	94%	-	-	-	-	-
	Female	78%	86%	100%	*	100%	100%	-	*	*	*	100%	100%	-	100%	*	-	100%	-	-	-	*
Biology	All Students	82%	94%	99%	100%	100%	100%	-	91%	*	*	100%	98%	*	99%	80%	96%	100%	-	-	-	-
	CWD	57%	77%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	86%	96%	99%	100%	100%	100%	-	91%	*	*	100%	98%	-	99%	80%	96%	100%	-	-	-	-
	EL	66%	75%	80%	-	*	-	-	*	-	-	-	80%	-	80%	80%	*	*	-	-	-	-
	Male	80%	94%	96%	*	100%	100%	-	83%	-	*	100%	94%	-	96%	*	96%	-	-	-	-	-
	Female	85%	95%	100%	100%	100%	100%	-	100%	*	*	100%	100%	*	100%	*	-	100%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 7</b>																						
Reading	All Students	55%	61%	75%	-	71%	*	-	*	-	*	-	75%	*	82%	-	80%	71%	-	-	-	-
	CWD	25%	25%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	59%	63%	82%	-	83%	*	-	*	-	*	-	82%	-	82%	-	80%	83%	-	-	-	-
	EL	33%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	50%	57%	80%	-	*	*	-	*	-	-	-	80%	-	80%	-	80%	-	-	-	-	-
	Female	60%	64%	71%	-	*	*	-	-	-	*	-	71%	*	83%	-	-	71%	-	-	-	-
Mathematics	All Students	30%	35%	42%	-	29%	*	-	*	-	*	-	42%	*	45%	-	60%	29%	-	-	-	-
	CWD	18%	16%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	32%	37%	45%	-	33%	*	-	*	-	*	-	45%	-	45%	-	60%	33%	-	-	-	-
	EL	17%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	31%	36%	60%	-	*	*	-	*	-	-	-	60%	-	60%	-	60%	-	-	-	-	-
	Female	29%	34%	29%	-	*	*	-	-	-	*	-	29%	*	33%	-	-	29%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	57%	63%	83%	*	76%	86%	-	*	-	*	67%	89%	-	83%	*	81%	85%	-	-	-	-
	CWD	25%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	66%	83%	*	76%	86%	-	*	-	*	67%	89%	-	83%	*	81%	85%	-	-	-	-
	EL	33%	32%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	51%	58%	81%	-	78%	80%	-	*	-	*	*	83%	-	81%	*	81%	-	-	-	-	-
	Female	63%	68%	85%	*	75%	89%	-	-	-	-	60%	93%	-	85%	-	-	85%	-	-	-	-

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**ISCHOOL HIGH AT UNIVERSITY PARK (221801051) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	39%	34%	<b>34%</b>	*	27%	38%	-	*	-	-	22%	39%	-	34%	*	31%	37%	-	-	-	-
	CWD	20%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	41%	37%	<b>34%</b>	*	27%	38%	-	*	-	-	22%	39%	-	34%	*	31%	37%	-	-	-	-
	EL	24%	21%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	38%	38%	<b>31%</b>	-	38%	*	-	*	-	-	*	22%	-	31%	*	31%	-	-	-	-	-
	Female	40%	32%	<b>37%</b>	*	14%	44%	-	-	-	-	0%	50%	-	37%	-	-	37%	-	-	-	-
Science	All Students	44%	45%	<b>60%</b>	*	47%	71%	-	-	-	*	44%	65%	-	60%	*	60%	60%	-	-	-	-
	CWD	22%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	47%	47%	<b>60%</b>	*	47%	71%	-	-	-	*	44%	65%	-	60%	*	60%	60%	-	-	-	-
	EL	23%	22%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	45%	50%	<b>60%</b>	-	56%	60%	-	-	-	*	*	55%	-	60%	*	60%	-	-	-	-	-
	Female	42%	40%	<b>60%</b>	*	38%	78%	-	-	-	-	20%	73%	-	60%	-	-	60%	-	-	-	-
<b>End of Course</b>																						
English I	All Students	46%	75%	<b>95%</b>	*	94%	100%	-	88%	*	*	100%	92%	*	96%	50%	90%	97%	-	-	-	-
	CWD	17%	28%	*	-	-	-	-	-	-	*	-	*	*	-	*	*	-	-	-	-	-
	CWOD	50%	79%	<b>96%</b>	*	94%	100%	-	88%	*	*	100%	95%	-	96%	60%	95%	97%	-	-	-	-
	EL	19%	23%	<b>50%</b>	-	*	-	-	*	-	*	*	40%	*	60%	50%	*	*	-	-	-	-
	Male	40%	70%	<b>90%</b>	*	*	100%	-	*	-	*	*	89%	*	95%	*	90%	-	-	-	-	-
	Female	53%	79%	<b>97%</b>	*	93%	100%	-	*	*	*	100%	95%	-	97%	*	-	97%	-	-	-	-
English II	All Students	54%	81%	<b>94%</b>	83%	88%	96%	-	100%	*	*	89%	98%	*	94%	*	97%	92%	-	-	-	-
	CWD	21%	40%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	59%	84%	<b>94%</b>	83%	88%	96%	-	100%	*	*	89%	98%	-	94%	*	97%	92%	-	-	-	-
	EL	22%	40%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	48%	75%	<b>97%</b>	-	100%	92%	-	100%	-	*	94%	100%	-	97%	*	97%	-	-	-	-	-
	Female	62%	85%	<b>92%</b>	83%	82%	100%	-	100%	*	*	86%	97%	*	92%	*	-	92%	-	-	-	-
Algebra I	All Students	42%	46%	<b>87%</b>	*	100%	88%	-	*	*	*	78%	90%	-	87%	*	89%	86%	-	-	-	*
	CWD	19%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	49%	<b>87%</b>	*	100%	88%	-	*	*	*	78%	90%	-	87%	*	89%	86%	-	-	-	*
	EL	28%	21%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	40%	43%	<b>89%</b>	*	*	90%	-	*	-	*	*	88%	-	89%	*	89%	-	-	-	-	-
	Female	45%	49%	<b>86%</b>	*	100%	83%	-	*	*	*	71%	93%	-	86%	*	-	86%	-	-	-	*
Biology	All Students	54%	76%	<b>85%</b>	83%	72%	100%	-	91%	*	*	72%	94%	*	85%	60%	96%	78%	-	-	-	-
	CWD	25%	41%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	57%	79%	<b>85%</b>	83%	71%	100%	-	91%	*	*	72%	93%	-	85%	60%	96%	78%	-	-	-	-
	EL	26%	36%	<b>60%</b>	-	*	-	-	*	-	-	-	60%	-	60%	60%	*	*	-	-	-	-
	Male	52%	74%	<b>96%</b>	*	100%	100%	-	83%	-	*	100%	94%	-	96%	*	96%	-	-	-	-	-
	Female	56%	77%	<b>78%</b>	80%	64%	100%	-	100%	*	*	57%	93%	*	78%	*	-	78%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 7</b>																						

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**ISCHOOL HIGH AT UNIVERSITY PARK (221801051) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	36%	41%	67%	-	57%	*	-	*	-	*	-	67%	*	73%	-	80%	57%	-	-	-	-	
	CWD	11%	12%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	
	CWOD	40%	43%	73%	-	67%	*	-	*	-	*	-	73%	-	73%	-	80%	67%	-	-	-	-	
	EL	17%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	32%	37%	80%	-	*	*	-	*	-	-	-	80%	-	80%	-	80%	-	-	-	-	-	
	Female	41%	45%	57%	-	*	*	-	-	-	*	-	57%	*	67%	-	-	57%	-	-	-	-	
Mathematics	All Students	13%	14%	33%	-	14%	*	-	*	-	*	-	33%	*	36%	-	60%	14%	-	-	-	-	
	CWD	7%	7%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	
	CWOD	14%	14%	36%	-	17%	*	-	*	-	*	-	36%	-	36%	-	60%	17%	-	-	-	-	
	EL	6%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	13%	14%	60%	-	*	*	-	*	-	-	-	60%	-	60%	-	60%	-	-	-	-	-	
	Female	12%	13%	14%	-	*	*	-	-	-	*	-	14%	*	17%	-	-	14%	-	-	-	-	
Grade 8																							
Reading	All Students	37%	42%	53%	*	41%	64%	-	*	-	*	44%	56%	-	53%	*	50%	55%	-	-	-	-	
	CWD	11%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	40%	43%	53%	*	41%	64%	-	*	-	*	44%	56%	-	53%	*	50%	55%	-	-	-	-	
	EL	16%	15%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	
	Male	31%	34%	50%	-	44%	60%	-	*	-	*	*	42%	-	50%	*	50%	-	-	-	-	-	
	Female	42%	48%	55%	*	38%	67%	-	-	-	-	20%	67%	-	55%	-	-	55%	-	-	-	-	
Mathematics	All Students	14%	11%	9%	*	7%	15%	-	*	-	-	0%	13%	-	9%	*	15%	5%	-	-	-	-	
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	15%	11%	9%	*	7%	15%	-	*	-	-	0%	13%	-	9%	*	15%	5%	-	-	-	-	
	EL	6%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	
	Male	14%	13%	15%	-	13%	*	-	*	-	-	*	22%	-	15%	*	15%	-	-	-	-	-	
	Female	14%	8%	5%	*	0%	11%	-	-	-	-	0%	7%	-	5%	-	-	5%	-	-	-	-	
Science	All Students	23%	19%	23%	*	18%	21%	-	-	-	*	11%	27%	-	23%	*	27%	20%	-	-	-	-	
	CWD	9%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	24%	20%	23%	*	18%	21%	-	-	-	*	11%	27%	-	23%	*	27%	20%	-	-	-	-	
	EL	8%	9%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	
	Male	24%	23%	27%	-	22%	20%	-	-	-	*	*	27%	-	27%	*	27%	-	-	-	-	-	
	Female	21%	16%	20%	*	13%	22%	-	-	-	-	0%	27%	-	20%	-	-	20%	-	-	-	-	
End of Course																							
English I	All Students	10%	21%	35%	*	11%	55%	-	38%	*	*	19%	41%	*	35%	0%	25%	40%	-	-	-	-	
	CWD	4%	4%	*	-	-	-	-	-	-	*	-	*	*	-	*	*	-	-	-	-	-	
	CWOD	11%	23%	35%	*	11%	55%	-	38%	*	*	19%	42%	-	35%	0%	26%	40%	-	-	-	-	
	EL	1%	3%	0%	-	*	-	-	*	-	*	*	0%	*	0%	0%	*	*	-	-	-	-	
	Male	8%	18%	25%	*	*	38%	-	*	-	*	*	28%	*	26%	*	25%	-	-	-	-	-	
	Female	13%	25%	40%	*	14%	67%	-	*	*	*	21%	52%	-	40%	*	-	40%	-	-	-	-	

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**ISCHOOL HIGH AT UNIVERSITY PARK (221801051) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	9%	15%	20%	17%	15%	30%	-	20%	*	*	16%	24%	*	20%	*	15%	22%	-	-	-	-
	CWD	5%	2%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	9%	16%	20%	17%	15%	31%	-	20%	*	*	16%	24%	-	20%	*	15%	23%	-	-	-	-
	EL	1%	1%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	7%	10%	15%	-	8%	33%	-	0%	-	*	13%	18%	-	15%	*	15%	-	-	-	-	-
	Female	11%	18%	22%	17%	18%	27%	-	43%	*	*	17%	26%	*	23%	*	-	22%	-	-	-	-
Algebra I	All Students	26%	28%	64%	*	83%	56%	-	*	*	*	67%	63%	-	64%	*	56%	71%	-	-	-	*
	CWD	8%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	29%	30%	64%	*	83%	56%	-	*	*	*	67%	63%	-	64%	*	56%	71%	-	-	-	*
	EL	14%	13%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	25%	27%	56%	*	*	50%	-	*	-	*	*	56%	-	56%	*	56%	-	-	-	-	-
	Female	28%	29%	71%	*	89%	67%	-	*	*	*	71%	71%	-	71%	*	-	71%	-	-	-	*
Biology	All Students	21%	27%	35%	50%	22%	54%	-	27%	*	*	22%	45%	*	36%	40%	39%	33%	-	-	-	-
	CWD	7%	14%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	22%	28%	36%	50%	23%	54%	-	27%	*	*	22%	46%	-	36%	40%	39%	34%	-	-	-	-
	EL	5%	11%	40%	-	*	-	-	*	-	-	-	40%	-	40%	40%	*	*	-	-	-	-
	Male	21%	28%	39%	*	29%	54%	-	0%	-	*	18%	53%	-	39%	*	39%	-	-	-	-	-
	Female	21%	27%	33%	40%	20%	55%	-	60%	*	*	24%	40%	*	34%	*	-	33%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	79%	95%	100%	91%	98%	-	94%	100%	100%	95%	95%	67%	95%	71%	92%	96%	-	-	-	*
	CWD	44%	49%	67%	-	*	*	-	-	-	*	-	67%	67%	-	*	*	60%	-	-	-	-
	CWOD	77%	81%	95%	100%	92%	98%	-	94%	100%	100%	95%	95%	-	95%	70%	92%	97%	-	-	-	*
	EL	59%	62%	71%	-	79%	-	-	50%	-	*	50%	80%	*	70%	71%	57%	100%	-	-	-	-
	Male	71%	79%	92%	*	86%	98%	-	88%	-	100%	93%	92%	*	92%	57%	92%	-	-	-	-	-
	Female	75%	79%	96%	100%	93%	97%	-	100%	100%	100%	96%	96%	60%	97%	100%	-	96%	-	-	-	*
Reading	All Students	74%	84%	97%	92%	95%	100%	-	96%	*	100%	97%	98%	*	98%	80%	96%	98%	-	-	-	-
	CWD	43%	54%	*	-	*	*	-	-	-	*	-	*	*	-	*	*	*	-	-	-	-
	CWOD	78%	87%	98%	92%	96%	100%	-	96%	*	100%	97%	98%	-	98%	78%	96%	99%	-	-	-	-
	EL	57%	67%	80%	-	83%	-	-	*	-	*	*	86%	*	78%	80%	71%	*	-	-	-	-
	Male	70%	82%	96%	*	93%	100%	-	93%	-	*	95%	96%	*	96%	71%	96%	-	-	-	-	-
	Female	78%	86%	98%	91%	96%	100%	-	100%	*	100%	98%	99%	*	99%	*	-	98%	-	-	-	-
Mathematics	All Students	71%	74%	89%	100%	77%	95%	-	92%	*	*	89%	88%	*	89%	60%	86%	90%	-	-	-	*
	CWD	44%	45%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	75%	76%	89%	100%	78%	95%	-	92%	*	*	89%	89%	-	89%	60%	86%	92%	-	-	-	*
	EL	61%	60%	60%	-	*	-	-	*	-	-	*	*	-	60%	60%	*	*	-	-	-	-
	Male	71%	76%	86%	*	73%	95%	-	83%	-	*	89%	85%	-	86%	*	86%	-	-	-	-	-
	Female	71%	72%	90%	100%	79%	95%	-	100%	*	*	89%	91%	*	92%	*	-	90%	-	-	-	*

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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	74%	77%	96%	100%	94%	97%	-	83%	*	*	95%	96%	*	96%	67%	93%	97%	-	-	-	-
	CWD	47%	49%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	78%	80%	96%	100%	94%	97%	-	83%	*	*	95%	96%	-	96%	67%	93%	97%	-	-	-	-
	EL	58%	54%	67%	-	80%	-	-	*	-	-	*	80%	-	67%	67%	*	*	-	-	-	-
	Male	74%	79%	93%	*	88%	100%	-	83%	-	*	93%	93%	-	93%	*	93%	-	-	-	-	-
	Female	75%	76%	97%	100%	97%	95%	-	83%	*	*	96%	98%	*	97%	*	-	97%	-	-	-	-
SAT/ACT All Subjects	All Students	92%	95%	95%	*	80%	100%	-	100%	-	*	100%	92%	*	95%	-	83%	100%	-	-	-	-
	CWD	75%	*	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	92%	95%	95%	*	*	100%	-	100%	-	*	100%	92%	-	95%	-	83%	100%	-	-	-	-
	EL	69%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	95%	83%	-	*	*	-	*	-	-	*	*	-	83%	-	83%	-	-	-	-	-
	Female	92%	96%	100%	*	*	*	-	100%	-	*	100%	100%	*	100%	-	-	100%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	79%	86%	72%	86%	-	82%	63%	94%	74%	82%	50%	80%	52%	82%	78%	-	-	-	*
	CWD	23%	24%	50%	-	*	*	-	-	-	*	-	50%	50%	-	*	*	60%	-	-	-	-
	CWOD	50%	53%	80%	86%	73%	86%	-	82%	63%	100%	74%	83%	-	80%	55%	82%	78%	-	-	-	*
	EL	29%	31%	52%	-	57%	-	-	50%	-	*	50%	53%	*	55%	52%	50%	57%	-	-	-	-
	Male	45%	50%	82%	*	75%	86%	-	85%	-	86%	87%	80%	*	82%	50%	82%	-	-	-	-	-
	Female	48%	51%	78%	83%	71%	86%	-	78%	63%	100%	67%	84%	60%	78%	57%	-	78%	-	-	-	*
Reading	All Students	52%	61%	91%	92%	85%	95%	-	96%	*	89%	89%	92%	*	92%	50%	91%	91%	-	-	-	-
	CWD	24%	29%	*	-	*	*	-	-	-	*	-	*	*	-	*	*	*	-	-	-	-
	CWOD	56%	64%	92%	92%	86%	95%	-	96%	*	100%	89%	94%	-	92%	56%	92%	92%	-	-	-	-
	EL	31%	38%	50%	-	50%	-	-	*	-	*	*	43%	*	56%	50%	57%	*	-	-	-	-
	Male	47%	57%	91%	*	89%	92%	-	93%	-	*	91%	90%	*	92%	57%	91%	-	-	-	-	-
	Female	56%	64%	91%	91%	83%	97%	-	100%	*	100%	88%	94%	*	92%	*	-	91%	-	-	-	-
Mathematics	All Students	41%	39%	60%	71%	56%	66%	-	46%	*	*	48%	64%	*	60%	60%	64%	57%	-	-	-	*
	CWD	22%	18%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	44%	41%	60%	71%	57%	66%	-	46%	*	*	48%	64%	-	60%	60%	64%	57%	-	-	-	*
	EL	29%	25%	60%	-	*	-	-	*	-	-	*	*	-	60%	60%	*	*	-	-	-	-
	Male	42%	41%	64%	*	47%	74%	-	67%	-	*	67%	64%	-	64%	*	64%	-	-	-	-	-
	Female	40%	37%	57%	67%	63%	58%	-	29%	*	*	39%	64%	*	57%	*	-	57%	-	-	-	*
Science	All Students	46%	49%	77%	78%	63%	89%	-	83%	*	*	66%	84%	*	77%	50%	84%	73%	-	-	-	-
	CWD	23%	27%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	49%	51%	77%	78%	63%	89%	-	83%	*	*	66%	83%	-	77%	50%	84%	73%	-	-	-	-
	EL	25%	23%	50%	-	60%	-	-	*	-	-	*	60%	-	50%	50%	*	*	-	-	-	-
	Male	47%	52%	84%	*	75%	89%	-	83%	-	*	93%	79%	-	84%	*	84%	-	-	-	-	-
	Female	45%	46%	73%	75%	58%	90%	-	83%	*	*	50%	87%	*	73%	*	-	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
SAT/ACT All Subjects	All Students	64%	73%	59%	*	80%	71%	-	29%	-	*	44%	69%	*	57%	-	67%	56%	-	-	-	-
	CWD	43%	*	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	64%	73%	57%	*	*	71%	-	29%	-	*	44%	67%	-	57%	-	67%	53%	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	74%	67%	-	*	*	-	*	-	-	*	*	-	67%	-	67%	-	-	-	-	-
	Female	60%	72%	56%	*	*	*	-	17%	-	*	33%	70%	*	53%	-	-	56%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	24%	32%	43%	24%	42%	-	27%	0%	35%	20%	38%	0%	32%	24%	33%	31%	-	-	-	*
	CWD	9%	10%	0%	-	*	*	-	-	-	*	-	0%	0%	-	*	*	0%	-	-	-	-
	CWOD	24%	25%	32%	43%	25%	42%	-	27%	0%	38%	20%	38%	-	32%	25%	33%	32%	-	-	-	*
	EL	12%	12%	24%	-	29%	-	-	17%	-	*	17%	27%	*	25%	24%	21%	29%	-	-	-	-
	Male	21%	23%	33%	*	25%	41%	-	12%	-	57%	20%	38%	*	33%	21%	33%	-	-	-	-	-
	Female	23%	25%	31%	33%	23%	42%	-	43%	0%	20%	21%	37%	0%	32%	29%	-	31%	-	-	-	*
Reading	All Students	25%	31%	33%	46%	23%	48%	-	28%	*	22%	20%	40%	*	33%	0%	30%	34%	-	-	-	-
	CWD	9%	11%	*	-	*	*	-	-	-	*	-	*	*	-	*	*	*	-	-	-	-
	CWOD	27%	33%	33%	46%	23%	48%	-	28%	*	25%	20%	40%	-	33%	0%	30%	35%	-	-	-	-
	EL	13%	16%	0%	-	0%	-	-	*	-	*	*	0%	*	0%	0%	0%	*	-	-	-	-
	Male	22%	27%	30%	*	25%	42%	-	7%	-	*	23%	33%	*	30%	0%	30%	-	-	-	-	-
	Female	28%	35%	34%	36%	22%	51%	-	55%	*	20%	19%	44%	*	35%	*	-	34%	-	-	-	-
Mathematics	All Students	20%	18%	30%	29%	31%	32%	-	23%	*	*	22%	33%	*	31%	60%	36%	27%	-	-	-	*
	CWD	9%	7%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	21%	19%	31%	29%	32%	32%	-	23%	*	*	22%	34%	-	31%	60%	36%	28%	-	-	-	*
	EL	12%	10%	60%	-	*	-	-	*	-	-	*	*	-	60%	60%	*	*	-	-	-	-
	Male	21%	19%	36%	*	27%	37%	-	33%	-	*	11%	42%	-	36%	*	36%	-	-	-	-	-
	Female	19%	16%	27%	17%	33%	26%	-	14%	*	*	28%	27%	*	28%	*	-	27%	-	-	-	*
Science	All Students	20%	19%	32%	44%	20%	42%	-	25%	*	*	20%	38%	*	32%	33%	35%	30%	-	-	-	-
	CWD	8%	11%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	22%	20%	32%	44%	21%	42%	-	25%	*	*	20%	39%	-	32%	33%	35%	30%	-	-	-	-
	EL	7%	8%	33%	-	40%	-	-	*	-	-	*	40%	-	33%	33%	*	*	-	-	-	-
	Male	22%	21%	35%	*	25%	44%	-	0%	-	*	20%	43%	-	35%	*	35%	-	-	-	-	-
	Female	19%	17%	30%	38%	18%	40%	-	50%	*	*	19%	36%	*	30%	*	-	30%	-	-	-	-
SAT/ACT All Subjects	All Students	13%	9%	0%	*	0%	0%	-	0%	-	*	0%	0%	*	0%	-	0%	0%	-	-	-	-
	CWD	11%	*	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	13%	10%	0%	*	*	0%	-	0%	-	*	0%	0%	-	0%	-	0%	0%	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	15%	0%	-	*	*	-	*	-	-	*	*	-	0%	-	0%	-	-	-	-	-
	Female	10%	4%	0%	*	*	*	-	0%	-	*	0%	0%	*	0%	-	-	0%	-	-	-	-

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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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	77	83	77	86	-	69	*	60	74	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	77	83	77	86	-	69	*	60	74	-	*
EL ◇	*	-	*	-	-	-	-	-	-	-	*
Male	78	-	80	88	-	64	-	*	72	-	*
Female	76	83	75	84	-	75	*	*	75	-	-
<b>Mathematics</b>											
All Students	83	*	69	96	-	*	-	*	81	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	83	*	69	96	-	*	-	*	81	-	*
EL ◇	*	-	*	-	-	*	-	-	*	-	*
Male	82	*	63	100	-	*	-	*	*	-	*
Female	84	*	75	94	-	-	-	*	79	-	*

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

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

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	100.0%	*	100.0%	100.0%	-	100.0%	*	*	100.0%	*	*	*	-
CWD	*	-	-	*	-	-	-	-	-	*	-	-	-
CWOD	100.0%	*	100.0%	100.0%	-	100.0%	*	*	100.0%	-	*	*	-
EL	*	-	*	-	-	-	-	-	-	-	*	-	-
Male	100.0%	-	100.0%	100.0%	-	*	-	*	100.0%	*	*	-	-
Female	100.0%	*	100.0%	100.0%	-	100.0%	*	*	100.0%	-	-	*	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

#### Part (iv): English Language Proficiency

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

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

- Indicates there are no students in the group.

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

◇ Indicates data reporting does not meet for Minimum Size.

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

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	69	76	62	75	-	68	54	76	63	39	49
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	95%	*	96%	91%	-	100%	*	*	91%	*	-

- 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y		Y			Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	Y		Y			Y		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		Y	Y		Y			Y		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y		Y	Y		Y			Y		
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	Y					Y		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y	Y					Y		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%

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

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

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

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

### Part (vii): STAAR Participation

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

	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
<b>Participation Rate</b>																
<b>All Subjects</b>	All Students	99%	97%	99%	100%	-	98%	100%	100%	99%	100%	100%	99%	100%	100%	-
	CWD	100%	-	*	*	-	-	*	-	100%	100%	-	*	*	100%	-
	CWOD	99%	97%	99%	100%	-	98%	100%	99%	100%	-	99%	100%	100%	99%	-
	EL	100%	-	100%	-	-	100%	*	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	-	-
	Female	99%	96%	99%	100%	-	96%	100%	98%	99%	100%	99%	100%	-	99%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Reading</b>	All Students	100%	92%	100%	100%	-	100%	*	100%	99%	100%	*	100%	100%	100%	99%	-
	CWD	*	-	*	*	-	-	-	*	-	*	*	-	*	*	*	-
	CWOD	100%	92%	100%	100%	-	100%	*	100%	99%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	-	-	*	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	-	100%	-	*	100%	100%	*	100%	100%	100%	-	-
	Female	99%	91%	100%	100%	-	100%	*	100%	98%	100%	*	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	100%	100%	100%	100%	-	100%	*	*	100%	100%	*	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	100%	*	*	100%	100%	*	100%	100%	100%	100%	-
	CWD	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-
		*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-
	CWOD	100%	100%	100%	100%	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	*	-	-	*	-	-	*	*	-	100%	100%	*	*	-
		100%	-	*	-	-	*	-	-	*	*	-	100%	100%	*	*	-
	Male	100%	*	100%	100%	-	100%	-	*	100%	100%	-	100%	*	100%	-	-
		100%	*	100%	100%	-	100%	-	*	100%	100%	-	100%	*	100%	-	-
	Female	100%	100%	100%	100%	-	100%	*	*	100%	100%	*	100%	*	-	100%	-
		100%	100%	100%	100%	-	100%	*	*	100%	100%	*	100%	*	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	92%	*	83%	100%	-	88%	-	*	90%	93%	*	91%	-	100%	89%	-
	CWD	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-
	CWOD	91%	*	80%	100%	-	88%	-	*	90%	92%	-	91%	-	100%	88%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	-	*	*	-	*	-	-	*	*	-	100%	-	100%	-	-
	Female	89%	*	80%	*	-	86%	-	*	86%	91%	*	88%	-	-	89%	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	1%	3%	1%	0%	-	2%	0%	0%	1%	0%	0%	1%	0%	0%	1%	-
	CWD	0%	-	*	*	-	-	-	*	-	0%	0%	-	*	*	0%	-
	CWOD	1%	3%	1%	0%	-	2%	0%	0%	1%	0%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	-	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	0%	-	0%	0%	0%	*	0%	0%	0%	-	-
	Female	1%	4%	1%	0%	-	4%	0%	0%	2%	1%	0%	1%	0%	-	1%	-
<b>Reading</b>	All Students	0%	8%	0%	0%	-	0%	*	0%	1%	0%	*	0%	0%	0%	1%	-
	CWD	*	-	*	*	-	-	-	*	-	*	*	-	*	*	*	-
	CWOD	0%	8%	0%	0%	-	0%	*	0%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	-	-	*	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	-	-

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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
<b>Reading</b>	Female	1%	9%	0%	0%	-	0%	*	0%	2%	0%	*	1%	0%	-	1%	-
<b>Mathematics</b>	All Students	0%	0%	0%	0%	-	0%	*	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-
	CWOD	0%	0%	0%	0%	-	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	*	-	-	*	-	-	*	*	-	0%	0%	*	*	-
	Male	0%	*	0%	0%	-	0%	-	*	0%	0%	-	0%	*	0%	-	-
	Female	0%	0%	0%	0%	-	0%	*	*	0%	0%	*	0%	*	-	0%	-
<b>Science</b>	All Students	2%	0%	2%	0%	-	8%	*	*	2%	1%	*	2%	0%	0%	3%	-
	CWD	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-
	CWOD	2%	0%	2%	0%	-	8%	*	*	2%	1%	-	2%	0%	0%	3%	-
	EL	0%	-	0%	-	-	*	-	-	*	0%	-	0%	0%	*	*	-
	Male	0%	*	0%	0%	-	0%	-	*	0%	0%	-	0%	*	0%	-	-
	Female	3%	0%	3%	0%	-	17%	*	*	4%	2%	*	3%	*	-	3%	-
<b>SAT/ACT All Subjects</b>	All Students	8%	*	17%	0%	-	12%	-	*	10%	7%	*	9%	-	0%	11%	-
	CWD	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-
	CWOD	9%	*	20%	0%	-	12%	-	*	10%	8%	-	9%	-	0%	12%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	-	*	*	-	*	-	-	*	*	-	0%	-	0%	-	-
	Female	11%	*	20%	*	-	14%	-	*	14%	9%	*	12%	-	-	11%	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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

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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	14	3	5	4	0	1	0	1	0		
	Female	13	2	7	3	0	0	0	1	0		
	Total	27	5	12	7	0	1	0	2	0		
<b>Out-of-School Suspensions</b>												
	Male	6	0	2	3	0	0	0	1	0		
	Female	7	0	2	4	0	0	0	1	0		
	Total	13	0	4	7	0	0	0	2	0		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	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
<b>Out-of-School Suspensions</b>												



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**ISCHOOL HIGH AT UNIVERSITY PARK (221801051) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	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
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	15	2	4	8	-8	-8	-8	1	-8	-8	-8
	Female	19	1	8	8	-8	2	-8	-8	-8	-8	-8
	Total	34	3	12	16	-8	2	-8	1	-8	-8	-8

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

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

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	50	1	19	18	0	7	1	4	2	2
	Female	84	11	28	31	0	6	0	8	0	0
	Total	134	12	47	49	0	13	1	12	2	2

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

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**ISCHOOL HIGH AT UNIVERSITY PARK (221801051) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

**Part (ix): Teacher Quality Data**

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

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	18.0%
Teachers Teaching with Emergency or Provisional Credentials	2.0	14.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	70%	*	83%	62%	-	*	-	*	*	-	-
In-State Private Institutions	*	-	-	-	-	*	-	-	-	-	-
Out-of-State Institutions	7%	*	*	*	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	4%	0%	6%	4%	*	4%	*	0%	6%	0%	11%

- Indicates there are no students in the group.

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

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**VISTA ACADEMY OF BEAUMONT (221801052) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR 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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

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

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

**VISTA ACADEMY OF BEAUMONT (221801052) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.



VISTA ACADEMY OF BEAUMONT (221801052) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY

**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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**VISTA ACADEMY OF BEAUMONT (221801052) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	<b>61%</b>	42%	-	*	-	-	-	*	64%	*	*	63%	-	63%	60%	-	-	-	*
	CWD	52%	60%	*	*	-	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	80%	82%	<b>63%</b>	45%	-	*	-	-	-	*	67%	*	-	63%	-	71%	56%	-	-	-	*
	EL	66%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	81%	<b>63%</b>	40%	-	*	-	-	-	*	80%	*	*	71%	-	63%	-	-	-	-	-
	Female	78%	80%	<b>60%</b>	43%	-	*	-	-	-	*	56%	*	*	56%	-	-	60%	-	-	-	*
Mathematics	All Students	70%	70%	<b>61%</b>	50%	-	*	-	-	-	*	64%	*	*	63%	-	63%	60%	-	-	-	*
	CWD	46%	46%	*	*	-	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	74%	73%	<b>63%</b>	55%	-	*	-	-	-	*	67%	*	-	63%	-	71%	56%	-	-	-	*
	EL	64%	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	72%	75%	<b>63%</b>	40%	-	*	-	-	-	*	80%	*	*	71%	-	63%	-	-	-	-	-
	Female	68%	67%	<b>60%</b>	57%	-	*	-	-	-	*	56%	*	*	56%	-	-	60%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	76%	82%	<b>79%</b>	81%	*	-	-	-	-	-	77%	83%	-	79%	-	73%	88%	-	-	-	-
	CWD	48%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	84%	<b>79%</b>	81%	*	-	-	-	-	-	77%	83%	-	79%	-	73%	88%	-	-	-	-
	EL	66%	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	79%	<b>73%</b>	78%	*	-	-	-	-	-	71%	*	-	73%	-	73%	-	-	-	-	-
	Female	79%	84%	<b>88%</b>	86%	*	-	-	-	-	-	83%	*	-	88%	-	-	88%	-	-	-	-
Mathematics	All Students	68%	70%	<b>47%</b>	50%	*	-	-	-	-	-	46%	50%	-	47%	-	55%	38%	-	-	-	-
	CWD	42%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	73%	73%	<b>47%</b>	50%	*	-	-	-	-	-	46%	50%	-	47%	-	55%	38%	-	-	-	-
	EL	63%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	73%	<b>55%</b>	56%	*	-	-	-	-	-	57%	*	-	55%	-	55%	-	-	-	-	-
	Female	67%	67%	<b>38%</b>	43%	*	-	-	-	-	-	33%	*	-	38%	-	-	38%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	84%	<b>62%</b>	60%	*	*	-	*	-	*	53%	83%	*	60%	*	56%	67%	-	-	-	*
	CWD	50%	50%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	85%	88%	<b>60%</b>	57%	*	*	-	*	-	*	53%	80%	-	60%	*	50%	67%	-	-	-	*
	EL	71%	74%	*	-	-	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	77%	81%	<b>56%</b>	50%	*	-	-	*	-	*	50%	*	*	50%	*	56%	-	-	-	-	-
	Female	83%	87%	<b>67%</b>	67%	-	*	-	*	-	-	56%	*	-	67%	*	-	67%	-	-	-	*
Mathematics	All Students	76%	76%	<b>48%</b>	40%	*	*	-	*	-	*	33%	83%	*	45%	*	56%	42%	-	-	-	*
	CWD	50%	49%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	80%	78%	<b>45%</b>	36%	*	*	-	*	-	*	33%	80%	-	45%	*	50%	42%	-	-	-	*
	EL	70%	70%	*	-	-	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	75%	76%	<b>56%</b>	50%	*	-	-	*	-	*	50%	*	*	50%	*	56%	-	-	-	-	-
	Female	76%	76%	<b>42%</b>	33%	-	*	-	*	-	-	22%	*	-	42%	*	-	42%	-	-	-	*

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**VISTA ACADEMY OF BEAUMONT (221801052) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	65%	65%	<b>38%</b>	33%	*	*	-	*	-	*	20%	83%	*	35%	*	33%	42%	-	-	-	*
	CWD	40%	35%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	69%	68%	<b>35%</b>	29%	*	*	-	*	-	*	20%	80%	-	35%	*	25%	42%	-	-	-	*
	EL	52%	46%	*	-	-	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	67%	66%	<b>33%</b>	33%	*	-	-	*	-	*	17%	*	*	25%	*	33%	-	-	-	-	-
	Female	63%	64%	<b>42%</b>	33%	-	*	-	*	-	-	22%	*	-	42%	*	-	42%	-	-	-	*
<b>Grade 6</b>																						
Reading	All Students	69%	77%	<b>53%</b>	50%	*	*	-	*	-	-	47%	*	*	56%	*	60%	*	-	-	-	-
	CWD	38%	47%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	74%	80%	<b>56%</b>	54%	*	*	-	*	-	-	50%	*	-	56%	*	64%	*	-	-	-	-
	EL	53%	57%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	66%	74%	<b>60%</b>	55%	*	*	-	*	-	-	54%	*	*	64%	*	60%	-	-	-	-	-
	Female	72%	80%	*	*	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
Mathematics	All Students	72%	76%	<b>26%</b>	14%	*	*	-	*	-	-	13%	*	*	28%	*	27%	*	-	-	-	-
	CWD	47%	49%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	76%	78%	<b>28%</b>	15%	*	*	-	*	-	-	14%	*	-	28%	*	29%	*	-	-	-	-
	EL	61%	63%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	73%	77%	<b>27%</b>	9%	*	*	-	*	-	-	15%	*	*	29%	*	27%	-	-	-	-	-
	Female	72%	74%	*	*	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	50%	55%	<b>28%</b>	17%	-	*	-	-	-	*	29%	*	*	25%	-	13%	40%	-	-	-	*
	CWD	30%	34%	*	*	-	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	54%	58%	<b>25%</b>	18%	-	*	-	-	-	*	25%	*	-	25%	-	14%	33%	-	-	-	*
	EL	37%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	49%	54%	<b>13%</b>	0%	-	*	-	-	-	*	20%	*	*	14%	-	13%	-	-	-	-	-
	Female	52%	56%	<b>40%</b>	29%	-	*	-	-	-	*	33%	*	*	33%	-	-	40%	-	-	-	*
Mathematics	All Students	42%	38%	<b>11%</b>	0%	-	*	-	-	-	*	7%	*	*	13%	-	25%	0%	-	-	-	*
	CWD	27%	21%	*	*	-	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	45%	40%	<b>13%</b>	0%	-	*	-	-	-	*	8%	*	-	13%	-	29%	0%	-	-	-	*
	EL	35%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	42%	<b>25%</b>	0%	-	*	-	-	-	*	20%	*	*	29%	-	25%	-	-	-	-	-
	Female	39%	34%	<b>0%</b>	0%	-	*	-	-	-	*	0%	*	*	0%	-	-	0%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	53%	56%	<b>47%</b>	50%	*	-	-	-	-	-	38%	67%	-	47%	-	45%	50%	-	-	-	-
	CWD	29%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	58%	<b>47%</b>	50%	*	-	-	-	-	-	38%	67%	-	47%	-	45%	50%	-	-	-	-
	EL	41%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	51%	55%	<b>45%</b>	44%	*	-	-	-	-	-	29%	*	-	45%	-	45%	-	-	-	-	-

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**VISTA ACADEMY OF BEAUMONT (221801052) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	Female	55%	57%	<b>50%</b>	57%	*	-	-	-	-	-	50%	*	-	50%	-	-	50%	-	-	-	-
Mathematics	All Students	42%	37%	<b>11%</b>	6%	*	-	-	-	-	-	8%	17%	-	11%	-	9%	13%	-	-	-	-
	CWD	25%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	38%	<b>11%</b>	6%	*	-	-	-	-	-	8%	17%	-	11%	-	9%	13%	-	-	-	-
	EL	34%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	41%	<b>9%</b>	0%	*	-	-	-	-	-	0%	*	-	9%	-	9%	-	-	-	-	-
	Female	38%	32%	<b>13%</b>	14%	*	-	-	-	-	-	17%	*	-	13%	-	-	13%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	57%	62%	<b>52%</b>	47%	*	*	-	*	-	*	40%	83%	*	50%	*	56%	50%	-	-	-	*
	CWD	29%	29%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	61%	66%	<b>50%</b>	43%	*	*	-	*	-	*	40%	80%	-	50%	*	50%	50%	-	-	-	*
	EL	43%	49%	*	-	-	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	53%	58%	<b>56%</b>	50%	*	-	-	*	-	*	50%	*	*	50%	*	56%	-	-	-	-	-
	Female	60%	66%	<b>50%</b>	44%	-	*	-	*	-	-	33%	*	-	50%	*	-	50%	-	-	-	*
Mathematics	All Students	47%	43%	<b>14%</b>	13%	*	*	-	*	-	*	7%	33%	*	10%	*	22%	8%	-	-	-	*
	CWD	25%	23%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	50%	45%	<b>10%</b>	7%	*	*	-	*	-	*	7%	20%	-	10%	*	13%	8%	-	-	-	*
	EL	38%	33%	*	-	-	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	48%	43%	<b>22%</b>	17%	*	-	-	*	-	*	17%	*	*	13%	*	22%	-	-	-	-	-
	Female	46%	42%	<b>8%</b>	11%	-	*	-	*	-	-	0%	*	-	8%	*	-	8%	-	-	-	*
Science	All Students	38%	35%	<b>14%</b>	13%	*	*	-	*	-	*	7%	33%	*	10%	*	22%	8%	-	-	-	*
	CWD	23%	24%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	40%	36%	<b>10%</b>	7%	*	*	-	*	-	*	7%	20%	-	10%	*	13%	8%	-	-	-	*
	EL	24%	17%	*	-	-	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	41%	38%	<b>22%</b>	17%	*	-	-	*	-	*	17%	*	*	13%	*	22%	-	-	-	-	-
	Female	34%	31%	<b>8%</b>	11%	-	*	-	*	-	-	0%	*	-	8%	*	-	8%	-	-	-	*
<b>Grade 6</b>																						
Reading	All Students	42%	46%	<b>21%</b>	7%	*	*	-	*	-	-	13%	*	*	22%	*	27%	*	-	-	-	-
	CWD	21%	19%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	46%	49%	<b>22%</b>	8%	*	*	-	*	-	-	14%	*	-	22%	*	29%	*	-	-	-	-
	EL	24%	26%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	40%	42%	<b>27%</b>	9%	*	*	-	*	-	-	15%	*	*	29%	*	27%	-	-	-	-	-
	Female	45%	50%	*	*	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
Mathematics	All Students	38%	36%	<b>5%</b>	0%	*	*	-	*	-	-	0%	*	*	6%	*	7%	*	-	-	-	-
	CWD	20%	15%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	41%	39%	<b>6%</b>	0%	*	*	-	*	-	-	0%	*	-	6%	*	7%	*	-	-	-	-
	EL	24%	23%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	40%	40%	<b>7%</b>	0%	*	*	-	*	-	-	0%	*	*	7%	*	7%	-	-	-	-	-
	Female	36%	33%	*	*	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	33%	11%	8%	-	*	-	-	-	*	7%	*	*	13%	-	13%	10%	-	-	-	*
	CWD	12%	16%	*	*	-	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	32%	35%	13%	9%	-	*	-	-	-	*	8%	*	-	13%	-	14%	11%	-	-	-	*
	EL	19%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	28%	31%	13%	0%	-	*	-	-	-	*	20%	*	*	14%	-	13%	-	-	-	-	-
	Female	31%	35%	10%	14%	-	*	-	-	-	*	0%	*	*	11%	-	-	10%	-	-	-	*
Mathematics	All Students	20%	15%	0%	0%	-	*	-	-	-	*	0%	*	*	0%	-	0%	0%	-	-	-	*
	CWD	10%	7%	*	*	-	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	22%	16%	0%	0%	-	*	-	-	-	*	0%	*	-	0%	-	0%	0%	-	-	-	*
	EL	15%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	23%	17%	0%	0%	-	*	-	-	-	*	0%	*	*	0%	-	0%	-	-	-	-	-
	Female	18%	13%	0%	0%	-	*	-	-	-	*	0%	*	*	0%	-	-	0%	-	-	-	*
Grade 4																						
Reading	All Students	28%	29%	16%	19%	*	-	-	-	-	-	15%	17%	-	16%	-	0%	38%	-	-	-	-
	CWD	10%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	31%	31%	16%	19%	*	-	-	-	-	-	15%	17%	-	16%	-	0%	38%	-	-	-	-
	EL	18%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	26%	27%	0%	0%	*	-	-	-	-	-	0%	*	-	0%	-	0%	-	-	-	-	-
	Female	29%	32%	38%	43%	*	-	-	-	-	-	33%	*	-	38%	-	-	38%	-	-	-	-
Mathematics	All Students	22%	20%	0%	0%	*	-	-	-	-	-	0%	0%	-	0%	-	0%	0%	-	-	-	-
	CWD	10%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	21%	0%	0%	*	-	-	-	-	-	0%	0%	-	0%	-	0%	0%	-	-	-	-
	EL	16%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	23%	0%	0%	*	-	-	-	-	-	0%	*	-	0%	-	0%	-	-	-	-	-
	Female	19%	18%	0%	0%	*	-	-	-	-	-	0%	*	-	0%	-	-	0%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	29%	27%	*	*	-	*	-	*	13%	67%	*	25%	*	33%	25%	-	-	-	*
	CWD	12%	15%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	40%	41%	25%	21%	*	*	-	*	-	*	13%	60%	-	25%	*	25%	25%	-	-	-	*
	EL	23%	20%	*	-	-	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	32%	32%	33%	33%	*	-	-	*	-	*	17%	*	*	25%	*	33%	-	-	-	-	-
	Female	39%	44%	25%	22%	-	*	-	*	-	-	11%	*	-	25%	*	-	25%	-	-	-	*
Mathematics	All Students	24%	21%	10%	7%	*	*	-	*	-	*	7%	17%	*	5%	*	22%	0%	-	-	-	*
	CWD	9%	8%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	26%	23%	5%	0%	*	*	-	*	-	*	7%	0%	-	5%	*	13%	0%	-	-	-	*
	EL	17%	14%	*	-	-	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	25%	23%	22%	17%	*	-	-	*	-	*	17%	*	*	13%	*	22%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	23%	20%	0%	0%	-	*	-	*	-	-	0%	*	-	0%	*	-	0%	-	-	-	*
Science	All Students	17%	14%	5%	7%	*	*	-	*	-	*	0%	17%	*	0%	*	11%	0%	-	-	-	*
	CWD	9%	9%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	19%	14%	0%	0%	*	*	-	*	-	*	0%	0%	-	0%	*	0%	0%	-	-	-	*
	EL	9%	7%	*	-	-	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	20%	16%	11%	17%	*	-	-	*	-	*	0%	*	*	0%	*	11%	-	-	-	-	-
	Female	15%	12%	0%	0%	-	*	-	*	-	-	0%	*	-	0%	*	-	0%	-	-	-	*
<b>Grade 6</b>																						
Reading	All Students	23%	23%	5%	0%	*	*	-	*	-	-	7%	*	*	6%	*	7%	*	-	-	-	-
	CWD	8%	7%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	25%	25%	6%	0%	*	*	-	*	-	-	7%	*	-	6%	*	7%	*	-	-	-	-
	EL	9%	14%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	21%	21%	7%	0%	*	*	-	*	-	-	8%	*	*	7%	*	7%	-	-	-	-	-
	Female	25%	25%	*	*	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
Mathematics	All Students	16%	13%	0%	0%	*	*	-	*	-	-	0%	*	*	0%	*	0%	*	-	-	-	-
	CWD	8%	7%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	17%	14%	0%	0%	*	*	-	*	-	-	0%	*	-	0%	*	0%	*	-	-	-	-
	EL	7%	5%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	17%	14%	0%	0%	*	*	-	*	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	14%	12%	*	*	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	79%	53%	47%	55%	70%	-	88%	-	57%	46%	72%	56%	52%	63%	53%	53%	-	-	-	40%
	CWD	44%	49%	56%	43%	-	*	-	-	-	-	33%	*	56%	-	-	43%	*	-	-	-	-
	CWOD	77%	81%	52%	48%	55%	67%	-	88%	-	57%	46%	70%	-	52%	63%	53%	51%	-	-	-	40%
	EL	59%	62%	63%	-	-	*	-	80%	-	-	50%	*	-	63%	63%	80%	*	-	-	-	-
	Male	71%	79%	53%	46%	56%	100%	-	80%	-	40%	49%	63%	43%	53%	80%	53%	-	-	-	-	-
	Female	75%	79%	53%	49%	*	50%	-	*	-	*	43%	84%	*	51%	*	-	53%	-	-	-	40%
Reading	All Students	74%	84%	64%	60%	60%	78%	-	*	-	*	60%	75%	*	64%	*	63%	65%	-	-	-	*
	CWD	43%	54%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	87%	64%	61%	60%	75%	-	*	-	*	61%	74%	-	64%	*	65%	64%	-	-	-	*
	EL	57%	67%	*	-	-	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	70%	82%	63%	58%	*	*	-	*	-	*	61%	67%	*	65%	*	63%	-	-	-	-	-
	Female	78%	86%	65%	62%	*	60%	-	*	-	*	58%	88%	*	64%	*	-	65%	-	-	-	*
Mathematics	All Students	71%	74%	45%	39%	40%	67%	-	*	-	*	39%	65%	*	45%	*	47%	44%	-	-	-	*
	CWD	44%	45%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	75%	76%	45%	39%	40%	63%	-	*	-	*	39%	63%	-	45%	*	48%	42%	-	-	-	*
	EL	61%	60%	*	-	-	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	71%	76%	47%	35%	*	*	-	*	-	*	42%	58%	*	48%	*	47%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	71%	72%	<b>44%</b>	42%	*	40%	-	*	-	*	35%	75%	*	42%	*	-	44%	-	-	-	*
Science	All Students	74%	77%	<b>38%</b>	33%	*	*	-	*	-	*	20%	83%	*	35%	*	33%	42%	-	-	-	*
	CWD	47%	49%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	78%	80%	<b>35%</b>	29%	*	*	-	*	-	*	20%	80%	-	35%	*	25%	42%	-	-	-	*
	EL	58%	54%	*	-	-	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	74%	79%	<b>33%</b>	33%	*	-	-	*	-	*	17%	*	*	25%	*	33%	-	-	-	-	-
	Female	75%	76%	<b>42%</b>	33%	-	*	-	*	-	-	22%	*	-	42%	*	-	42%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	<b>23%</b>	18%	45%	35%	-	38%	-	29%	16%	41%	44%	22%	25%	24%	21%	-	-	-	0%
	CWD	23%	24%	<b>44%</b>	43%	-	*	-	-	-	-	17%	*	44%	-	-	43%	*	-	-	-	-
	CWOD	50%	53%	<b>22%</b>	16%	45%	33%	-	38%	-	29%	16%	37%	-	22%	25%	23%	21%	-	-	-	0%
	EL	29%	31%	<b>25%</b>	-	-	*	-	40%	-	-	17%	*	-	25%	25%	40%	*	-	-	-	-
	Male	45%	50%	<b>24%</b>	15%	56%	50%	-	40%	-	40%	16%	44%	43%	23%	40%	24%	-	-	-	-	-
	Female	48%	51%	<b>21%</b>	21%	*	25%	-	*	-	*	16%	37%	*	21%	*	-	21%	-	-	-	0%
Reading	All Students	52%	61%	<b>38%</b>	32%	40%	56%	-	*	-	*	30%	60%	*	37%	*	35%	41%	-	-	-	*
	CWD	24%	29%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	56%	64%	<b>37%</b>	31%	40%	50%	-	*	-	*	30%	58%	-	37%	*	35%	39%	-	-	-	*
	EL	31%	38%	*	-	-	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	47%	57%	<b>35%</b>	26%	*	*	-	*	-	*	26%	58%	*	35%	*	35%	-	-	-	-	-
	Female	56%	64%	<b>41%</b>	38%	*	60%	-	*	-	*	35%	63%	*	39%	*	-	41%	-	-	-	*
Mathematics	All Students	41%	39%	<b>10%</b>	5%	40%	22%	-	*	-	*	5%	25%	*	10%	*	14%	6%	-	-	-	*
	CWD	22%	18%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	44%	41%	<b>10%</b>	4%	40%	25%	-	*	-	*	6%	21%	-	10%	*	13%	6%	-	-	-	*
	EL	29%	25%	*	-	-	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	42%	41%	<b>14%</b>	3%	*	*	-	*	-	*	6%	33%	*	13%	*	14%	-	-	-	-	-
	Female	40%	37%	<b>6%</b>	8%	*	0%	-	*	-	*	4%	13%	*	6%	*	-	6%	-	-	-	*
Science	All Students	46%	49%	<b>14%</b>	13%	*	*	-	*	-	*	7%	33%	*	10%	*	22%	8%	-	-	-	*
	CWD	23%	27%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	49%	51%	<b>10%</b>	7%	*	*	-	*	-	*	7%	20%	-	10%	*	13%	8%	-	-	-	*
	EL	25%	23%	*	-	-	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	47%	52%	<b>22%</b>	17%	*	-	-	*	-	*	17%	*	*	13%	*	22%	-	-	-	-	-
	Female	45%	46%	<b>8%</b>	11%	-	*	-	*	-	-	0%	*	-	8%	*	-	8%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						

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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	22%	24%	9%	8%	18%	5%	-	13%	-	14%	5%	17%	33%	7%	0%	8%	9%	-	-	-	0%
	CWD	9%	10%	33%	43%	-	*	-	-	-	-	0%	*	33%	-	-	43%	*	-	-	-	-
	CWOD	24%	25%	7%	6%	18%	6%	-	13%	-	14%	6%	12%	-	7%	0%	6%	9%	-	-	-	0%
	EL	12%	12%	0%	-	-	*	-	0%	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	21%	23%	8%	6%	22%	13%	-	0%	-	20%	6%	15%	43%	6%	0%	8%	-	-	-	-	-
	Female	23%	25%	9%	10%	*	0%	-	*	-	*	5%	21%	*	9%	*	-	9%	-	-	-	0%
Reading	All Students	25%	31%	16%	14%	20%	11%	-	*	-	*	11%	30%	*	15%	*	12%	21%	-	-	-	*
	CWD	9%	11%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	27%	33%	15%	13%	20%	13%	-	*	-	*	11%	26%	-	15%	*	10%	21%	-	-	-	*
	EL	13%	16%	*	-	-	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	22%	27%	12%	6%	*	*	-	*	-	*	10%	17%	*	10%	*	12%	-	-	-	-	-
	Female	28%	35%	21%	23%	*	0%	-	*	-	*	12%	50%	*	21%	*	-	21%	-	-	-	*
Mathematics	All Students	20%	18%	3%	2%	20%	0%	-	*	-	*	2%	5%	*	1%	*	5%	0%	-	-	-	*
	CWD	9%	7%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	21%	19%	1%	0%	20%	0%	-	*	-	*	2%	0%	-	1%	*	3%	0%	-	-	-	*
	EL	12%	10%	*	-	-	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	21%	19%	5%	3%	*	*	-	*	-	*	3%	8%	*	3%	*	5%	-	-	-	-	-
	Female	19%	16%	0%	0%	*	0%	-	*	-	*	0%	0%	*	0%	*	-	0%	-	-	-	*
Science	All Students	20%	19%	5%	7%	*	*	-	*	-	*	0%	17%	*	0%	*	11%	0%	-	-	-	*
	CWD	8%	11%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	22%	20%	0%	0%	*	*	-	*	-	*	0%	0%	-	0%	*	0%	0%	-	-	-	*
	EL	7%	8%	*	-	-	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	22%	21%	11%	17%	*	-	-	*	-	*	0%	*	*	0%	*	11%	-	-	-	-	-
	Female	19%	17%	0%	0%	-	*	-	*	-	-	0%	*	-	0%	*	-	0%	-	-	-	*

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	76	80	50	70	-	*	-	*	78	*	*
CWD	*	*	-	-	-	-	-	-	*	*	-
CWOD	77	82	50	70	-	*	-	*	79	-	*
EL ◇	*	-	-	*	-	*	-	-	*	-	*
Male	74	80	*	*	-	*	-	*	78	*	*
Female	80	80	*	*	-	*	-	-	77	-	*
<b>Mathematics</b>											
All Students	49	54	20	50	-	*	-	*	48	*	*
CWD	*	*	-	-	-	-	-	-	*	*	-
CWOD	47	51	20	50	-	*	-	*	46	-	*
EL ◇	*	-	-	*	-	*	-	-	*	-	*
Male	56	64	*	*	-	*	-	*	54	*	*
Female	38	37	*	*	-	*	-	-	37	-	*

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	28	24	39	37	-	46	-	33	22	44	29
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N							N		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N							N		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N							N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N							N		
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N							N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N							N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N							N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N							N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	-	*	-	-	-	-	100%	*	100%	-	-	100%	*	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	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%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	*	100%	100%	-
	CWD	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	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%	-
<b>Mathematics</b>	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	*	100%	100%	-
		100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	*	100%	100%	-
	CWD	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-
		*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-
		100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	-	*	-	*	-	-	*	*	-	*	*	*	*	-
		*	-	-	*	-	*	-	-	*	*	-	*	*	*	*	-

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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
<b>Mathematics</b>	Male	<b>100%</b>	100%	*	*	-	*	-	*	100%	100%	*	100%	*	100%	-	-
		<b>100%</b>	100%	*	*	-	*	-	*	100%	100%	*	100%	*	100%	-	-
	Female	<b>100%</b>	100%	*	100%	-	*	-	*	100%	100%	*	100%	*	-	100%	-
		<b>100%</b>	100%	*	100%	-	*	-	*	100%	100%	*	100%	*	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	<b>0%</b>	0%	-	*	-	-	-	-	0%	*	0%	-	-	0%	*	-
	CWOD	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	<b>0%</b>	-	-	*	-	0%	-	-	0%	*	-	0%	0%	0%	*	-
	Male	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	<b>0%</b>	0%	*	0%	-	*	-	*	0%	0%	*	0%	*	-	0%	-
<b>Reading</b>	All Students	<b>0%</b>	0%	0%	0%	-	*	-	*	0%	0%	*	0%	*	0%	0%	-
	CWD	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	<b>0%</b>	0%	0%	0%	-	*	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	-	*	-	*	-	-	*	*	-	*	*	*	*	-
	Male	<b>0%</b>	0%	*	*	-	*	-	*	0%	0%	*	0%	*	0%	-	-
	Female	<b>0%</b>	0%	*	0%	-	*	-	*	0%	0%	*	0%	*	-	0%	-
<b>Mathematics</b>	All Students	<b>0%</b>	0%	0%	0%	-	*	-	*	0%	0%	*	0%	*	0%	0%	-
	CWD	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	<b>0%</b>	0%	0%	0%	-	*	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	-	*	-	*	-	-	*	*	-	*	*	*	*	-
	Male	<b>0%</b>	0%	*	*	-	*	-	*	0%	0%	*	0%	*	0%	-	-
	Female	<b>0%</b>	0%	*	0%	-	*	-	*	0%	0%	*	0%	*	-	0%	-
<b>Science</b>	All Students	<b>0%</b>	0%	*	*	-	*	-	*	0%	0%	*	0%	*	0%	0%	-
	CWD	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	<b>0%</b>	0%	*	*	-	*	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	-	*	-	*	-	-	*	-	-	*	*	*	*	-
	Male	<b>0%</b>	0%	*	-	-	*	-	*	0%	*	*	0%	*	0%	-	-
	Female	<b>0%</b>	0%	-	*	-	*	-	-	0%	*	-	0%	*	-	0%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	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		
<b>Out-of-School Suspensions</b>												
	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		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	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
<b>Out-of-School Suspensions</b>												
	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
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												

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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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	7	3	-8	3	-8	-8	-8	1	-8	-8	-8
	Female	6	2	1	3	-8	-8	-8	-8	-8	2	-8
	Total	13	5	1	6	-8	-8	-8	1	-8	2	-8

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.



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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	7.7%
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	0.0	-

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	*	5%
Mathematics	6,205	2%	6	0%	*	5%
Science	6,200	2%	6	0%	*	5%
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	*	2%
Reading	48,805	1%	25	0%	*	1%
Mathematics	43,293	1%	24	0%	*	1%
Science	17,856	1%	10	0%	*	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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

#### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	8%	8%	21%	2%	-	*	-	14%	11%	10%	*

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

**There is no data for this campus.**

**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



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schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

**There is no data for this campus.**

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

**There is no data for this campus.**

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

**There is no data for this campus.**

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

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**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)

**There is no data for this campus.**

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

**There is no data for this campus.**

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	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		
<b>Out-of-School Suspensions</b>												

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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	1	0	0	1	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	2	1	0	1	0	0	0	0	0		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	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
<b>Out-of-School Suspensions</b>												
	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
<b>Expulsions</b>												
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

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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)
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	5	-8	-8	4	-8	-8	-8	1	1	1	-8
	Female	2	-8	-8	2	-8	-8	-8	-8	-8	-8	-8
	Total	7	-8	-8	6	-8	-8	-8	1	1	1	-8

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	

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	Total
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	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	0.0	.

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

**There is no data for this campus.**

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	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
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

**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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

				African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	53%	*	40%	*	-	-	-	*	40%	71%	*	56%	60%	67%	45%	-	*	-	-
	CWD	52%	60%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	80%	82%	56%	*	40%	*	-	-	-	*	44%	71%	-	56%	60%	67%	50%	-	*	-	-
	EL	66%	70%	60%	-	*	-	-	-	-	*	*	*	-	60%	60%	*	*	-	*	-	-
	Male	74%	81%	67%	*	*	*	-	-	-	*	*	*	-	67%	*	67%	-	-	-	-	-
	Female	78%	80%	45%	*	50%	*	-	-	-	*	43%	*	*	50%	*	-	45%	-	*	-	-
Mathematics	All Students	70%	70%	53%	*	50%	*	-	-	-	*	50%	57%	*	56%	60%	83%	36%	-	*	-	-
	CWD	46%	46%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	74%	73%	56%	*	50%	*	-	-	-	*	56%	57%	-	56%	60%	83%	40%	-	*	-	-
	EL	64%	59%	60%	-	*	-	-	-	-	*	*	*	-	60%	60%	*	*	-	*	-	-
	Male	72%	75%	83%	*	*	*	-	-	-	*	*	*	-	83%	*	83%	-	-	-	-	-
	Female	68%	67%	36%	*	38%	*	-	-	-	*	43%	*	*	40%	*	-	36%	-	*	-	-
Grade 4																						
Reading	All Students	76%	82%	74%	*	81%	*	-	-	-	*	83%	40%	-	74%	100%	83%	71%	-	-	-	-
	CWD	48%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	84%	74%	*	81%	*	-	-	-	*	83%	40%	-	74%	100%	83%	71%	-	-	-	-
	EL	66%	72%	100%	-	100%	-	-	-	-	-	100%	-	-	100%	100%	*	100%	-	-	-	-
	Male	73%	79%	83%	*	*	*	-	-	-	*	*	*	-	83%	*	83%	-	-	-	-	-
	Female	79%	84%	71%	*	77%	*	-	-	-	-	79%	*	-	71%	100%	-	71%	-	-	-	-
Mathematics	All Students	68%	70%	70%	*	69%	*	-	-	-	*	67%	80%	-	70%	67%	100%	59%	-	-	-	-
	CWD	42%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	73%	73%	70%	*	69%	*	-	-	-	*	67%	80%	-	70%	67%	100%	59%	-	-	-	-
	EL	63%	60%	67%	-	67%	-	-	-	-	-	67%	-	-	67%	67%	*	60%	-	-	-	-
	Male	70%	73%	100%	*	*	*	-	-	-	*	*	*	-	100%	*	100%	-	-	-	-	-
	Female	67%	67%	59%	*	62%	*	-	-	-	-	57%	*	-	59%	60%	-	59%	-	-	-	-
Grade 5																						
Reading	All Students	80%	84%	78%	*	75%	*	-	-	-	*	78%	80%	*	81%	100%	86%	80%	-	*	-	-
	CWD	50%	50%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	85%	88%	81%	*	79%	*	-	-	-	*	81%	80%	-	81%	100%	100%	80%	-	*	-	-
	EL	71%	74%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	*	*	-	-	-	-
	Male	77%	81%	86%	-	83%	-	-	-	-	*	80%	*	*	100%	*	86%	-	-	*	-	-
	Female	83%	87%	80%	*	70%	*	-	-	-	*	77%	*	-	80%	*	-	80%	-	*	-	-
Mathematics	All Students	76%	76%	78%	*	75%	*	-	-	-	*	72%	100%	*	76%	83%	86%	73%	-	*	-	-
	CWD	50%	49%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	80%	78%	76%	*	71%	*	-	-	-	*	69%	100%	-	76%	83%	80%	73%	-	*	-	-
	EL	70%	70%	83%	-	83%	-	-	-	-	-	80%	*	-	83%	83%	*	*	-	-	-	-
	Male	75%	76%	86%	-	83%	-	-	-	-	*	80%	*	*	80%	*	86%	-	-	*	-	-
	Female	76%	76%	73%	*	70%	*	-	-	-	*	69%	*	-	73%	*	-	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	65%	65%	61%	*	56%	*	-	-	-	*	56%	80%	*	62%	67%	71%	60%	-	*	-	-	
	CWD	40%	35%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	69%	68%	62%	*	57%	*	-	-	-	*	56%	80%	-	62%	67%	80%	60%	-	*	-	-	
	EL	52%	46%	67%	-	67%	-	-	-	-	-	60%	*	-	67%	67%	*	*	-	-	-	-	
	Male	67%	66%	71%	-	67%	-	-	-	-	*	60%	*	*	80%	*	71%	-	-	*	-	-	
	Female	63%	64%	60%	*	50%	*	-	-	-	*	54%	*	-	60%	*	-	60%	-	*	-	-	
Grade 6																							
Reading	All Students	69%	77%	74%	*	67%	*	-	*	-	-	71%	80%	*	80%	60%	50%	85%	-	-	-	-	
	CWD	38%	47%	*	-	*	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-	
	CWOD	74%	80%	80%	*	67%	*	-	*	-	-	80%	80%	-	80%	*	50%	100%	-	-	-	-	
	EL	53%	57%	60%	-	*	-	-	*	-	-	*	*	*	*	60%	*	*	-	-	-	-	
	Male	66%	74%	50%	*	*	*	-	-	-	-	*	*	-	50%	*	50%	-	-	-	-	-	
	Female	72%	80%	85%	*	88%	*	-	*	-	-	80%	*	*	100%	*	-	85%	-	-	-	-	
Mathematics	All Students	72%	76%	58%	*	42%	*	-	*	-	-	64%	40%	*	60%	40%	50%	62%	-	-	-	-	
	CWD	47%	49%	*	-	*	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-	
	CWOD	76%	78%	60%	*	33%	*	-	*	-	-	70%	40%	-	60%	*	50%	67%	-	-	-	-	
	EL	61%	63%	40%	-	*	-	-	*	-	-	*	*	*	*	40%	*	*	-	-	-	-	
	Male	73%	77%	50%	*	*	*	-	-	-	-	*	*	-	50%	*	50%	-	-	-	-	-	
	Female	72%	74%	62%	*	50%	*	-	*	-	-	70%	*	*	67%	*	-	62%	-	-	-	-	
Grade 7																							
Reading	All Students	79%	86%	88%	100%	82%	-	-	-	-	*	82%	100%	-	88%	100%	85%	*	-	*	-	-	
	CWD	47%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	83%	89%	88%	100%	82%	-	-	-	-	*	82%	100%	-	88%	100%	85%	*	-	*	-	-	
	EL	63%	74%	100%	-	100%	-	-	-	-	-	*	*	-	100%	100%	*	*	-	-	-	-	
	Male	75%	83%	85%	100%	71%	-	-	-	-	*	75%	100%	-	85%	*	85%	-	-	*	-	-	
	Female	83%	89%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	
Mathematics	All Students	60%	66%	35%	20%	45%	-	-	-	-	*	27%	50%	-	35%	60%	38%	*	-	*	-	-	
	CWD	36%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	63%	68%	35%	20%	45%	-	-	-	-	*	27%	50%	-	35%	60%	38%	*	-	*	-	-	
	EL	45%	51%	60%	-	60%	-	-	-	-	-	*	*	-	60%	60%	*	*	-	-	-	-	
	Male	60%	68%	38%	20%	57%	-	-	-	-	*	38%	40%	-	38%	*	38%	-	-	*	-	-	
	Female	59%	64%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	
Grade 8																							
Reading	All Students	82%	88%	82%	-	75%	*	-	-	-	-	88%	*	*	80%	*	67%	100%	-	-	-	-	
	CWD	50%	60%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-	
	CWOD	86%	90%	80%	-	75%	*	-	-	-	-	86%	*	-	80%	*	67%	*	-	-	-	-	
	EL	65%	65%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	78%	86%	67%	-	60%	*	-	-	-	-	80%	*	-	67%	*	67%	-	-	-	-	-	
	Female	86%	90%	100%	-	*	*	-	-	-	-	*	*	*	*	*	-	100%	-	-	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	69%	73%	-	63%	*	-	-	-	-	75%	*	*	70%	*	50%	100%	-	-	-	-
	CWD	40%	40%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	74%	73%	70%	-	63%	*	-	-	-	-	71%	*	-	70%	*	50%	*	-	-	-	-
	EL	57%	57%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	68%	73%	50%	-	40%	*	-	-	-	-	60%	*	-	50%	*	50%	-	-	-	-	-
	Female	72%	67%	100%	-	*	*	-	-	-	-	*	*	*	*	*	-	100%	-	-	-	-
Science	All Students	73%	79%	91%	-	88%	*	-	-	-	-	88%	*	*	90%	*	83%	100%	-	-	-	-
	CWD	42%	43%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	77%	82%	90%	-	88%	*	-	-	-	-	86%	*	-	90%	*	83%	*	-	-	-	-
	EL	54%	52%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	73%	83%	83%	-	80%	*	-	-	-	-	80%	*	-	83%	*	83%	-	-	-	-	-
	Female	73%	75%	100%	-	*	*	-	-	-	-	*	*	*	*	*	-	100%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	50%	55%	35%	*	30%	*	-	-	-	*	20%	57%	*	38%	40%	33%	36%	-	*	-	-
	CWD	30%	34%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	54%	58%	38%	*	30%	*	-	-	-	*	22%	57%	-	38%	40%	33%	40%	-	*	-	-
	EL	37%	44%	40%	-	*	-	-	-	-	*	*	*	-	40%	40%	*	*	-	*	-	-
	Male	49%	54%	33%	*	*	*	-	-	-	*	*	*	-	33%	*	33%	-	-	-	-	-
	Female	52%	56%	36%	*	38%	*	-	-	-	*	29%	*	*	40%	*	-	36%	-	*	-	-
Mathematics	All Students	42%	38%	18%	*	10%	*	-	-	-	*	20%	14%	*	19%	20%	17%	18%	-	*	-	-
	CWD	27%	21%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	45%	40%	19%	*	10%	*	-	-	-	*	22%	14%	-	19%	20%	17%	20%	-	*	-	-
	EL	35%	32%	20%	-	*	-	-	-	-	*	*	*	-	20%	20%	*	*	-	*	-	-
	Male	45%	42%	17%	*	*	*	-	-	-	*	*	*	-	17%	*	17%	-	-	-	-	-
	Female	39%	34%	18%	*	13%	*	-	-	-	*	29%	*	*	20%	*	-	18%	-	*	-	-
<b>Grade 4</b>																						
Reading	All Students	53%	56%	35%	*	38%	*	-	-	-	*	33%	40%	-	35%	50%	50%	29%	-	-	-	-
	CWD	29%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	58%	35%	*	38%	*	-	-	-	*	33%	40%	-	35%	50%	50%	29%	-	-	-	-
	EL	41%	44%	50%	-	50%	-	-	-	-	-	50%	-	-	50%	50%	*	60%	-	-	-	-
	Male	51%	55%	50%	*	*	*	-	-	-	*	*	*	-	50%	*	50%	-	-	-	-	-
	Female	55%	57%	29%	*	38%	*	-	-	-	-	29%	*	-	29%	60%	-	29%	-	-	-	-
Mathematics	All Students	42%	37%	26%	*	25%	*	-	-	-	*	22%	40%	-	26%	33%	50%	18%	-	-	-	-
	CWD	25%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	38%	26%	*	25%	*	-	-	-	*	22%	40%	-	26%	33%	50%	18%	-	-	-	-
	EL	34%	25%	33%	-	33%	-	-	-	-	-	33%	-	-	33%	33%	*	40%	-	-	-	-
	Male	45%	41%	50%	*	*	*	-	-	-	*	*	*	-	50%	*	50%	-	-	-	-	-
	Female	38%	32%	18%	*	23%	*	-	-	-	-	14%	*	-	18%	40%	-	18%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 5																						
Reading	All Students	57%	62%	52%	*	50%	*	-	-	-	*	50%	60%	*	52%	50%	57%	53%	-	*	-	-
	CWD	29%	29%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	61%	66%	52%	*	50%	*	-	-	-	*	50%	60%	-	52%	50%	60%	53%	-	*	-	-
	EL	43%	49%	50%	-	50%	-	-	-	-	-	40%	*	-	50%	50%	*	*	-	-	-	-
	Male	53%	58%	57%	-	50%	-	-	-	-	*	60%	*	*	60%	*	57%	-	-	*	-	-
	Female	60%	66%	53%	*	50%	*	-	-	-	*	46%	*	-	53%	*	-	53%	-	*	-	-
Mathematics	All Students	47%	43%	17%	*	19%	*	-	-	-	*	11%	40%	*	14%	17%	29%	13%	-	*	-	-
	CWD	25%	23%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	50%	45%	14%	*	14%	*	-	-	-	*	6%	40%	-	14%	17%	20%	13%	-	*	-	-
	EL	38%	33%	17%	-	17%	-	-	-	-	-	20%	*	-	17%	17%	*	*	-	-	-	-
	Male	48%	43%	29%	-	33%	-	-	-	-	*	20%	*	*	20%	*	29%	-	-	*	-	-
	Female	46%	42%	13%	*	10%	*	-	-	-	*	8%	*	-	13%	*	-	13%	-	*	-	-
Science	All Students	38%	35%	17%	*	13%	*	-	-	-	*	17%	20%	*	14%	17%	14%	20%	-	*	-	-
	CWD	23%	24%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	40%	36%	14%	*	7%	*	-	-	-	*	13%	20%	-	14%	17%	0%	20%	-	*	-	-
	EL	24%	17%	17%	-	17%	-	-	-	-	-	20%	*	-	17%	17%	*	*	-	-	-	-
	Male	41%	38%	14%	-	17%	-	-	-	-	*	20%	*	*	0%	*	14%	-	-	*	-	-
	Female	34%	31%	20%	*	10%	*	-	-	-	*	15%	*	-	20%	*	-	20%	-	*	-	-
Grade 6																						
Reading	All Students	42%	46%	53%	*	50%	*	-	*	-	-	57%	40%	*	53%	40%	33%	62%	-	-	-	-
	CWD	21%	19%	*	-	*	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	46%	49%	53%	*	44%	*	-	*	-	-	60%	40%	-	53%	*	33%	67%	-	-	-	-
	EL	24%	26%	40%	-	*	-	-	*	-	-	*	*	*	*	40%	*	*	-	-	-	-
	Male	40%	42%	33%	*	*	*	-	-	-	-	*	*	-	33%	*	33%	-	-	-	-	-
	Female	45%	50%	62%	*	75%	*	-	*	-	-	60%	*	*	67%	*	-	62%	-	-	-	-
Mathematics	All Students	38%	36%	21%	*	17%	*	-	*	-	-	29%	0%	*	13%	40%	0%	31%	-	-	-	-
	CWD	20%	15%	*	-	*	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	41%	39%	13%	*	0%	*	-	*	-	-	20%	0%	-	13%	*	0%	22%	-	-	-	-
	EL	24%	23%	40%	-	*	-	-	*	-	-	*	*	*	*	40%	*	*	-	-	-	-
	Male	40%	40%	0%	*	*	*	-	-	-	-	*	*	-	0%	*	0%	-	-	-	-	-
	Female	36%	33%	31%	*	25%	*	-	*	-	-	40%	*	*	22%	*	-	31%	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	59%	80%	55%	-	-	-	-	*	45%	83%	-	59%	60%	54%	*	-	*	-	-
	CWD	25%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	63%	59%	80%	55%	-	-	-	-	*	45%	83%	-	59%	60%	54%	*	-	*	-	-
	EL	33%	39%	60%	-	60%	-	-	-	-	-	*	*	-	60%	60%	*	*	-	-	-	-
	Male	50%	57%	54%	80%	43%	-	-	-	-	*	38%	80%	-	54%	*	54%	-	-	*	-	-
	Female	60%	64%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-

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Mathematics	All Students	30%	35%	6%	0%	9%	-	-	-	-	*	9%	0%	-	6%	20%	8%	*	-	*	-	-
	CWD	18%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	32%	37%	6%	0%	9%	-	-	-	-	*	9%	0%	-	6%	20%	8%	*	-	*	-	-
	EL	17%	20%	20%	-	20%	-	-	-	-	-	*	*	-	20%	20%	*	*	-	-	-	-
	Male	31%	36%	8%	0%	14%	-	-	-	-	*	13%	0%	-	8%	*	8%	-	-	*	-	-
	Female	29%	34%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	57%	63%	64%	-	50%	*	-	-	-	-	63%	*	*	60%	*	50%	80%	-	-	-	-
	CWD	25%	30%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	61%	66%	60%	-	50%	*	-	-	-	-	57%	*	-	60%	*	50%	*	-	-	-	-
	EL	33%	32%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	51%	58%	50%	-	40%	*	-	-	-	-	60%	*	-	50%	*	50%	-	-	-	-	-
	Female	63%	68%	80%	-	*	*	-	-	-	-	*	*	*	*	*	-	80%	-	-	-	-
Mathematics	All Students	39%	34%	36%	-	25%	*	-	-	-	-	38%	*	*	30%	*	33%	40%	-	-	-	-
	CWD	20%	13%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	41%	37%	30%	-	25%	*	-	-	-	-	29%	*	-	30%	*	33%	*	-	-	-	-
	EL	24%	21%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	38%	38%	33%	-	20%	*	-	-	-	-	40%	*	-	33%	*	33%	-	-	-	-	-
	Female	40%	32%	40%	-	*	*	-	-	-	-	*	*	*	*	*	-	40%	-	-	-	-
Science	All Students	44%	45%	73%	-	63%	*	-	-	-	-	75%	*	*	70%	*	50%	100%	-	-	-	-
	CWD	22%	19%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	47%	47%	70%	-	63%	*	-	-	-	-	71%	*	-	70%	*	50%	*	-	-	-	-
	EL	23%	22%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	45%	50%	50%	-	40%	*	-	-	-	-	60%	*	-	50%	*	50%	-	-	-	-	-
	Female	42%	40%	100%	-	*	*	-	-	-	-	*	*	*	*	*	-	100%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	29%	33%	12%	*	10%	*	-	-	-	*	20%	0%	*	13%	20%	0%	18%	-	*	-	-
	CWD	12%	16%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	32%	35%	13%	*	10%	*	-	-	-	*	22%	0%	-	13%	20%	0%	20%	-	*	-	-
	EL	19%	17%	20%	-	*	-	-	-	-	*	*	*	-	20%	20%	*	*	-	*	-	-
	Male	28%	31%	0%	*	*	*	-	-	-	*	*	*	-	0%	*	0%	-	-	-	-	-
	Female	31%	35%	18%	*	13%	*	-	-	-	*	29%	*	*	20%	*	-	18%	-	*	-	-
Mathematics	All Students	20%	15%	6%	*	0%	*	-	-	-	*	10%	0%	*	6%	0%	0%	9%	-	*	-	-
	CWD	10%	7%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	22%	16%	6%	*	0%	*	-	-	-	*	11%	0%	-	6%	0%	0%	10%	-	*	-	-
	EL	15%	11%	0%	-	*	-	-	-	-	*	*	*	-	0%	0%	*	*	-	*	-	-
	Male	23%	17%	0%	*	*	*	-	-	-	*	*	*	-	0%	*	0%	-	-	-	-	-
	Female	18%	13%	9%	*	0%	*	-	-	-	*	14%	*	*	10%	*	-	9%	-	*	-	-



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Grade 4																						
Reading	All Students	28%	29%	17%	*	19%	*	-	-	-	*	17%	20%	-	17%	33%	33%	12%	-	-	-	-
	CWD	10%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	31%	31%	17%	*	19%	*	-	-	-	*	17%	20%	-	17%	33%	33%	12%	-	-	-	-
	EL	18%	22%	33%	-	33%	-	-	-	-	-	33%	-	-	33%	33%	*	40%	-	-	-	-
	Male	26%	27%	33%	*	*	*	-	-	-	*	*	*	-	33%	*	33%	-	-	-	-	-
	Female	29%	32%	12%	*	15%	*	-	-	-	-	14%	*	-	12%	40%	-	12%	-	-	-	-
Mathematics	All Students	22%	20%	4%	*	0%	*	-	-	-	*	0%	20%	-	4%	0%	17%	0%	-	-	-	-
	CWD	10%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	21%	4%	*	0%	*	-	-	-	*	0%	20%	-	4%	0%	17%	0%	-	-	-	-
	EL	16%	12%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	0%	-	-	-	-
	Male	25%	23%	17%	*	*	*	-	-	-	*	*	*	-	17%	*	17%	-	-	-	-	-
	Female	19%	18%	0%	*	0%	*	-	-	-	-	0%	*	-	0%	0%	-	0%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	9%	*	6%	*	-	-	-	*	11%	0%	*	10%	0%	0%	13%	-	*	-	-
	CWD	12%	15%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	40%	41%	10%	*	7%	*	-	-	-	*	13%	0%	-	10%	0%	0%	13%	-	*	-	-
	EL	23%	20%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-
	Male	32%	32%	0%	-	0%	-	-	-	-	*	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	39%	44%	13%	*	10%	*	-	-	-	*	15%	*	-	13%	*	-	13%	-	*	-	-
Mathematics	All Students	24%	21%	13%	*	13%	*	-	-	-	*	6%	40%	*	14%	17%	14%	13%	-	*	-	-
	CWD	9%	8%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	26%	23%	14%	*	14%	*	-	-	-	*	6%	40%	-	14%	17%	20%	13%	-	*	-	-
	EL	17%	14%	17%	-	17%	-	-	-	-	-	20%	*	-	17%	17%	*	*	-	-	-	-
	Male	25%	23%	14%	-	17%	-	-	-	-	*	0%	*	*	20%	*	14%	-	-	*	-	-
	Female	23%	20%	13%	*	10%	*	-	-	-	*	8%	*	-	13%	*	-	13%	-	*	-	-
Science	All Students	17%	14%	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	CWD	9%	9%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	19%	14%	0%	*	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	9%	7%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-
	Male	20%	16%	0%	-	0%	-	-	-	-	*	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	15%	12%	0%	*	0%	*	-	-	-	*	0%	*	-	0%	*	-	0%	-	*	-	-
Grade 6																						
Reading	All Students	23%	23%	16%	*	17%	*	-	*	-	-	14%	20%	*	20%	20%	0%	23%	-	-	-	-
	CWD	8%	7%	*	-	*	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	25%	25%	20%	*	22%	*	-	*	-	-	20%	20%	-	20%	*	0%	33%	-	-	-	-
	EL	9%	14%	20%	-	*	-	-	*	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	21%	21%	0%	*	*	*	-	-	-	-	*	*	-	0%	*	0%	-	-	-	-	-
	Female	25%	25%	23%	*	25%	*	-	*	-	-	20%	*	*	33%	*	-	23%	-	-	-	-

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Mathematics	All Students	16%	13%	11%	*	8%	*	-	*	-	-	14%	0%	*	7%	20%	0%	15%	-	-	-	-
	CWD	8%	7%	*	-	*	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	17%	14%	7%	*	0%	*	-	*	-	-	10%	0%	-	7%	*	0%	11%	-	-	-	-
	EL	7%	5%	20%	-	*	-	-	*	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	17%	14%	0%	*	*	*	-	-	-	-	*	*	-	0%	*	0%	-	-	-	-	-
	Female	14%	12%	15%	*	13%	*	-	*	-	-	20%	*	*	11%	*	-	15%	-	-	-	-
<b>Grade 7</b>																						
Reading	All Students	36%	41%	29%	60%	18%	-	-	-	-	*	27%	33%	-	29%	40%	31%	*	-	*	-	-
	CWD	11%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	43%	29%	60%	18%	-	-	-	-	*	27%	33%	-	29%	40%	31%	*	-	*	-	-
	EL	17%	22%	40%	-	40%	-	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	32%	37%	31%	60%	14%	-	-	-	-	*	25%	40%	-	31%	*	31%	-	-	*	-	-
	Female	41%	45%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Mathematics	All Students	13%	14%	0%	0%	0%	-	-	-	-	*	0%	0%	-	0%	0%	0%	*	-	*	-	-
	CWD	7%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	14%	14%	0%	0%	0%	-	-	-	-	*	0%	0%	-	0%	0%	0%	*	-	*	-	-
	EL	6%	7%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	13%	14%	0%	0%	0%	-	-	-	-	*	0%	0%	-	0%	*	0%	-	-	*	-	-
	Female	12%	13%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	37%	42%	45%	-	25%	*	-	-	-	-	50%	*	*	40%	*	33%	60%	-	-	-	-
	CWD	11%	23%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	40%	43%	40%	-	25%	*	-	-	-	-	43%	*	-	40%	*	33%	*	-	-	-	-
	EL	16%	15%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	31%	34%	33%	-	20%	*	-	-	-	-	40%	*	-	33%	*	33%	-	-	-	-	-
	Female	42%	48%	60%	-	*	*	-	-	-	-	*	*	*	*	*	-	60%	-	-	-	-
Mathematics	All Students	14%	11%	18%	-	0%	*	-	-	-	-	25%	*	*	10%	*	17%	20%	-	-	-	-
	CWD	8%	5%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	15%	11%	10%	-	0%	*	-	-	-	-	14%	*	-	10%	*	17%	*	-	-	-	-
	EL	6%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	14%	13%	17%	-	0%	*	-	-	-	-	20%	*	-	17%	*	17%	-	-	-	-	-
	Female	14%	8%	20%	-	*	*	-	-	-	-	*	*	*	*	*	-	20%	-	-	-	-
Science	All Students	23%	19%	45%	-	38%	*	-	-	-	-	50%	*	*	40%	*	33%	60%	-	-	-	-
	CWD	9%	10%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	24%	20%	40%	-	38%	*	-	-	-	-	43%	*	-	40%	*	33%	*	-	-	-	-
	EL	8%	9%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	24%	23%	33%	-	20%	*	-	-	-	-	40%	*	-	33%	*	33%	-	-	-	-	-
	Female	21%	16%	60%	-	*	*	-	-	-	-	*	*	*	*	*	-	60%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	73%	79%	69%	72%	65%	81%	-	*	-	76%	67%	71%	58%	69%	74%	70%	68%	-	54%	-	-
	CWD	44%	49%	58%	-	67%	43%	-	-	-	-	58%	-	58%	-	*	67%	54%	-	-	-	-
	CWOD	77%	81%	69%	72%	65%	95%	-	*	-	76%	68%	71%	-	69%	73%	71%	69%	-	54%	-	-
	EL	59%	62%	74%	-	73%	-	-	*	-	*	72%	89%	*	73%	74%	68%	79%	-	*	-	-
	Male	71%	79%	70%	75%	65%	91%	-	-	-	78%	68%	76%	67%	71%	68%	70%	-	-	80%	-	-
	Female	75%	79%	68%	70%	66%	73%	-	*	-	75%	67%	71%	54%	69%	79%	-	68%	-	38%	-	-
Reading	All Students	74%	84%	75%	82%	71%	82%	-	*	-	86%	75%	74%	50%	76%	86%	75%	75%	-	80%	-	-
	CWD	43%	54%	50%	-	60%	*	-	-	-	-	50%	-	50%	-	*	*	50%	-	-	-	-
	CWOD	78%	87%	76%	82%	72%	100%	-	*	-	86%	77%	74%	-	76%	86%	76%	78%	-	80%	-	-
	EL	57%	67%	86%	-	85%	-	-	*	-	*	84%	*	*	86%	86%	75%	94%	-	*	-	-
	Male	70%	82%	75%	100%	63%	100%	-	-	-	*	72%	80%	*	76%	75%	75%	-	-	*	-	-
	Female	78%	86%	75%	67%	76%	67%	-	*	-	*	76%	73%	50%	78%	94%	-	75%	-	*	-	-
Mathematics	All Students	71%	74%	62%	59%	59%	73%	-	*	-	71%	61%	65%	63%	62%	62%	64%	60%	-	40%	-	-
	CWD	44%	45%	63%	-	80%	*	-	-	-	-	63%	-	63%	-	*	*	50%	-	-	-	-
	CWOD	75%	76%	62%	59%	57%	88%	-	*	-	71%	61%	65%	-	62%	61%	62%	61%	-	40%	-	-
	EL	61%	60%	62%	-	59%	-	-	*	-	*	60%	*	*	61%	62%	58%	65%	-	*	-	-
	Male	71%	76%	64%	50%	63%	80%	-	-	-	*	62%	67%	*	62%	58%	64%	-	-	*	-	-
	Female	71%	72%	60%	67%	57%	67%	-	*	-	*	60%	60%	50%	61%	65%	-	60%	-	*	-	-
Science	All Students	74%	77%	71%	*	67%	*	-	-	-	*	65%	88%	*	71%	75%	77%	70%	-	*	-	-
	CWD	47%	49%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	78%	80%	71%	*	68%	*	-	-	-	*	65%	88%	-	71%	75%	82%	68%	-	*	-	-
	EL	58%	54%	75%	-	75%	-	-	-	-	-	71%	*	-	75%	75%	*	*	-	-	-	-
	Male	74%	79%	77%	-	73%	*	-	-	-	*	70%	*	*	82%	*	77%	-	-	*	-	-
	Female	75%	76%	70%	*	62%	*	-	-	-	*	63%	*	*	68%	*	-	70%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	50%	34%	33%	31%	58%	-	*	-	29%	33%	39%	53%	33%	35%	34%	35%	-	23%	-	-
	CWD	23%	24%	53%	-	58%	43%	-	-	-	-	53%	-	53%	-	*	50%	54%	-	-	-	-
	CWOD	50%	53%	33%	33%	29%	63%	-	*	-	29%	30%	39%	-	33%	33%	33%	34%	-	23%	-	-
	EL	29%	31%	35%	-	32%	-	-	*	-	*	35%	33%	*	33%	35%	21%	45%	-	*	-	-
	Male	45%	50%	34%	44%	26%	73%	-	-	-	22%	34%	33%	50%	33%	21%	34%	-	-	20%	-	-
	Female	48%	51%	35%	25%	34%	47%	-	*	-	38%	32%	47%	54%	34%	45%	-	35%	-	25%	-	-
Reading	All Students	52%	61%	48%	47%	45%	64%	-	*	-	57%	44%	58%	50%	48%	48%	48%	49%	-	40%	-	-
	CWD	24%	29%	50%	-	60%	*	-	-	-	-	50%	-	50%	-	*	*	50%	-	-	-	-
	CWOD	56%	64%	48%	47%	44%	75%	-	*	-	57%	44%	58%	-	48%	46%	48%	49%	-	40%	-	-
	EL	31%	38%	48%	-	44%	-	-	*	-	*	44%	*	*	46%	48%	42%	53%	-	*	-	-
	Male	47%	57%	48%	75%	33%	80%	-	-	-	*	45%	53%	*	48%	42%	48%	-	-	*	-	-
	Female	56%	64%	49%	22%	52%	50%	-	*	-	*	44%	67%	50%	49%	53%	-	49%	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	39%	20%	18%	18%	36%	-	*	-	14%	20%	19%	50%	18%	24%	20%	20%	-	20%	-	-
	CWD	22%	18%	50%	-	60%	*	-	-	-	-	50%	-	50%	-	*	*	50%	-	-	-	-
	CWOD	44%	41%	18%	18%	15%	38%	-	*	-	14%	17%	19%	-	18%	21%	19%	17%	-	20%	-	-
	EL	29%	25%	24%	-	22%	-	-	*	-	*	28%	*	*	21%	24%	8%	35%	-	*	-	-
	Male	42%	41%	20%	13%	19%	60%	-	-	-	*	21%	20%	*	19%	8%	20%	-	-	*	-	-
	Female	40%	37%	20%	22%	17%	17%	-	*	-	*	20%	20%	50%	17%	35%	-	20%	-	*	-	-
Science	All Students	46%	49%	35%	*	29%	*	-	-	-	*	35%	38%	*	32%	25%	31%	40%	-	*	-	-
	CWD	23%	27%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	49%	51%	32%	*	27%	*	-	-	-	*	30%	38%	-	32%	25%	27%	37%	-	*	-	-
	EL	25%	23%	25%	-	25%	-	-	-	-	-	29%	*	-	25%	25%	*	*	-	-	-	-
	Male	47%	52%	31%	-	27%	*	-	-	-	*	40%	*	*	27%	*	31%	-	-	*	-	-
	Female	45%	46%	40%	*	31%	*	-	-	-	*	31%	*	*	37%	*	-	40%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	14%	11%	10%	38%	-	*	-	12%	14%	13%	21%	13%	14%	13%	15%	-	8%	-	-
	CWD	9%	10%	21%	-	8%	43%	-	-	-	-	21%	-	21%	-	*	0%	31%	-	-	-	-
	CWOD	24%	25%	13%	11%	10%	37%	-	*	-	12%	13%	13%	-	13%	14%	14%	13%	-	8%	-	-
	EL	12%	12%	14%	-	11%	-	-	*	-	*	16%	0%	*	14%	14%	4%	21%	-	*	-	-
	Male	21%	23%	13%	19%	8%	45%	-	-	-	0%	12%	15%	0%	14%	4%	13%	-	-	0%	-	-
	Female	23%	25%	15%	5%	11%	33%	-	*	-	25%	16%	12%	31%	13%	21%	-	15%	-	13%	-	-
Reading	All Students	25%	31%	19%	18%	15%	45%	-	*	-	14%	20%	16%	13%	20%	21%	18%	20%	-	20%	-	-
	CWD	9%	11%	13%	-	0%	*	-	-	-	-	13%	-	13%	-	*	*	17%	-	-	-	-
	CWOD	27%	33%	20%	18%	16%	50%	-	*	-	14%	21%	16%	-	20%	21%	19%	20%	-	20%	-	-
	EL	13%	16%	21%	-	19%	-	-	*	-	*	24%	*	*	21%	21%	8%	29%	-	*	-	-
	Male	22%	27%	18%	38%	11%	40%	-	-	-	*	17%	20%	*	19%	8%	18%	-	-	*	-	-
	Female	28%	35%	20%	0%	17%	50%	-	*	-	*	22%	13%	17%	20%	29%	-	20%	-	*	-	-
Mathematics	All Students	20%	18%	8%	6%	4%	27%	-	*	-	14%	8%	10%	25%	7%	7%	7%	9%	-	0%	-	-
	CWD	9%	7%	25%	-	20%	*	-	-	-	-	25%	-	25%	-	*	*	33%	-	-	-	-
	CWOD	21%	19%	7%	6%	3%	25%	-	*	-	14%	6%	10%	-	7%	7%	7%	7%	-	0%	-	-
	EL	12%	10%	7%	-	4%	-	-	*	-	*	8%	*	*	7%	7%	0%	12%	-	*	-	-
	Male	21%	19%	7%	0%	4%	40%	-	-	-	*	3%	13%	*	7%	0%	7%	-	-	*	-	-
	Female	19%	16%	9%	11%	4%	17%	-	*	-	*	10%	7%	33%	7%	12%	-	9%	-	*	-	-
Science	All Students	20%	19%	15%	*	13%	*	-	-	-	*	15%	13%	*	13%	13%	15%	15%	-	*	-	-
	CWD	8%	11%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	22%	20%	13%	*	14%	*	-	-	-	*	13%	13%	-	13%	13%	18%	11%	-	*	-	-
	EL	7%	8%	13%	-	13%	-	-	-	-	-	14%	*	-	13%	13%	*	*	-	-	-	-
	Male	22%	21%	15%	-	9%	*	-	-	-	*	20%	*	*	18%	*	15%	-	-	*	-	-
	Female	19%	17%	15%	*	15%	*	-	-	-	*	13%	*	*	11%	*	-	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 (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	86	69	89	100	-	*	-	*	91	70	98
CWD	70	-	*	*	-	-	-	-	70	70	*
CWOD	87	69	91	100	-	*	-	*	93	-	100
EL ◇	98	-	98	-	-	*	-	-	98	*	98
Male	94	100	96	*	-	-	-	*	100	*	100
Female	80	43	84	*	-	*	-	*	85	*	96
<b>Mathematics</b>											
All Students	73	58	72	100	-	*	-	*	71	100	75
CWD	100	-	*	*	-	-	-	-	100	100	*
CWOD	71	58	70	100	-	*	-	*	69	-	74
EL ◇	75	-	74	-	-	*	-	-	76	*	75
Male	70	33	74	*	-	-	-	*	67	*	70
Female	75	79	70	*	-	*	-	*	74	*	79

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

#### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
42	5	12%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	39	39	35	59	-	*	-	39	38	44	41
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						Y		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status<sup>Δ</sup></b>											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	100%	-	-	-	-	100%	-	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	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%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	-	100%	-	*	*	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	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%	-
<b>Mathematics</b>	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-



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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	CWD	100%	-	100%	*	-	-	-	-	100%	-	100%	-	*	*	100%	-
		100%	-	100%	*	-	-	-	-	100%	-	100%	-	*	*	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	*	100%	*	*	100%	100%	100%	100%	-
		100%	-	100%	-	-	*	-	*	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	*	100%	100%	100%	-	-
		100%	100%	100%	100%	-	-	-	*	100%	100%	*	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
		100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
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%	-
	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%	0%	-
	CWD	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%	-	-
	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%	0%	-
	CWD	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%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Science</b>	All Students	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	*	*	-	-	-	-	*	-	*	-	-	*	*	-
	CWOD	0%	*	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-
	Male	0%	-	0%	*	-	-	-	*	0%	*	*	0%	*	0%	-	-
	Female	0%	*	0%	*	-	-	-	*	0%	*	*	0%	*	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	6	0	6	0	0	0	0	0	1		
	Female	1	1	0	0	0	0	0	0	0		
	Total	7	1	6	0	0	0	0	0	1		
<b>Out-of-School Suspensions</b>												
	Male	12	2	8	2	0	0	0	0	1		
	Female	1	0	1	0	0	0	0	0	0		
	Total	13	2	9	2	0	0	0	0	1		
<b>Expulsions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	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
<b>Out-of-School Suspensions</b>												
	Male	1	0	0	1	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	0	1	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	16	4	9	3	-8	-8	-8	-8	-8	3	-8
	Female	29	3	20	6	-8	-8	-8	-8	5	1	-8
	Total	45	7	29	9	-8	-8	-8	-8	5	4	-8

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0

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	Total
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	17.3%
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	0.0	-

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	*	4%
Mathematics	6,205	2%	6	0%	*	4%
Science	6,200	2%	6	0%	*	4%
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	*	10%
Mathematics	6,177	2%	*	0%	*	11%
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	*	9%
Mathematics	5,803	2%	*	1%	*	9%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,796	1%	*	0%	*	9%
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	10	4%
Reading	48,805	1%	25	0%	*	4%
Mathematics	43,293	1%	24	0%	*	4%
Science	17,856	1%	10	0%	*	6%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

## Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%



State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	15%	16%	14%	26%	*	*	-	0%	17%	29%	11%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
End of Course																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	64%	87%	97%	100%	92%	100%	-	*	-	*	90%	100%	*	97%	*	97%	97%	-	-	-	*
	CWD	29%	54%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	68%	90%	97%	100%	92%	100%	-	*	-	*	90%	100%	-	97%	*	97%	97%	-	-	-	*
	EL	38%	49%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	58%	84%	97%	*	89%	100%	-	*	-	*	89%	100%	*	97%	*	97%	-	-	-	-	-
	Female	70%	90%	97%	*	93%	100%	-	*	-	*	92%	100%	*	97%	*	-	97%	-	-	-	*
English II	All Students	71%	91%	98%	92%	96%	100%	*	*	-	-	96%	98%	*	99%	*	97%	98%	-	-	-	-
	CWD	33%	55%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	76%	94%	99%	100%	96%	100%	*	*	-	-	100%	98%	-	99%	*	100%	98%	-	-	-	-
	EL	43%	66%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	65%	88%	97%	83%	100%	100%	*	-	-	-	86%	100%	*	100%	*	97%	-	-	-	-	-
	Female	77%	93%	98%	100%	95%	100%	-	*	-	-	100%	97%	-	98%	-	-	98%	-	-	-	-
Algebra I	All Students	74%	85%	98%	100%	95%	100%	-	-	-	*	100%	97%	*	98%	*	96%	100%	-	-	-	*
	CWD	46%	52%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	88%	98%	100%	95%	100%	-	-	-	*	100%	97%	-	98%	*	95%	100%	-	-	-	*
	EL	64%	63%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	71%	84%	96%	*	88%	100%	-	-	-	*	100%	93%	*	95%	*	96%	-	-	-	-	-
	Female	78%	86%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	-	-	100%	-	-	-	*
Biology	All Students	82%	94%	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	*	100%	100%	-	-	-	*
	CWD	57%	77%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	86%	96%	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	*
	EL	66%	75%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	80%	94%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	85%	95%	100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	-	-	100%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	46%	75%	82%	67%	75%	90%	-	*	-	*	62%	91%	*	83%	*	82%	82%	-	-	-	*
	CWD	17%	28%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	50%	79%	83%	80%	75%	90%	-	*	-	*	65%	91%	-	83%	*	84%	81%	-	-	-	*
	EL	19%	23%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	40%	70%	82%	*	67%	89%	-	*	-	*	67%	88%	*	84%	*	82%	-	-	-	-	-
	Female	53%	79%	82%	*	80%	92%	-	*	-	*	58%	95%	*	81%	*	-	82%	-	-	-	*
English II	All Students	54%	81%	91%	83%	89%	93%	*	*	-	-	85%	93%	*	92%	*	80%	96%	-	-	-	-
	CWD	21%	40%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	59%	84%	92%	91%	89%	93%	*	*	-	-	88%	93%	-	92%	*	83%	96%	-	-	-	-
	EL	22%	40%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	48%	75%	80%	83%	71%	81%	*	-	-	-	57%	87%	*	83%	*	80%	-	-	-	-	-
	Female	62%	85%	96%	83%	95%	100%	-	*	-	-	95%	97%	-	96%	-	-	96%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	42%	46%	63%	43%	55%	74%	-	-	-	*	44%	71%	*	63%	*	74%	54%	-	-	-	*
	CWD	19%	16%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	45%	49%	63%	50%	55%	73%	-	-	-	*	47%	71%	-	63%	*	77%	52%	-	-	-	*
	EL	28%	21%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	40%	43%	74%	*	75%	80%	-	-	-	*	75%	73%	*	77%	*	74%	-	-	-	-	-
	Female	45%	49%	54%	*	42%	69%	-	-	-	-	13%	70%	*	52%	-	-	54%	-	-	-	*
Biology	All Students	54%	76%	88%	80%	82%	92%	-	*	-	*	80%	91%	*	88%	*	86%	90%	-	-	-	*
	CWD	25%	41%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	57%	79%	88%	80%	82%	91%	-	*	-	*	80%	90%	-	88%	*	86%	89%	-	-	-	*
	EL	26%	36%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	52%	74%	86%	*	64%	95%	-	*	-	*	75%	89%	-	86%	*	86%	-	-	-	-	-
	Female	56%	77%	90%	*	94%	88%	-	*	-	*	83%	93%	*	89%	-	-	90%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	10%	21%	23%	0%	17%	32%	-	*	-	*	19%	24%	*	23%	*	21%	24%	-	-	-	*
	CWD	4%	4%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	11%	23%	23%	0%	17%	33%	-	*	-	*	20%	25%	-	23%	*	22%	25%	-	-	-	*
	EL	1%	3%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	8%	18%	21%	*	22%	28%	-	*	-	*	22%	21%	*	22%	*	21%	-	-	-	-	-
	Female	13%	25%	24%	*	13%	38%	-	*	-	*	17%	29%	*	25%	*	-	24%	-	-	-	*
English II	All Students	9%	15%	19%	8%	11%	24%	*	*	-	-	12%	22%	*	19%	*	13%	22%	-	-	-	-
	CWD	5%	2%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	9%	16%	19%	9%	11%	24%	*	*	-	-	12%	22%	-	19%	*	14%	22%	-	-	-	-
	EL	1%	1%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	7%	10%	13%	17%	0%	13%	*	-	-	-	0%	17%	*	14%	*	13%	-	-	-	-	-
	Female	11%	18%	22%	0%	15%	32%	-	*	-	-	16%	25%	-	22%	-	-	22%	-	-	-	-
Algebra I	All Students	26%	28%	37%	0%	35%	48%	-	-	-	*	13%	49%	*	37%	*	43%	32%	-	-	-	*
	CWD	8%	6%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	29%	30%	37%	0%	35%	45%	-	-	-	*	13%	47%	-	37%	*	45%	30%	-	-	-	*
	EL	14%	13%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	25%	27%	43%	*	63%	40%	-	-	-	*	25%	53%	*	45%	*	43%	-	-	-	-	-
	Female	28%	29%	32%	*	17%	54%	-	-	-	-	0%	45%	*	30%	-	-	32%	-	-	-	*
Biology	All Students	21%	27%	43%	40%	25%	57%	-	*	-	*	35%	46%	*	43%	*	43%	44%	-	-	-	*
	CWD	7%	14%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	22%	28%	43%	40%	25%	57%	-	*	-	*	35%	46%	-	43%	*	43%	43%	-	-	-	*
	EL	5%	11%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	21%	28%	43%	*	9%	60%	-	*	-	*	50%	41%	-	43%	*	43%	-	-	-	-	-
	Female	21%	27%	44%	*	35%	53%	-	*	-	*	25%	52%	*	43%	-	-	44%	-	-	-	*
<b>STAAR Percent at Approaches Grade Level or Above</b>																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	73%	79%	98%	97%	96%	100%	*	100%	-	100%	97%	99%	86%	99%	88%	98%	99%	-	-	-	*
	CWD	44%	49%	86%	*	-	*	-	-	-	-	*	*	86%	-	-	*	*	-	-	-	-
	CWOD	77%	81%	99%	100%	96%	100%	*	100%	-	100%	98%	99%	-	99%	88%	98%	99%	-	-	-	*
	EL	59%	62%	88%	-	86%	*	-	-	-	-	80%	*	-	88%	88%	86%	*	-	-	-	-
	Male	71%	79%	98%	94%	94%	100%	*	*	-	100%	94%	99%	*	98%	86%	98%	-	-	-	-	*
	Female	75%	79%	99%	93%	97%	100%	-	100%	-	*	98%	99%	*	99%	*	-	99%	-	-	-	*
Reading	All Students	74%	84%	97%	94%	94%	100%	*	100%	-	*	94%	99%	*	98%	80%	97%	98%	-	-	-	*
	CWD	43%	54%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	87%	98%	100%	94%	100%	*	100%	-	*	96%	99%	-	98%	80%	98%	98%	-	-	-	*
	EL	57%	67%	80%	-	*	*	-	-	-	-	*	*	-	80%	80%	*	*	-	-	-	-
	Male	70%	82%	97%	90%	94%	100%	*	*	-	*	88%	100%	*	98%	*	97%	-	-	-	-	-
	Female	78%	86%	98%	100%	94%	100%	-	100%	-	*	97%	98%	*	98%	*	-	98%	-	-	-	*
Mathematics	All Students	71%	74%	99%	88%	95%	100%	-	*	-	*	100%	98%	*	98%	*	97%	100%	-	-	-	*
	CWD	44%	45%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	75%	76%	98%	86%	95%	100%	-	*	-	*	100%	98%	-	98%	*	97%	100%	-	-	-	*
	EL	61%	60%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	71%	76%	97%	*	88%	100%	-	-	-	*	100%	96%	*	97%	*	97%	-	-	-	-	*
	Female	71%	72%	100%	*	100%	100%	-	*	-	-	100%	100%	*	100%	-	-	100%	-	-	-	*
Science	All Students	74%	77%	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	*	100%	100%	-	-	-	*
	CWD	47%	49%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	78%	80%	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	*
	EL	58%	54%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	74%	79%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	75%	76%	100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	-	-	100%	-	-	-	*
SAT/ACT All Subjects	All Students	92%	95%	100%	-	*	100%	-	*	-	*	*	100%	-	100%	-	100%	100%	-	-	-	*
	CWD	75%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	95%	100%	-	*	100%	-	*	-	*	*	100%	-	100%	-	100%	100%	-	-	-	*
	EL	69%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	95%	100%	-	-	100%	-	-	-	*	*	100%	-	100%	-	100%	-	-	-	-	*
	Female	92%	96%	100%	-	*	100%	-	*	-	-	*	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	50%	82%	70%	77%	88%	*	89%	-	88%	71%	87%	57%	83%	63%	80%	84%	-	-	-	*
	CWD	23%	24%	57%	*	-	*	-	-	-	-	*	*	57%	-	-	*	*	-	-	-	-
	CWOD	50%	53%	83%	78%	77%	87%	*	89%	-	88%	73%	87%	-	83%	63%	82%	84%	-	-	-	*
	EL	29%	31%	63%	-	71%	*	-	-	-	-	40%	*	-	63%	63%	71%	*	-	-	-	-
	Male	45%	50%	80%	75%	69%	86%	*	*	-	80%	70%	84%	*	82%	71%	80%	-	-	-	-	*
	Female	48%	51%	84%	60%	82%	89%	-	86%	-	*	72%	90%	*	84%	*	-	84%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	61%	87%	78%	82%	92%	*	83%	-	*	74%	92%	*	88%	40%	81%	91%	-	-	-	*
	CWD	24%	29%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	56%	64%	88%	88%	82%	92%	*	83%	-	*	78%	92%	-	88%	40%	84%	91%	-	-	-	*
	EL	31%	38%	40%	-	*	*	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	47%	57%	81%	80%	69%	85%	*	*	-	*	63%	87%	*	84%	*	81%	-	-	-	-	-
	Female	56%	64%	91%	75%	89%	97%	-	80%	-	*	81%	96%	*	91%	*	-	91%	-	-	-	*
Mathematics	All Students	41%	39%	66%	38%	59%	74%	-	*	-	*	53%	71%	*	67%	*	72%	61%	-	-	-	*
	CWD	22%	18%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	44%	41%	67%	43%	59%	74%	-	*	-	*	56%	71%	-	67%	*	74%	60%	-	-	-	*
	EL	29%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	42%	41%	72%	*	75%	76%	-	-	-	*	78%	70%	*	74%	*	72%	-	-	-	-	*
	Female	40%	37%	61%	*	50%	72%	-	*	-	-	30%	73%	*	60%	-	-	61%	-	-	-	*
Science	All Students	46%	49%	88%	80%	82%	92%	-	*	-	*	80%	91%	*	88%	*	86%	90%	-	-	-	*
	CWD	23%	27%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	49%	51%	88%	80%	82%	91%	-	*	-	*	80%	90%	-	88%	*	86%	89%	-	-	-	*
	EL	25%	23%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	47%	52%	86%	*	64%	95%	-	*	-	*	75%	89%	-	86%	*	86%	-	-	-	-	-
	Female	45%	46%	90%	*	94%	88%	-	*	-	*	83%	93%	*	89%	-	-	90%	-	-	-	*
SAT/ACT All Subjects	All Students	64%	73%	76%	-	*	75%	-	*	-	*	*	71%	-	76%	-	67%	88%	-	-	-	*
	CWD	43%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	73%	76%	-	*	75%	-	*	-	*	*	71%	-	76%	-	67%	88%	-	-	-	*
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	74%	67%	-	-	71%	-	-	-	*	*	63%	-	67%	-	67%	-	-	-	-	*
	Female	60%	72%	88%	-	*	80%	-	*	-	-	*	83%	-	88%	-	-	88%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	28%	10%	21%	37%	*	11%	-	50%	19%	32%	29%	28%	13%	28%	28%	-	-	-	*
	CWD	9%	10%	29%	*	-	*	-	-	-	-	*	*	29%	-	-	*	*	-	-	-	-
	CWOD	24%	25%	28%	11%	21%	36%	*	11%	-	50%	19%	32%	-	28%	13%	29%	28%	-	-	-	*
	EL	12%	12%	13%	-	14%	*	-	-	-	-	20%	*	-	13%	13%	14%	*	-	-	-	-
	Male	21%	23%	28%	13%	23%	34%	*	*	-	40%	24%	30%	*	29%	14%	28%	-	-	-	-	*
	Female	23%	25%	28%	7%	20%	40%	-	14%	-	*	15%	35%	*	28%	*	-	28%	-	-	-	*
Reading	All Students	25%	31%	21%	6%	14%	28%	*	17%	-	*	15%	23%	*	21%	0%	17%	23%	-	-	-	*
	CWD	9%	11%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	27%	33%	21%	6%	14%	28%	*	17%	-	*	16%	23%	-	21%	0%	18%	23%	-	-	-	*
	EL	13%	16%	0%	-	*	*	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	22%	27%	17%	10%	13%	21%	*	*	-	*	13%	19%	*	18%	*	17%	-	-	-	-	-
	Female	28%	35%	23%	0%	14%	34%	-	20%	-	*	16%	26%	*	23%	*	-	23%	-	-	-	*



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	18%	29%	0%	32%	34%	-	*	-	*	11%	37%	*	29%	*	34%	25%	-	-	-	*
	CWD	9%	7%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	21%	19%	29%	0%	32%	32%	-	*	-	*	11%	35%	-	29%	*	35%	23%	-	-	-	*
	EL	12%	10%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	21%	19%	34%	*	63%	29%	-	-	-	*	22%	39%	*	35%	*	34%	-	-	-	-	*
	Female	19%	16%	25%	*	14%	39%	-	*	-	-	0%	35%	*	23%	-	-	25%	-	-	-	*
Science	All Students	20%	19%	43%	40%	25%	57%	-	*	-	*	35%	46%	*	43%	*	43%	44%	-	-	-	*
	CWD	8%	11%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	22%	20%	43%	40%	25%	57%	-	*	-	*	35%	46%	-	43%	*	43%	43%	-	-	-	*
	EL	7%	8%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	22%	21%	43%	*	9%	60%	-	*	-	*	50%	41%	-	43%	*	43%	-	-	-	-	-
	Female	19%	17%	44%	*	35%	53%	-	*	-	*	25%	52%	*	43%	-	-	44%	-	-	-	*
SAT/ACT All Subjects	All Students	13%	9%	6%	-	*	8%	-	*	-	*	*	7%	-	6%	-	11%	0%	-	-	-	*
	CWD	11%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	10%	6%	-	*	8%	-	*	-	*	*	7%	-	6%	-	11%	0%	-	-	-	*
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	15%	11%	-	-	14%	-	-	-	*	*	13%	-	11%	-	11%	-	-	-	-	*
	Female	10%	4%	0%	-	*	0%	-	*	-	-	*	0%	-	0%	-	-	0%	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	81	79	77	81	*	*	-	-	83	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	81	79	77	81	*	*	-	-	83	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	83	*	*	78	*	-	-	-	-	-	-

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	80	*	73	83	-	*	-	-	83	-	-
<b>Mathematics</b>											
All Students	98	*	100	100	-	-	-	-	94	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	98	*	100	100	-	-	-	-	94	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	100	*	100	*	-	-	-	-	*	-	*
Female	95	*	100	100	-	-	-	-	*	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	95.2%	*	96.8%	91.3%	*	*	-	*	85.7%	*	-	*	-
CWD	*	-	*	-	-	*	-	-	-	*	-	-	-
CWOD	95.0%	*	96.7%	91.3%	*	-	-	*	85.7%	-	-	*	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	100.0%	-	100.0%	100.0%	-	*	-	*	*	*	-	-	-
Female	92.1%	*	94.4%	86.7%	*	-	-	*	83.3%	-	-	*	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
◇	◇	◇

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	69	59	65	75	*	67	-	79	62	57	55
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	91%	*	86%	94%	*	*	-	*	100%	*	-

- 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y					Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	Y					Y		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		Y	Y					Y		

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y		Y	Y					Y		
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y			Y							
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y			Y							
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y			Y							
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N			N							
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y								
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y								
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y								
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y								

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

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This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	99%	97%	100%	99%	*	100%	-	100%	100%	99%	100%	99%	100%	99%	99%	-
	CWD	100%	*	*	*	-	-	-	-	*	*	100%	-	*	*	*	-
	CWOD	99%	97%	100%	99%	*	100%	-	100%	100%	99%	-	99%	100%	99%	99%	-
	EL	100%	*	100%	*	*	-	-	-	100%	100%	*	100%	100%	100%	*	-
	Male	99%	100%	100%	99%	*	*	-	100%	100%	99%	*	99%	100%	99%	-	-
	Female	99%	94%	100%	100%	-	100%	-	*	100%	99%	*	99%	*	-	99%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	*	100%	-	*	100%	100%	*	100%	100%	100%	100%	-
	CWD	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-
	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%	-
<b>Mathematics</b>	All Students	99%	88%	100%	100%	-	*	-	*	100%	98%	*	99%	*	100%	97%	-
		99%	88%	100%	100%	-	*	-	*	100%	98%	*	99%	*	100%	97%	-
	CWD	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-
		*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	99%	86%	100%	100%	-	*	-	*	100%	98%	-	99%	*	100%	97%	-
		99%	86%	100%	100%	-	*	-	*	100%	98%	-	99%	*	100%	97%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
		*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	100%	-	-
		100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	100%	-	-
	Female	97%	*	100%	100%	-	*	-	-	100%	96%	*	97%	-	-	97%	-
		97%	*	100%	100%	-	*	-	-	100%	96%	*	97%	-	-	97%	-
<b>SAT/ACT All Subjects</b>	All Students	94%	*	*	100%	-	*	-	*	*	93%	-	94%	-	100%	89%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	94%	*	*	100%	-	*	-	*	*	93%	-	94%	-	100%	89%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	-	-	100%	-	-	-	*	*	100%	-	100%	-	100%	-	-
	Female	89%	*	*	100%	-	*	-	-	*	86%	-	89%	-	-	89%	-
<b>Non-Participation Rate</b>																	

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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
<b>All Subjects</b>	All Students	1%	3%	0%	1%	*	0%	-	0%	0%	1%	0%	1%	0%	1%	1%	-
	CWD	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-
	CWOD	1%	3%	0%	1%	*	0%	-	0%	0%	1%	-	1%	0%	1%	1%	-
	EL	0%	*	0%	*	*	-	-	-	0%	0%	*	0%	0%	0%	*	-
	Male	1%	0%	0%	1%	*	*	-	0%	0%	1%	*	1%	0%	1%	-	-
	Female	1%	6%	0%	0%	-	0%	-	*	0%	1%	*	1%	*	-	1%	-
<b>Reading</b>	All Students	0%	0%	0%	0%	*	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-
	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%	-
<b>Mathematics</b>	All Students	1%	12%	0%	0%	-	*	-	*	0%	2%	*	1%	*	0%	3%	-
	CWD	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	1%	14%	0%	0%	-	*	-	*	0%	2%	-	1%	*	0%	3%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	*	0%	-	-
	Female	3%	*	0%	0%	-	*	-	-	0%	4%	*	3%	-	-	3%	-
<b>Science</b>	All Students	1%	0%	0%	3%	-	*	-	*	0%	2%	*	1%	*	3%	0%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-
	CWOD	1%	0%	0%	3%	-	*	-	*	0%	2%	-	1%	*	3%	0%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-
	Male	3%	*	0%	5%	-	*	-	*	0%	4%	-	3%	*	3%	-	-
	Female	0%	*	0%	0%	-	*	-	*	0%	0%	*	0%	-	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	6%	*	*	0%	-	*	-	*	*	7%	-	6%	-	0%	11%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	6%	*	*	0%	-	*	-	*	*	7%	-	6%	-	0%	11%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	-	-	0%	-	-	-	*	*	0%	-	0%	-	0%	-	-
	Female	11%	*	*	0%	-	*	-	-	*	14%	-	11%	-	-	11%	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	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		
<b>Out-of-School Suspensions</b>												
	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		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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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
<b>Out-of-School Suspensions</b>												
	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
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	19	-8	5	12	-8	-8	-8	2	-8	-8	-8
	Female	45	2	15	26	1	-8	-8	1	-8	-8	-8
	Total	64	2	20	38	1	-8	-8	3	-8	-8	-8



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	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	35	1	13	15	0	2	0	4	0	2
	Female	41	3	20	17	0	0	0	1	0	0
	Total	76	4	33	32	0	2	0	5	0	2

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty School		
		All School
		Number Percent
Inexperienced Teachers, Principals, and Other School Leaders		1.0 7.4%
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		0.0 -

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	59%	*	56%	53%	*	*	*	*	50%	*	-
In-State Private Institutions	*	-	-	*	-	-	-	-	-	-	-
Out-of-State Institutions	*	-	*	*	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	6%	8%	3%	7%	*	11%	-	0%	6%	21%	0%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

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**VISTA ACADEMY OF HUMBLE (221801057) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR 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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.



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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

				African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	76%	80%	84%	91%	75%	*	-	-	-	*	80%	100%	100%	82%	71%	83%	85%	-	-	-	-	
	CWD	52%	60%	100%	*	*	*	-	-	-	-	*	*	100%	-	*	*	*	-	-	-	-	
	CWOD	80%	82%	82%	90%	73%	-	-	-	-	*	78%	100%	-	82%	69%	81%	83%	-	-	-	-	
	EL	66%	70%	71%	-	69%	-	-	-	-	-	67%	*	*	69%	71%	71%	71%	-	-	-	-	
	Male	74%	81%	83%	90%	73%	*	-	-	-	*	76%	100%	*	81%	71%	83%	-	-	-	-	-	
	Female	78%	80%	85%	92%	77%	-	-	-	-	*	83%	*	*	83%	71%	-	85%	-	-	-	-	
Mathematics	All Students	70%	70%	68%	77%	63%	*	-	-	-	*	68%	70%	40%	71%	43%	75%	62%	-	-	-	-	
	CWD	46%	46%	40%	*	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-	
	CWOD	74%	73%	71%	85%	64%	-	-	-	-	*	70%	75%	-	71%	46%	76%	67%	-	-	-	-	
	EL	64%	59%	43%	-	46%	-	-	-	-	-	50%	*	*	46%	43%	43%	43%	-	-	-	-	
	Male	72%	75%	75%	90%	64%	*	-	-	-	*	76%	71%	*	76%	43%	75%	-	-	-	-	-	
	Female	68%	67%	62%	67%	62%	-	-	-	-	*	61%	*	*	67%	43%	-	62%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	82%	64%	64%	58%	*	-	-	-	*	56%	86%	*	67%	60%	53%	80%	-	-	-	-	
	CWD	48%	52%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-	
	CWOD	81%	84%	67%	64%	64%	*	-	-	-	*	59%	86%	-	67%	67%	53%	89%	-	-	-	-	
	EL	66%	72%	60%	*	50%	*	-	-	-	-	50%	*	*	67%	60%	50%	*	-	-	-	-	
	Male	73%	79%	53%	43%	63%	-	-	-	-	-	45%	*	-	53%	50%	53%	-	-	-	-	-	
	Female	79%	84%	80%	*	*	*	-	-	-	*	71%	*	*	89%	*	-	80%	-	-	-	-	
Mathematics	All Students	68%	70%	48%	55%	42%	*	-	-	-	*	39%	71%	*	50%	50%	40%	60%	-	-	-	-	
	CWD	42%	38%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-	
	CWOD	73%	73%	50%	55%	45%	*	-	-	-	*	41%	71%	-	50%	56%	40%	67%	-	-	-	-	
	EL	63%	60%	50%	*	38%	*	-	-	-	-	38%	*	*	56%	50%	33%	*	-	-	-	-	
	Male	70%	73%	40%	43%	38%	-	-	-	-	-	27%	*	-	40%	33%	40%	-	-	-	-	-	
	Female	67%	67%	60%	*	*	*	-	-	-	*	57%	*	*	67%	*	-	60%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	84%	91%	86%	93%	*	-	-	-	*	87%	100%	*	93%	100%	86%	94%	-	-	-	-	
	CWD	50%	50%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	
	CWOD	85%	88%	93%	86%	100%	*	-	-	-	*	91%	100%	-	93%	100%	92%	94%	-	-	-	-	
	EL	71%	74%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	*	100%	-	-	-	-	
	Male	77%	81%	86%	80%	88%	-	-	-	-	*	83%	*	*	92%	*	86%	-	-	-	-	-	
	Female	83%	87%	94%	89%	100%	*	-	-	-	-	91%	100%	-	94%	100%	-	94%	-	-	-	-	
Mathematics	All Students	76%	76%	72%	64%	73%	*	-	-	-	*	65%	89%	*	73%	88%	71%	72%	-	-	-	-	
	CWD	50%	49%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	
	CWOD	80%	78%	73%	64%	77%	*	-	-	-	*	68%	88%	-	73%	88%	75%	72%	-	-	-	-	
	EL	70%	70%	88%	-	88%	-	-	-	-	-	86%	*	-	88%	88%	*	80%	-	-	-	-	
	Male	75%	76%	71%	60%	75%	-	-	-	-	*	67%	*	*	75%	*	71%	-	-	-	-	-	
	Female	76%	76%	72%	67%	71%	*	-	-	-	-	64%	86%	-	72%	80%	-	72%	-	-	-	-	

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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	65%	65%	56%	57%	47%	*	-	-	-	*	52%	67%	*	60%	63%	57%	56%	-	-	-	-
	CWD	40%	35%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	69%	68%	60%	57%	54%	*	-	-	-	*	55%	75%	-	60%	63%	67%	56%	-	-	-	-
	EL	52%	46%	63%	-	63%	-	-	-	-	-	57%	*	-	63%	63%	*	60%	-	-	-	-
	Male	67%	66%	57%	60%	50%	-	-	-	-	*	58%	*	*	67%	*	57%	-	-	-	-	-
	Female	63%	64%	56%	56%	43%	*	-	-	-	-	45%	71%	-	56%	60%	-	56%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	50%	55%	56%	59%	50%	*	-	-	-	*	53%	70%	0%	62%	43%	42%	69%	-	-	-	-
	CWD	30%	34%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	54%	58%	62%	65%	55%	-	-	-	-	*	57%	88%	-	62%	46%	48%	75%	-	-	-	-
	EL	37%	44%	43%	-	38%	-	-	-	-	-	42%	*	*	46%	43%	29%	57%	-	-	-	-
	Male	49%	54%	42%	50%	27%	*	-	-	-	*	35%	57%	*	48%	29%	42%	-	-	-	-	-
	Female	52%	56%	69%	67%	69%	-	-	-	-	*	65%	*	*	75%	57%	-	69%	-	-	-	-
Mathematics	All Students	42%	38%	40%	45%	38%	*	-	-	-	*	40%	40%	0%	44%	21%	38%	42%	-	-	-	-
	CWD	27%	21%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	45%	40%	44%	50%	41%	-	-	-	-	*	43%	50%	-	44%	23%	43%	46%	-	-	-	-
	EL	35%	32%	21%	-	23%	-	-	-	-	-	25%	*	*	23%	21%	14%	29%	-	-	-	-
	Male	45%	42%	38%	50%	27%	*	-	-	-	*	35%	43%	*	43%	14%	38%	-	-	-	-	-
	Female	39%	34%	42%	42%	46%	-	-	-	-	*	43%	*	*	46%	29%	-	42%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	53%	56%	40%	55%	33%	*	-	-	-	*	33%	57%	*	42%	20%	40%	40%	-	-	-	-
	CWD	29%	29%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	57%	58%	42%	55%	36%	*	-	-	-	*	35%	57%	-	42%	22%	40%	44%	-	-	-	-
	EL	41%	44%	20%	*	13%	*	-	-	-	-	0%	*	*	22%	20%	17%	*	-	-	-	-
	Male	51%	55%	40%	43%	38%	-	-	-	-	-	27%	*	-	40%	17%	40%	-	-	-	-	-
	Female	55%	57%	40%	*	*	*	-	-	-	*	43%	*	*	44%	*	-	40%	-	-	-	-
Mathematics	All Students	42%	37%	20%	27%	8%	*	-	-	-	*	17%	29%	*	21%	20%	13%	30%	-	-	-	-
	CWD	25%	20%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	45%	38%	21%	27%	9%	*	-	-	-	*	18%	29%	-	21%	22%	13%	33%	-	-	-	-
	EL	34%	25%	20%	*	0%	*	-	-	-	-	13%	*	*	22%	20%	0%	*	-	-	-	-
	Male	45%	41%	13%	14%	13%	-	-	-	-	-	9%	*	-	13%	0%	13%	-	-	-	-	-
	Female	38%	32%	30%	*	*	*	-	-	-	*	29%	*	*	33%	*	-	30%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	57%	62%	66%	64%	60%	*	-	-	-	*	65%	67%	*	70%	75%	57%	72%	-	-	-	-
	CWD	29%	29%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	61%	66%	70%	64%	69%	*	-	-	-	*	68%	75%	-	70%	75%	67%	72%	-	-	-	-
	EL	43%	49%	75%	-	75%	-	-	-	-	-	71%	*	-	75%	75%	*	80%	-	-	-	-
	Male	53%	58%	57%	60%	50%	-	-	-	-	*	58%	*	*	67%	*	57%	-	-	-	-	-

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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	Female	60%	66%	<b>72%</b>	67%	71%	*	-	-	-	-	73%	71%	-	72%	80%	-	72%	-	-	-	-
Mathematics	All Students	47%	43%	<b>38%</b>	50%	20%	*	-	-	-	*	26%	67%	*	40%	25%	36%	39%	-	-	-	-
	CWD	25%	23%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	50%	45%	<b>40%</b>	50%	23%	*	-	-	-	*	27%	75%	-	40%	25%	42%	39%	-	-	-	-
	EL	38%	33%	<b>25%</b>	-	25%	-	-	-	-	-	14%	*	-	25%	25%	*	40%	-	-	-	-
	Male	48%	43%	<b>36%</b>	60%	13%	-	-	-	-	*	33%	*	*	42%	*	36%	-	-	-	-	-
	Female	46%	42%	<b>39%</b>	44%	29%	*	-	-	-	-	18%	71%	-	39%	40%	-	39%	-	-	-	-
Science	All Students	38%	35%	<b>31%</b>	29%	20%	*	-	-	-	*	26%	44%	*	33%	25%	43%	22%	-	-	-	-
	CWD	23%	24%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	40%	36%	<b>33%</b>	29%	23%	*	-	-	-	*	27%	50%	-	33%	25%	50%	22%	-	-	-	-
	EL	24%	17%	<b>25%</b>	-	25%	-	-	-	-	-	14%	*	-	25%	25%	*	20%	-	-	-	-
	Male	41%	38%	<b>43%</b>	60%	25%	-	-	-	-	*	42%	*	*	50%	*	43%	-	-	-	-	-
	Female	34%	31%	<b>22%</b>	11%	14%	*	-	-	-	-	9%	43%	-	22%	20%	-	22%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	29%	33%	<b>28%</b>	36%	21%	*	-	-	-	*	28%	30%	0%	31%	14%	17%	38%	-	-	-	-
	CWD	12%	16%	<b>0%</b>	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	32%	35%	<b>31%</b>	40%	23%	-	-	-	-	*	30%	38%	-	31%	15%	19%	42%	-	-	-	-
	EL	19%	17%	<b>14%</b>	-	15%	-	-	-	-	-	17%	*	*	15%	14%	14%	14%	-	-	-	-
	Male	28%	31%	<b>17%</b>	10%	18%	*	-	-	-	*	18%	14%	*	19%	14%	17%	-	-	-	-	-
	Female	31%	35%	<b>38%</b>	58%	23%	-	-	-	-	*	35%	*	*	42%	14%	-	38%	-	-	-	-
Mathematics	All Students	20%	15%	<b>18%</b>	23%	17%	*	-	-	-	*	15%	30%	0%	20%	7%	21%	15%	-	-	-	-
	CWD	10%	7%	<b>0%</b>	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	22%	16%	<b>20%</b>	25%	18%	-	-	-	-	*	16%	38%	-	20%	8%	24%	17%	-	-	-	-
	EL	15%	11%	<b>7%</b>	-	8%	-	-	-	-	-	8%	*	*	8%	7%	0%	14%	-	-	-	-
	Male	23%	17%	<b>21%</b>	40%	9%	*	-	-	-	*	12%	43%	*	24%	0%	21%	-	-	-	-	-
	Female	18%	13%	<b>15%</b>	8%	23%	-	-	-	-	*	17%	*	*	17%	14%	-	15%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	28%	29%	<b>16%</b>	27%	8%	*	-	-	-	*	11%	29%	*	17%	10%	20%	10%	-	-	-	-
	CWD	10%	7%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	31%	31%	<b>17%</b>	27%	9%	*	-	-	-	*	12%	29%	-	17%	11%	20%	11%	-	-	-	-
	EL	18%	22%	<b>10%</b>	*	0%	*	-	-	-	-	0%	*	*	11%	10%	0%	*	-	-	-	-
	Male	26%	27%	<b>20%</b>	29%	13%	-	-	-	-	-	18%	*	-	20%	0%	20%	-	-	-	-	-
	Female	29%	32%	<b>10%</b>	*	*	*	-	-	-	*	0%	*	*	11%	*	-	10%	-	-	-	-
Mathematics	All Students	22%	20%	<b>4%</b>	9%	0%	*	-	-	-	*	6%	0%	*	4%	0%	7%	0%	-	-	-	-
	CWD	10%	10%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	25%	21%	<b>4%</b>	9%	0%	*	-	-	-	*	6%	0%	-	4%	0%	7%	0%	-	-	-	-
	EL	16%	12%	<b>0%</b>	*	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	25%	23%	<b>7%</b>	14%	0%	-	-	-	-	-	9%	*	-	7%	0%	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
Mathematics	Female	19%	18%	0%	*	*	*	-	-	-	*	0%	*	*	0%	*	-	0%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	53%	50%	47%	*	-	-	-	*	48%	67%	*	57%	50%	57%	50%	-	-	-	-
	CWD	12%	15%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	40%	41%	57%	50%	54%	*	-	-	-	*	50%	75%	-	57%	50%	67%	50%	-	-	-	-
	EL	23%	20%	50%	-	50%	-	-	-	-	-	43%	*	-	50%	50%	*	40%	-	-	-	-
	Male	32%	32%	57%	60%	50%	-	-	-	-	*	58%	*	*	67%	*	57%	-	-	-	-	-
	Female	39%	44%	50%	44%	43%	*	-	-	-	-	36%	71%	-	50%	40%	-	50%	-	-	-	-
Mathematics	All Students	24%	21%	9%	14%	7%	*	-	-	-	*	9%	11%	*	10%	0%	14%	6%	-	-	-	-
	CWD	9%	8%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	26%	23%	10%	14%	8%	*	-	-	-	*	9%	13%	-	10%	0%	17%	6%	-	-	-	-
	EL	17%	14%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	25%	23%	14%	20%	13%	-	-	-	-	*	17%	*	*	17%	*	14%	-	-	-	-	-
	Female	23%	20%	6%	11%	0%	*	-	-	-	-	0%	14%	-	6%	0%	-	6%	-	-	-	-
Science	All Students	17%	14%	3%	0%	0%	*	-	-	-	*	0%	11%	*	3%	0%	0%	6%	-	-	-	-
	CWD	9%	9%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	19%	14%	3%	0%	0%	*	-	-	-	*	0%	13%	-	3%	0%	0%	6%	-	-	-	-
	EL	9%	7%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	20%	16%	0%	0%	0%	-	-	-	-	*	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	15%	12%	6%	0%	0%	*	-	-	-	-	0%	14%	-	6%	0%	-	6%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	79%	71%	73%	66%	100%	-	-	-	78%	66%	84%	50%	72%	65%	68%	73%	-	-	-	-
	CWD	44%	49%	50%	*	42%	*	-	-	-	-	36%	71%	50%	-	*	58%	33%	-	-	-	-
	CWOD	77%	81%	72%	74%	69%	100%	-	-	-	78%	68%	85%	-	72%	68%	69%	75%	-	-	-	-
	EL	59%	62%	65%	*	64%	*	-	-	-	-	62%	82%	*	68%	65%	60%	70%	-	-	-	-
	Male	71%	79%	68%	69%	65%	*	-	-	-	100%	64%	82%	58%	69%	60%	68%	-	-	-	-	-
	Female	75%	79%	73%	76%	67%	100%	-	-	-	*	69%	85%	33%	75%	70%	-	73%	-	-	-	-
Reading	All Students	74%	84%	81%	83%	76%	*	-	-	-	*	77%	96%	75%	82%	75%	75%	87%	-	-	-	-
	CWD	43%	54%	75%	*	60%	*	-	-	-	-	60%	*	75%	-	*	80%	*	-	-	-	-
	CWOD	78%	87%	82%	82%	78%	*	-	-	-	*	78%	96%	-	82%	77%	75%	88%	-	-	-	-
	EL	57%	67%	75%	*	72%	*	-	-	-	-	70%	100%	*	77%	75%	69%	81%	-	-	-	-
	Male	70%	82%	75%	73%	74%	*	-	-	-	*	70%	92%	80%	75%	69%	75%	-	-	-	-	-
	Female	78%	86%	87%	92%	79%	*	-	-	-	*	83%	100%	*	88%	81%	-	87%	-	-	-	-
Mathematics	All Students	71%	74%	64%	68%	61%	*	-	-	-	*	60%	77%	38%	67%	56%	64%	65%	-	-	-	-
	CWD	44%	45%	38%	*	40%	*	-	-	-	-	20%	*	38%	-	*	60%	*	-	-	-	-
	CWOD	75%	76%	67%	71%	63%	*	-	-	-	*	63%	78%	-	67%	60%	65%	69%	-	-	-	-
	EL	61%	60%	56%	*	55%	*	-	-	-	-	56%	60%	*	60%	56%	50%	63%	-	-	-	-
	Male	71%	76%	64%	68%	59%	*	-	-	-	*	60%	77%	60%	65%	50%	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
Mathematics	Female	71%	72%	<b>65%</b>	68%	63%	*	-	-	-	*	61%	77%	*	69%	63%	-	65%	-	-	-	-
Science	All Students	74%	77%	<b>56%</b>	57%	47%	*	-	-	-	*	52%	67%	*	60%	63%	57%	56%	-	-	-	-
	CWD	47%	49%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	78%	80%	<b>60%</b>	57%	54%	*	-	-	-	*	55%	75%	-	60%	63%	67%	56%	-	-	-	-
	EL	58%	54%	<b>63%</b>	-	63%	-	-	-	-	-	57%	*	-	63%	63%	*	60%	-	-	-	-
	Male	74%	79%	<b>57%</b>	60%	50%	-	-	-	-	*	58%	*	*	67%	*	57%	-	-	-	-	-
	Female	75%	76%	<b>56%</b>	56%	43%	*	-	-	-	-	45%	71%	-	56%	60%	-	56%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	<b>43%</b>	48%	35%	60%	-	-	-	67%	39%	54%	0%	46%	32%	38%	48%	-	-	-	-
	CWD	23%	24%	<b>0%</b>	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	50%	53%	<b>46%</b>	50%	39%	75%	-	-	-	67%	42%	61%	-	46%	34%	43%	50%	-	-	-	-
	EL	29%	31%	<b>32%</b>	*	29%	*	-	-	-	-	26%	64%	*	34%	32%	20%	43%	-	-	-	-
	Male	45%	50%	<b>38%</b>	47%	27%	*	-	-	-	100%	35%	50%	0%	43%	20%	38%	-	-	-	-	-
	Female	48%	51%	<b>48%</b>	49%	44%	75%	-	-	-	*	44%	58%	0%	50%	43%	-	48%	-	-	-	-
Reading	All Students	52%	61%	<b>55%</b>	60%	49%	*	-	-	-	*	52%	65%	0%	60%	44%	45%	65%	-	-	-	-
	CWD	24%	29%	<b>0%</b>	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	56%	64%	<b>60%</b>	62%	54%	*	-	-	-	*	55%	74%	-	60%	47%	50%	69%	-	-	-	-
	EL	31%	38%	<b>44%</b>	*	41%	*	-	-	-	-	37%	80%	*	47%	44%	31%	56%	-	-	-	-
	Male	47%	57%	<b>45%</b>	50%	37%	*	-	-	-	*	40%	62%	0%	50%	31%	45%	-	-	-	-	-
	Female	56%	64%	<b>65%</b>	68%	63%	*	-	-	-	*	63%	69%	*	69%	56%	-	65%	-	-	-	-
Mathematics	All Students	41%	39%	<b>35%</b>	43%	25%	*	-	-	-	*	31%	46%	0%	37%	22%	30%	39%	-	-	-	-
	CWD	22%	18%	<b>0%</b>	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	44%	41%	<b>37%</b>	44%	28%	*	-	-	-	*	33%	52%	-	37%	23%	33%	41%	-	-	-	-
	EL	29%	25%	<b>22%</b>	*	17%	*	-	-	-	-	19%	40%	*	23%	22%	6%	38%	-	-	-	-
	Male	42%	41%	<b>30%</b>	41%	19%	*	-	-	-	*	28%	38%	0%	33%	6%	30%	-	-	-	-	-
	Female	40%	37%	<b>39%</b>	44%	33%	*	-	-	-	*	34%	54%	*	41%	38%	-	39%	-	-	-	-
Science	All Students	46%	49%	<b>31%</b>	29%	20%	*	-	-	-	*	26%	44%	*	33%	25%	43%	22%	-	-	-	-
	CWD	23%	27%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	49%	51%	<b>33%</b>	29%	23%	*	-	-	-	*	27%	50%	-	33%	25%	50%	22%	-	-	-	-
	EL	25%	23%	<b>25%</b>	-	25%	-	-	-	-	-	14%	*	-	25%	25%	*	20%	-	-	-	-
	Male	47%	52%	<b>43%</b>	60%	25%	-	-	-	-	*	42%	*	*	50%	*	43%	-	-	-	-	-
	Female	45%	46%	<b>22%</b>	11%	14%	*	-	-	-	-	9%	43%	-	22%	20%	-	22%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						

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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	22%	24%	20%	24%	15%	30%	-	-	-	22%	18%	26%	0%	21%	11%	19%	21%	-	-	-	-
	CWD	9%	10%	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	24%	25%	21%	25%	17%	38%	-	-	-	22%	19%	30%	-	21%	12%	21%	22%	-	-	-	-
	EL	12%	12%	11%	*	11%	*	-	-	-	-	10%	18%	*	12%	11%	9%	14%	-	-	-	-
	Male	21%	23%	19%	24%	15%	*	-	-	-	40%	18%	21%	0%	21%	9%	19%	-	-	-	-	-
	Female	23%	25%	21%	24%	16%	38%	-	-	-	*	17%	30%	0%	22%	14%	-	21%	-	-	-	-
Reading	All Students	25%	31%	33%	38%	25%	*	-	-	-	*	30%	42%	0%	35%	22%	28%	37%	-	-	-	-
	CWD	9%	11%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	27%	33%	35%	40%	28%	*	-	-	-	*	32%	48%	-	35%	23%	31%	39%	-	-	-	-
	EL	13%	16%	22%	*	21%	*	-	-	-	-	19%	40%	*	23%	22%	19%	25%	-	-	-	-
	Male	22%	27%	28%	27%	26%	*	-	-	-	*	30%	23%	0%	31%	19%	28%	-	-	-	-	-
	Female	28%	35%	37%	48%	25%	*	-	-	-	*	29%	62%	*	39%	25%	-	37%	-	-	-	-
Mathematics	All Students	20%	18%	12%	17%	10%	*	-	-	-	*	11%	15%	0%	13%	3%	15%	9%	-	-	-	-
	CWD	9%	7%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	21%	19%	13%	18%	11%	*	-	-	-	*	12%	17%	-	13%	3%	17%	10%	-	-	-	-
	EL	12%	10%	3%	*	3%	*	-	-	-	-	4%	0%	*	3%	3%	0%	6%	-	-	-	-
	Male	21%	19%	15%	27%	7%	*	-	-	-	*	13%	23%	0%	17%	0%	15%	-	-	-	-	-
	Female	19%	16%	9%	8%	13%	*	-	-	-	*	10%	8%	*	10%	6%	-	9%	-	-	-	-
Science	All Students	20%	19%	3%	0%	0%	*	-	-	-	*	0%	11%	*	3%	0%	0%	6%	-	-	-	-
	CWD	8%	11%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	22%	20%	3%	0%	0%	*	-	-	-	*	0%	13%	-	3%	0%	0%	6%	-	-	-	-
	EL	7%	8%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	22%	21%	0%	0%	0%	-	-	-	-	*	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	19%	17%	6%	0%	0%	*	-	-	-	-	0%	14%	-	6%	0%	-	6%	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	87	87	87	*	-	-	-	*	91	*	89
CWD	*	-	*	-	-	-	-	-	*	*	*
CWOD	88	87	90	*	-	-	-	*	93	-	88
EL ◇	89	*	91	*	-	-	-	-	90	*	89
Male	88	91	84	-	-	-	-	*	91	*	83
Female	87	83	91	*	-	-	-	*	91	*	94
<b>Mathematics</b>											
All Students	61	65	59	*	-	-	-	*	62	*	61
CWD	*	-	*	-	-	-	-	-	*	*	*
CWOD	61	65	58	*	-	-	-	*	63	-	59
EL ◇	61	*	63	*	-	-	-	-	70	*	61
Male	48	41	56	-	-	-	-	*	52	*	56
Female	75	88	64	*	-	-	-	*	75	*	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 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-



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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
53	6	11%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	45	48	39	63	-	-	-	56	41	17	36
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y						Y		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	Y	N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	N						N		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	Y	N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	-	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	-	-	-	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%	-
<b>Reading</b>	All Students	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	-	-	-	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%	-
<b>Mathematics</b>	All Students	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	*	100%	*	-
		100%	*	100%	*	-	-	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
		100%	*	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Mathematics</b>	Male	<b>100%</b>	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
		<b>100%</b>	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	<b>100%</b>	100%	100%	*	-	-	-	*	100%	100%	*	100%	100%	-	100%	-
		<b>100%</b>	100%	100%	*	-	-	-	*	100%	100%	*	100%	100%	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	<b>0%</b>	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	<b>0%</b>	*	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	<b>0%</b>	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	<b>0%</b>	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
<b>Reading</b>	All Students	<b>0%</b>	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	<b>0%</b>	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	<b>0%</b>	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	<b>0%</b>	*	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	<b>0%</b>	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	<b>0%</b>	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-
<b>Mathematics</b>	All Students	<b>0%</b>	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	<b>0%</b>	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	<b>0%</b>	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	<b>0%</b>	*	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	<b>0%</b>	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	<b>0%</b>	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-
<b>Science</b>	All Students	<b>0%</b>	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-
	CWOD	<b>0%</b>	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-
	Male	<b>0%</b>	0%	0%	-	-	-	-	*	0%	*	*	0%	*	0%	-	-
	Female	<b>0%</b>	0%	0%	*	-	-	-	-	0%	0%	-	0%	0%	-	0%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	1	0	1	0	0	0	0	0	1		
	Female	2	2	0	0	0	0	0	0	0		
	Total	3	2	1	0	0	0	0	0	1		
<b>Out-of-School Suspensions</b>												
	Male	1	0	1	0	0	0	0	0	1		
	Female	3	2	1	0	0	0	0	0	1		
	Total	4	2	2	0	0	0	0	0	2		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	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
<b>Out-of-School Suspensions</b>												
	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
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												

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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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	9	5	3	1	-8	-8	-8	-8	1	1	-8
	Female	21	9	11	1	-8	-8	-8	-8	3	1	-8
	Total	30	14	14	2	-8	-8	-8	-8	4	2	-8

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.0	39.5%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

### Part (x): Per-pupil Expenditure



This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

## Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

#### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	9%	7%	10%	25%	*	*	*	0%	10%	0%	10%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	76%	80%	91%	*	83%	91%	-	100%	-	*	100%	90%	71%	94%	*	86%	96%	-	-	-	*	
	CWD	52%	60%	71%	-	*	67%	-	-	-	-	*	67%	71%	-	-	67%	*	-	-	-	-	
	CWOD	80%	82%	94%	*	82%	96%	-	100%	-	*	100%	93%	-	94%	*	91%	96%	-	-	-	*	
	EL	66%	70%	*	*	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	74%	81%	86%	*	83%	84%	-	*	-	*	*	84%	67%	91%	*	86%	-	-	-	-	*	
	Female	78%	80%	96%	-	83%	100%	-	*	-	*	*	96%	*	96%	*	-	96%	-	-	-	-	
Mathematics	All Students	70%	70%	85%	*	83%	84%	-	100%	-	*	100%	83%	71%	87%	*	89%	81%	-	-	-	*	
	CWD	46%	46%	71%	-	*	67%	-	-	-	-	*	67%	71%	-	-	83%	*	-	-	-	-	
	CWOD	74%	73%	87%	*	82%	88%	-	100%	-	*	100%	86%	-	87%	*	90%	85%	-	-	-	*	
	EL	64%	59%	*	*	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	72%	75%	89%	*	100%	88%	-	*	-	*	*	87%	83%	90%	*	89%	-	-	-	-	*	
	Female	68%	67%	81%	-	67%	80%	-	*	-	*	*	80%	*	85%	*	-	81%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	82%	81%	*	55%	88%	-	*	-	-	*	81%	80%	81%	-	80%	81%	-	-	-	*	
	CWD	48%	52%	80%	-	*	*	-	-	-	-	-	80%	80%	-	-	*	*	-	-	-	*	
	CWOD	81%	84%	81%	*	60%	87%	-	*	-	-	*	82%	-	81%	-	82%	80%	-	-	-	*	
	EL	66%	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	73%	79%	80%	-	*	81%	-	-	-	-	-	80%	*	82%	-	80%	-	-	-	-	*	
	Female	79%	84%	81%	*	43%	95%	-	*	-	-	*	83%	*	80%	-	-	81%	-	-	-	*	
Mathematics	All Students	68%	70%	74%	*	36%	82%	-	*	-	-	*	75%	20%	79%	-	81%	68%	-	-	-	*	
	CWD	42%	38%	20%	-	*	*	-	-	-	-	-	20%	20%	-	-	*	*	-	-	-	*	
	CWOD	73%	73%	79%	*	40%	88%	-	*	-	-	*	80%	-	79%	-	92%	69%	-	-	-	*	
	EL	63%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	70%	73%	81%	-	*	83%	-	-	-	-	-	81%	*	92%	-	81%	-	-	-	-	*	
	Female	67%	67%	68%	*	14%	81%	-	*	-	-	*	68%	*	69%	-	-	68%	-	-	-	*	
Grade 5																							
Reading	All Students	80%	84%	93%	*	91%	97%	*	*	-	*	*	92%	*	94%	-	91%	95%	-	-	-	*	
	CWD	50%	50%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*	
	CWOD	85%	88%	94%	*	89%	100%	*	*	-	*	*	94%	-	94%	-	94%	95%	-	-	-	*	
	EL	71%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	77%	81%	91%	*	100%	96%	*	-	-	*	*	91%	*	94%	-	91%	-	-	-	-	*	
	Female	83%	87%	95%	-	80%	100%	-	*	-	-	*	95%	*	95%	-	-	95%	-	-	-	-	
Mathematics	All Students	76%	76%	89%	*	73%	97%	*	*	-	*	*	90%	*	92%	-	88%	91%	-	-	-	*	
	CWD	50%	49%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*	
	CWOD	80%	78%	92%	*	78%	100%	*	*	-	*	*	92%	-	92%	-	90%	95%	-	-	-	*	
	EL	70%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	75%	76%	88%	*	67%	100%	*	-	-	*	*	88%	*	90%	-	88%	-	-	-	-	*	
	Female	76%	76%	91%	-	80%	93%	-	*	-	-	-	*	95%	*	95%	-	-	91%	-	-	-	-



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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	65%	65%	71%	*	55%	78%	*	*	-	*	*	73%	*	75%	-	76%	62%	-	-	-	*
	CWD	40%	35%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	69%	68%	75%	*	56%	83%	*	*	-	*	*	76%	-	75%	-	81%	65%	-	-	-	*
	EL	52%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	67%	66%	76%	*	83%	83%	*	-	-	*	*	76%	*	81%	-	76%	-	-	-	-	*
	Female	63%	64%	62%	-	20%	71%	-	*	-	-	*	68%	*	65%	-	-	62%	-	-	-	-
<b>Grade 6</b>																						
Reading	All Students	69%	77%	82%	-	71%	84%	-	-	*	*	*	81%	*	85%	*	85%	80%	-	-	-	*
	CWD	38%	47%	*	-	-	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	*
	CWOD	74%	80%	85%	-	71%	85%	-	-	*	*	*	84%	-	85%	*	84%	85%	-	-	-	*
	EL	53%	57%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	66%	74%	85%	-	*	85%	-	-	-	*	*	83%	*	84%	*	85%	-	-	-	-	*
	Female	72%	80%	80%	-	*	83%	-	-	*	*	-	80%	*	85%	*	-	80%	-	-	-	*
Mathematics	All Students	72%	76%	86%	-	86%	88%	-	-	*	*	*	85%	*	87%	*	88%	83%	-	-	-	*
	CWD	47%	49%	*	-	-	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	*
	CWOD	76%	78%	87%	-	86%	88%	-	-	*	*	*	86%	-	87%	*	88%	85%	-	-	-	*
	EL	61%	63%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	73%	77%	88%	-	*	85%	-	-	-	*	*	88%	*	88%	*	88%	-	-	-	-	*
	Female	72%	74%	83%	-	*	91%	-	-	*	*	-	83%	*	85%	*	-	83%	-	-	-	*
<b>Grade 7</b>																						
Reading	All Students	79%	86%	87%	-	92%	83%	-	100%	-	*	80%	88%	*	90%	*	78%	96%	-	-	-	-
	CWD	47%	55%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	83%	89%	90%	-	92%	88%	-	100%	-	*	*	89%	-	90%	*	81%	100%	-	-	-	-
	EL	63%	74%	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-
	Male	75%	83%	78%	-	80%	74%	-	*	-	*	*	76%	*	81%	-	78%	-	-	-	-	-
	Female	83%	89%	96%	-	100%	94%	-	*	-	-	*	100%	*	100%	*	-	96%	-	-	-	-
Mathematics	All Students	60%	66%	77%	-	77%	77%	-	*	-	-	60%	79%	*	82%	*	88%	67%	-	-	-	-
	CWD	36%	36%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	63%	68%	82%	-	83%	81%	-	*	-	-	*	83%	-	82%	*	91%	71%	-	-	-	-
	EL	45%	51%	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-
	Male	60%	68%	88%	-	100%	82%	-	*	-	-	*	91%	*	91%	-	88%	-	-	-	-	-
	Female	59%	64%	67%	-	63%	69%	-	*	-	-	*	67%	*	71%	*	-	67%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	82%	88%	93%	-	95%	90%	-	*	-	100%	*	93%	*	95%	*	91%	95%	-	-	-	*
	CWD	50%	60%	*	-	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	86%	90%	95%	-	94%	94%	-	*	-	100%	*	95%	-	95%	*	93%	97%	-	-	-	*
	EL	65%	65%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	78%	86%	91%	-	91%	89%	-	*	-	*	*	90%	*	93%	*	91%	-	-	-	-	-
	Female	86%	90%	95%	-	100%	92%	-	*	-	*	-	95%	*	97%	*	-	95%	-	-	-	*

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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	70%	69%	63%	-	*	44%	-	*	-	*	*	61%	*	71%	*	89%	36%	-	-	-	*
	CWD	40%	40%	*	-	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	74%	73%	71%	-	*	57%	-	*	-	*	*	69%	-	71%	-	100%	44%	-	-	-	*
	EL	57%	57%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	68%	73%	89%	-	*	*	-	*	-	*	*	88%	*	100%	-	89%	-	-	-	-	-
	Female	72%	67%	36%	-	*	20%	-	*	-	*	-	36%	*	44%	*	-	36%	-	-	-	*
Science	All Students	73%	79%	78%	-	85%	75%	-	*	-	71%	*	78%	*	79%	*	84%	72%	-	-	-	*
	CWD	42%	43%	*	-	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	77%	82%	79%	-	83%	78%	-	*	-	71%	*	79%	-	79%	*	86%	72%	-	-	-	*
	EL	54%	52%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	73%	83%	84%	-	91%	78%	-	*	-	*	*	83%	*	86%	*	84%	-	-	-	-	-
	Female	73%	75%	72%	-	78%	71%	-	*	-	*	-	72%	*	72%	*	-	72%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	64%	87%	94%	-	89%	95%	-	*	-	-	*	96%	83%	95%	*	90%	97%	-	-	-	*
	CWD	29%	54%	83%	-	*	100%	-	-	-	-	*	*	83%	-	*	*	*	-	-	-	-
	CWOD	68%	90%	95%	-	100%	94%	-	*	-	-	*	95%	-	95%	-	89%	100%	-	-	-	*
	EL	38%	49%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	58%	84%	90%	-	*	89%	-	-	-	-	*	89%	*	89%	-	90%	-	-	-	-	-
	Female	70%	90%	97%	-	88%	100%	-	*	-	-	*	100%	*	100%	*	-	97%	-	-	-	*
English II	All Students	71%	91%	98%	*	91%	100%	-	*	-	100%	*	98%	*	98%	*	96%	100%	-	-	-	*
	CWD	33%	55%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	76%	94%	98%	*	90%	100%	-	*	-	100%	*	98%	-	98%	*	96%	100%	-	-	-	*
	EL	43%	66%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	65%	88%	96%	*	83%	100%	-	*	-	*	*	96%	*	96%	-	96%	-	-	-	-	*
	Female	77%	93%	100%	*	100%	100%	-	*	-	*	*	100%	*	100%	*	-	100%	-	-	-	*
Algebra I	All Students	74%	85%	87%	-	85%	88%	-	*	-	*	*	89%	67%	88%	60%	89%	85%	-	-	-	*
	CWD	46%	52%	67%	-	*	*	-	-	-	-	*	*	67%	-	*	*	*	-	-	-	-
	CWOD	78%	88%	88%	-	89%	88%	-	*	-	*	-	88%	-	88%	*	91%	86%	-	-	-	*
	EL	64%	63%	60%	-	*	-	-	*	-	-	*	*	*	*	60%	*	*	-	-	-	-
	Male	71%	84%	89%	-	100%	85%	-	-	-	*	*	91%	*	91%	*	89%	-	-	-	-	-
	Female	78%	86%	85%	-	70%	90%	-	*	-	*	*	87%	*	86%	*	-	85%	-	-	-	*
Biology	All Students	82%	94%	98%	-	91%	100%	-	*	-	-	*	100%	86%	100%	*	100%	97%	-	-	-	*
	CWD	57%	77%	86%	-	*	100%	-	-	-	-	*	100%	86%	-	*	*	*	-	-	-	-
	CWOD	86%	96%	100%	-	100%	100%	-	*	-	-	*	100%	-	100%	*	100%	100%	-	-	-	*
	EL	66%	75%	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-
	Male	80%	94%	100%	-	*	100%	-	-	-	-	*	100%	*	100%	-	100%	-	-	-	-	-
	Female	85%	95%	97%	-	89%	100%	-	*	-	-	*	100%	*	100%	*	-	97%	-	-	-	*

**STAAR Percent at Meets Grade Level or Above  
Grade 3**

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**FOUNDERS CLASSICAL ACADEMY OF LEANDER (221801058) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	50%	55%	64%	*	67%	68%	-	40%	-	*	67%	64%	57%	65%	*	62%	67%	-	-	-	*
	CWD	30%	34%	57%	-	*	50%	-	-	-	-	*	67%	57%	-	-	50%	*	-	-	-	-
	CWOD	54%	58%	65%	*	64%	71%	-	40%	-	*	80%	64%	-	65%	*	65%	65%	-	-	-	*
	EL	37%	44%	*	*	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	49%	54%	62%	*	67%	68%	-	*	-	*	*	64%	50%	65%	*	62%	-	-	-	-	*
	Female	52%	56%	67%	-	67%	67%	-	*	-	*	*	64%	*	65%	*	-	67%	-	-	-	-
Mathematics	All Students	42%	38%	56%	*	58%	53%	-	60%	-	*	67%	54%	57%	55%	*	52%	59%	-	-	-	*
	CWD	27%	21%	57%	-	*	50%	-	-	-	-	*	50%	57%	-	-	67%	*	-	-	-	-
	CWOD	45%	40%	55%	*	55%	54%	-	60%	-	*	60%	55%	-	55%	*	48%	62%	-	-	-	*
	EL	35%	32%	*	*	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	45%	42%	52%	*	50%	59%	-	*	-	*	*	52%	67%	48%	*	52%	-	-	-	-	*
	Female	39%	34%	59%	-	67%	47%	-	*	-	*	*	56%	*	62%	*	-	59%	-	-	-	-
Grade 4																						
Reading	All Students	53%	56%	46%	*	27%	51%	-	*	-	-	*	48%	0%	50%	-	40%	50%	-	-	-	*
	CWD	29%	29%	0%	-	*	*	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	*
	CWOD	57%	58%	50%	*	30%	56%	-	*	-	-	*	53%	-	50%	-	45%	53%	-	-	-	*
	EL	41%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	51%	55%	40%	-	*	38%	-	-	-	-	-	40%	*	45%	-	40%	-	-	-	-	*
	Female	55%	57%	50%	*	14%	64%	-	*	-	-	*	55%	*	53%	-	-	50%	-	-	-	*
Mathematics	All Students	42%	37%	34%	*	9%	41%	-	*	-	-	*	36%	0%	38%	-	41%	29%	-	-	-	*
	CWD	25%	20%	0%	-	*	*	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	*
	CWOD	45%	38%	38%	*	10%	45%	-	*	-	-	*	40%	-	38%	-	46%	31%	-	-	-	*
	EL	34%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	41%	41%	-	*	43%	-	-	-	-	-	41%	*	46%	-	41%	-	-	-	-	*
	Female	38%	32%	29%	*	0%	38%	-	*	-	-	*	32%	*	31%	-	-	29%	-	-	-	*
Grade 5																						
Reading	All Students	57%	62%	60%	*	45%	70%	*	*	-	*	*	62%	*	63%	-	65%	52%	-	-	-	*
	CWD	29%	29%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	61%	66%	63%	*	44%	74%	*	*	-	*	*	63%	-	63%	-	68%	55%	-	-	-	*
	EL	43%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	53%	58%	65%	*	50%	78%	*	-	-	*	*	67%	*	68%	-	65%	-	-	-	-	*
	Female	60%	66%	52%	-	40%	57%	-	*	-	-	*	53%	*	55%	-	-	52%	-	-	-	-
Mathematics	All Students	47%	43%	47%	*	27%	54%	*	*	-	*	*	50%	*	51%	-	48%	45%	-	-	-	*
	CWD	25%	23%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	50%	45%	51%	*	33%	57%	*	*	-	*	*	53%	-	51%	-	53%	48%	-	-	-	*
	EL	38%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	48%	43%	48%	*	33%	59%	*	-	-	*	*	50%	*	53%	-	48%	-	-	-	-	*
	Female	46%	42%	45%	-	20%	47%	-	*	-	-	-	*	50%	*	48%	-	-	45%	-	-	-

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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	38%	35%	24%	*	9%	30%	*	*	-	*	*	25%	*	25%	-	26%	19%	-	-	-	*
	CWD	23%	24%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	40%	36%	25%	*	11%	31%	*	*	-	*	*	27%	-	25%	-	29%	20%	-	-	-	*
	EL	24%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	41%	38%	26%	*	0%	39%	*	-	-	*	*	27%	*	29%	-	26%	-	-	-	-	*
	Female	34%	31%	19%	-	20%	14%	-	*	-	-	*	21%	*	20%	-	-	19%	-	-	-	-
<b>Grade 6</b>																						
Reading	All Students	42%	46%	48%	-	14%	53%	-	-	*	*	*	48%	*	50%	*	38%	57%	-	-	-	*
	CWD	21%	19%	*	-	-	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	*
	CWOD	46%	49%	50%	-	14%	55%	-	-	*	*	*	50%	-	50%	*	40%	59%	-	-	-	*
	EL	24%	26%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	40%	42%	38%	-	*	40%	-	-	-	*	*	38%	*	40%	*	38%	-	-	-	-	*
	Female	45%	50%	57%	-	*	65%	-	-	*	*	-	57%	*	59%	*	-	57%	-	-	-	*
Mathematics	All Students	38%	36%	18%	-	14%	19%	-	-	*	*	*	19%	*	15%	*	23%	13%	-	-	-	*
	CWD	20%	15%	*	-	-	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	*
	CWOD	41%	39%	15%	-	14%	15%	-	-	*	*	*	16%	-	15%	*	20%	11%	-	-	-	*
	EL	24%	23%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	40%	40%	23%	-	*	20%	-	-	-	*	*	25%	*	20%	*	23%	-	-	-	-	*
	Female	36%	33%	13%	-	*	17%	-	-	*	*	-	13%	*	11%	*	-	13%	-	-	-	*
<b>Grade 7</b>																						
Reading	All Students	55%	61%	53%	-	46%	49%	-	80%	-	*	40%	54%	*	57%	*	37%	68%	-	-	-	-
	CWD	25%	25%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	59%	63%	57%	-	50%	53%	-	80%	-	*	*	57%	-	57%	*	38%	76%	-	-	-	-
	EL	33%	39%	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-
	Male	50%	57%	37%	-	20%	37%	-	*	-	*	*	40%	*	38%	-	37%	-	-	-	-	-
	Female	60%	64%	68%	-	63%	63%	-	*	-	-	*	68%	*	76%	*	-	68%	-	-	-	-
Mathematics	All Students	30%	35%	29%	-	23%	30%	-	*	-	-	20%	30%	*	32%	*	29%	29%	-	-	-	-
	CWD	18%	16%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	32%	37%	32%	-	25%	33%	-	*	-	-	*	33%	-	32%	*	30%	33%	-	-	-	-
	EL	17%	20%	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-
	Male	31%	36%	29%	-	0%	35%	-	*	-	-	*	32%	*	30%	-	29%	-	-	-	-	-
	Female	29%	34%	29%	-	38%	23%	-	*	-	-	*	29%	*	33%	*	-	29%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	57%	63%	70%	-	60%	73%	-	*	-	57%	*	69%	*	71%	*	65%	74%	-	-	-	*
	CWD	25%	30%	*	-	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	61%	66%	71%	-	56%	76%	-	*	-	57%	*	70%	-	71%	*	67%	75%	-	-	-	*
	EL	33%	32%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	51%	58%	65%	-	45%	70%	-	*	-	*	*	64%	*	67%	*	65%	-	-	-	-	-
	Female	63%	68%	74%	-	78%	75%	-	*	-	*	-	74%	*	75%	*	-	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
Mathematics	All Students	39%	34%	42%	-	*	22%	-	*	-	*	*	39%	*	47%	*	56%	27%	-	-	-	*
	CWD	20%	13%	*	-	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	41%	37%	47%	-	*	29%	-	*	-	*	*	44%	-	47%	-	63%	33%	-	-	-	*
	EL	24%	21%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	38%	38%	56%	-	*	*	-	*	-	*	*	50%	*	63%	-	56%	-	-	-	-	-
	Female	40%	32%	27%	-	*	20%	-	*	-	*	-	27%	*	33%	*	-	27%	-	-	-	*
Science	All Students	44%	45%	43%	-	40%	43%	-	*	-	29%	*	42%	*	45%	*	53%	31%	-	-	-	*
	CWD	22%	19%	*	-	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	47%	47%	45%	-	44%	45%	-	*	-	29%	*	44%	-	45%	*	55%	33%	-	-	-	*
	EL	23%	22%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	45%	50%	53%	-	55%	52%	-	*	-	*	*	52%	*	55%	*	53%	-	-	-	-	-
	Female	42%	40%	31%	-	22%	33%	-	*	-	*	-	31%	*	33%	*	-	31%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	46%	75%	90%	-	78%	92%	-	*	-	-	*	91%	67%	93%	*	85%	93%	-	-	-	*
	CWD	17%	28%	67%	-	*	80%	-	-	-	-	*	*	67%	-	*	*	*	-	-	-	-
	CWOD	50%	79%	93%	-	88%	94%	-	*	-	-	*	93%	-	93%	-	89%	96%	-	-	-	*
	EL	19%	23%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	40%	70%	85%	-	*	83%	-	-	-	-	*	83%	*	89%	-	85%	-	-	-	-	-
	Female	53%	79%	93%	-	75%	100%	-	*	-	-	*	96%	*	96%	*	-	93%	-	-	-	*
English II	All Students	54%	81%	91%	*	91%	91%	-	*	-	80%	*	92%	*	92%	*	86%	96%	-	-	-	*
	CWD	21%	40%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	59%	84%	92%	*	90%	94%	-	*	-	80%	*	92%	-	92%	*	88%	96%	-	-	-	*
	EL	22%	40%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	48%	75%	86%	*	83%	84%	-	*	-	*	*	89%	*	88%	-	86%	-	-	-	-	*
	Female	62%	85%	96%	*	100%	100%	-	*	-	*	*	96%	*	96%	*	-	96%	-	-	-	*
Algebra I	All Students	42%	46%	29%	-	25%	31%	-	*	-	*	*	30%	0%	31%	0%	38%	21%	-	-	-	*
	CWD	19%	16%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	45%	49%	31%	-	28%	33%	-	*	-	*	-	31%	-	31%	*	40%	23%	-	-	-	*
	EL	28%	21%	0%	-	*	-	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	40%	43%	38%	-	40%	36%	-	-	-	*	*	39%	*	40%	*	38%	-	-	-	-	-
	Female	45%	49%	21%	-	10%	26%	-	*	-	*	*	22%	*	23%	*	-	21%	-	-	-	*
Biology	All Students	54%	76%	87%	-	73%	92%	-	*	-	-	*	88%	71%	89%	*	90%	84%	-	-	-	*
	CWD	25%	41%	71%	-	*	80%	-	-	-	-	*	80%	71%	-	*	*	*	-	-	-	-
	CWOD	57%	79%	89%	-	78%	94%	-	*	-	-	*	89%	-	89%	*	89%	89%	-	-	-	*
	EL	26%	36%	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-
	Male	52%	74%	90%	-	*	94%	-	-	-	-	*	89%	*	89%	-	90%	-	-	-	-	-
	Female	56%	77%	84%	-	78%	90%	-	*	-	-	*	87%	*	89%	*	-	84%	-	-	-	*

**STAAR Percent at Masters Grade Level**  
**Grade 3**

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**FOUNDERS CLASSICAL ACADEMY OF LEANDER (221801058) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	29%	33%	45%	*	33%	53%	-	40%	-	*	17%	48%	57%	43%	*	48%	41%	-	-	-	*
	CWD	12%	16%	57%	-	*	50%	-	-	-	-	*	67%	57%	-	-	50%	*	-	-	-	-
	CWOD	32%	35%	43%	*	27%	54%	-	40%	-	*	20%	45%	-	43%	*	48%	38%	-	-	-	*
	EL	19%	17%	*	*	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	28%	31%	48%	*	50%	58%	-	*	-	*	*	52%	50%	48%	*	48%	-	-	-	-	*
	Female	31%	35%	41%	-	17%	47%	-	*	-	*	*	44%	*	38%	*	-	41%	-	-	-	-
Mathematics	All Students	20%	15%	17%	*	17%	13%	-	40%	-	*	0%	19%	14%	17%	*	11%	22%	-	-	-	*
	CWD	10%	7%	14%	-	*	17%	-	-	-	-	*	17%	14%	-	-	17%	*	-	-	-	-
	CWOD	22%	16%	17%	*	18%	12%	-	40%	-	*	0%	19%	-	17%	*	10%	23%	-	-	-	*
	EL	15%	11%	*	*	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	23%	17%	11%	*	0%	12%	-	*	-	*	*	13%	17%	10%	*	11%	-	-	-	-	*
	Female	18%	13%	22%	-	33%	13%	-	*	-	*	*	24%	*	23%	*	-	22%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	28%	29%	18%	*	18%	19%	-	*	-	-	*	19%	0%	19%	-	16%	19%	-	-	-	*
	CWD	10%	7%	0%	-	*	*	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	*
	CWOD	31%	31%	19%	*	20%	21%	-	*	-	-	*	20%	-	19%	-	18%	20%	-	-	-	*
	EL	18%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	26%	27%	16%	-	*	14%	-	-	-	-	-	16%	*	18%	-	16%	-	-	-	-	*
	Female	29%	32%	19%	*	14%	23%	-	*	-	-	*	21%	*	20%	-	-	19%	-	-	-	*
Mathematics	All Students	22%	20%	16%	*	0%	20%	-	*	-	-	*	16%	0%	17%	-	15%	16%	-	-	-	*
	CWD	10%	10%	0%	-	*	*	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	*
	CWOD	25%	21%	17%	*	0%	23%	-	*	-	-	*	18%	-	17%	-	17%	17%	-	-	-	*
	EL	16%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	23%	15%	-	*	17%	-	-	-	-	-	15%	*	17%	-	15%	-	-	-	-	*
	Female	19%	18%	16%	*	0%	24%	-	*	-	-	*	18%	*	17%	-	-	16%	-	-	-	*
<b>Grade 5</b>																						
Reading	All Students	36%	38%	35%	*	9%	43%	*	*	-	*	*	37%	*	37%	-	35%	33%	-	-	-	*
	CWD	12%	15%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	40%	41%	37%	*	11%	46%	*	*	-	*	*	39%	-	37%	-	39%	35%	-	-	-	*
	EL	23%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	32%	32%	35%	*	0%	48%	*	-	-	*	*	36%	*	39%	-	35%	-	-	-	-	*
	Female	39%	44%	33%	-	20%	36%	-	*	-	-	*	37%	*	35%	-	-	33%	-	-	-	-
Mathematics	All Students	24%	21%	20%	*	0%	27%	*	*	-	*	*	21%	*	22%	-	24%	14%	-	-	-	*
	CWD	9%	8%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	26%	23%	22%	*	0%	29%	*	*	-	*	*	22%	-	22%	-	27%	14%	-	-	-	*
	EL	17%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	23%	24%	*	0%	36%	*	-	-	*	*	25%	*	27%	-	24%	-	-	-	-	*
	Female	23%	20%	14%	-	0%	13%	-	*	-	-	*	15%	*	14%	-	-	14%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	17%	14%	7%	*	0%	11%	*	*	-	*	*	8%	*	8%	-	9%	5%	-	-	-	*	
	CWD	9%	9%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*	
	CWOD	19%	14%	8%	*	0%	11%	*	*	-	*	*	8%	-	8%	-	10%	5%	-	-	-	*	
	EL	9%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	20%	16%	9%	*	0%	13%	*	-	-	*	*	9%	*	10%	-	9%	-	-	-	-	*	
	Female	15%	12%	5%	-	0%	7%	-	*	-	-	*	5%	*	5%	-	-	5%	-	-	-	-	
Grade 6																							
Reading	All Students	23%	23%	20%	-	0%	23%	-	-	*	*	*	20%	*	21%	*	19%	20%	-	-	-	*	
	CWD	8%	7%	*	-	-	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	*	
	CWOD	25%	25%	21%	-	0%	25%	-	-	*	*	*	22%	-	21%	*	20%	22%	-	-	-	*	
	EL	9%	14%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	21%	21%	19%	-	*	20%	-	-	-	*	*	21%	*	20%	*	19%	-	-	-	-	*	
	Female	25%	25%	20%	-	*	26%	-	-	*	*	-	20%	*	22%	*	-	20%	-	-	-	*	
Mathematics	All Students	16%	13%	5%	-	14%	2%	-	-	*	*	*	6%	*	6%	*	8%	3%	-	-	-	*	
	CWD	8%	7%	*	-	-	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	*	
	CWOD	17%	14%	6%	-	14%	3%	-	-	*	*	*	6%	-	6%	*	8%	4%	-	-	-	*	
	EL	7%	5%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	17%	14%	8%	-	*	0%	-	-	-	*	*	8%	*	8%	*	8%	-	-	-	-	*	
	Female	14%	12%	3%	-	*	4%	-	-	*	*	-	3%	*	4%	*	-	3%	-	-	-	*	
Grade 7																							
Reading	All Students	36%	41%	35%	-	31%	34%	-	40%	-	*	20%	36%	*	37%	*	30%	39%	-	-	-	-	
	CWD	11%	12%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	40%	43%	37%	-	33%	38%	-	40%	-	*	*	38%	-	37%	*	31%	44%	-	-	-	-	
	EL	17%	22%	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-	
	Male	32%	37%	30%	-	20%	26%	-	*	-	*	*	32%	*	31%	-	30%	-	-	-	-	-	
	Female	41%	45%	39%	-	38%	44%	-	*	-	-	*	40%	*	44%	*	-	39%	-	-	-	-	
Mathematics	All Students	13%	14%	10%	-	8%	10%	-	*	-	-	0%	12%	*	11%	*	8%	13%	-	-	-	-	
	CWD	7%	7%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	14%	14%	11%	-	8%	11%	-	*	-	-	*	13%	-	11%	*	9%	14%	-	-	-	-	
	EL	6%	7%	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-	
	Male	13%	14%	8%	-	0%	12%	-	*	-	-	*	9%	*	9%	-	8%	-	-	-	-	-	
	Female	12%	13%	13%	-	13%	8%	-	*	-	-	*	14%	*	14%	*	-	13%	-	-	-	-	
Grade 8																							
Reading	All Students	37%	42%	41%	-	35%	41%	-	*	-	29%	*	41%	*	41%	*	40%	44%	-	-	-	*	
	CWD	11%	23%	*	-	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	
	CWOD	40%	43%	41%	-	28%	43%	-	*	-	29%	*	40%	-	41%	*	40%	42%	-	-	-	*	
	EL	16%	15%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-	
	Male	31%	34%	40%	-	27%	41%	-	*	-	*	*	38%	*	40%	*	40%	-	-	-	-	-	
	Female	42%	48%	44%	-	44%	42%	-	*	-	*	-	44%	*	42%	*	-	44%	-	-	-	*	

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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	14%	11%	11%	-	*	11%	-	*	-	*	*	6%	*	12%	*	22%	0%	-	-	-	*
	CWD	8%	5%	*	-	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	15%	11%	12%	-	*	14%	-	*	-	*	*	6%	-	12%	-	25%	0%	-	-	-	*
	EL	6%	5%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	Male	14%	13%	22%	-	*	*	-	*	-	*	*	13%	*	25%	-	22%	-	-	-	-	-
	Female	14%	8%	0%	-	*	0%	-	*	-	*	-	0%	*	0%	*	-	0%	-	-	-	*
Science	All Students	23%	19%	12%	-	10%	10%	-	*	-	14%	*	11%	*	13%	*	19%	5%	-	-	-	*
	CWD	9%	10%	*	-	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	24%	20%	13%	-	11%	10%	-	*	-	14%	*	12%	-	13%	*	19%	6%	-	-	-	*
	EL	8%	9%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	24%	23%	19%	-	18%	15%	-	*	-	*	*	17%	*	19%	*	19%	-	-	-	-	-
	Female	21%	16%	5%	-	0%	4%	-	*	-	*	-	5%	*	6%	*	-	5%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	10%	21%	24%	-	11%	29%	-	*	-	-	*	26%	0%	28%	*	15%	31%	-	-	-	*
	CWD	4%	4%	0%	-	*	0%	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	11%	23%	28%	-	13%	33%	-	*	-	-	*	29%	-	28%	-	17%	36%	-	-	-	*
	EL	1%	3%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	8%	18%	15%	-	*	17%	-	-	-	-	*	17%	*	17%	-	15%	-	-	-	-	-
	Female	13%	25%	31%	-	13%	40%	-	*	-	-	*	32%	*	36%	*	-	31%	-	-	-	*
English II	All Students	9%	15%	11%	*	9%	14%	-	*	-	0%	*	12%	*	12%	*	0%	22%	-	-	-	*
	CWD	5%	2%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	9%	16%	12%	*	10%	16%	-	*	-	0%	*	12%	-	12%	*	0%	24%	-	-	-	*
	EL	1%	1%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	7%	10%	0%	*	0%	0%	-	*	-	*	*	0%	*	0%	-	0%	-	-	-	-	*
	Female	11%	18%	22%	*	20%	31%	-	*	-	*	*	24%	*	24%	*	-	22%	-	-	-	*
Algebra I	All Students	26%	28%	9%	-	5%	8%	-	*	-	*	*	9%	0%	9%	0%	13%	4%	-	-	-	*
	CWD	8%	6%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	29%	30%	9%	-	6%	8%	-	*	-	*	-	9%	-	9%	*	14%	5%	-	-	-	*
	EL	14%	13%	0%	-	*	-	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	25%	27%	13%	-	10%	12%	-	-	-	*	*	14%	*	14%	*	13%	-	-	-	-	-
	Female	28%	29%	4%	-	0%	3%	-	*	-	*	*	4%	*	5%	*	-	4%	-	-	-	*
Biology	All Students	21%	27%	25%	-	0%	33%	-	*	-	-	*	24%	29%	24%	*	24%	26%	-	-	-	*
	CWD	7%	14%	29%	-	*	40%	-	-	-	-	*	40%	29%	-	*	*	*	-	-	-	-
	CWOD	22%	28%	24%	-	0%	32%	-	*	-	-	*	23%	-	24%	*	22%	26%	-	-	-	*
	EL	5%	11%	*	-	*	-	-	-	-	-	*	*	*	*	*	-	*	-	-	-	-
	Male	21%	28%	24%	-	*	28%	-	-	-	-	*	21%	*	22%	-	24%	-	-	-	-	-
	Female	21%	27%	26%	-	0%	38%	-	*	-	-	*	27%	*	26%	*	-	26%	-	-	-	*

**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%	79%	86%	64%	80%	88%	*	94%	*	83%	79%	86%	60%	88%	65%	87%	85%	-	-	-	74%
	CWD	44%	49%	60%	-	61%	62%	-	-	-	*	43%	64%	60%	-	38%	60%	60%	-	-	-	29%
	CWOD	77%	81%	88%	64%	83%	90%	*	94%	*	86%	90%	88%	-	88%	73%	90%	87%	-	-	-	90%
	EL	59%	62%	65%	*	56%	*	-	*	-	-	67%	64%	38%	73%	65%	67%	64%	-	-	-	-
	Male	71%	79%	87%	50%	89%	87%	*	100%	-	87%	93%	87%	60%	90%	67%	87%	-	-	-	-	62%
	Female	75%	79%	85%	*	73%	88%	-	92%	*	78%	63%	86%	60%	87%	64%	-	85%	-	-	-	86%
Reading	All Students	74%	84%	90%	83%	85%	91%	*	95%	*	91%	88%	90%	71%	92%	71%	88%	92%	-	-	-	67%
	CWD	43%	54%	71%	-	78%	71%	-	-	-	*	67%	72%	71%	-	*	68%	74%	-	-	-	*
	CWOD	78%	87%	92%	83%	86%	93%	*	95%	*	95%	95%	91%	-	92%	73%	89%	94%	-	-	-	89%
	EL	57%	67%	71%	*	64%	*	-	*	-	-	*	70%	*	73%	71%	*	80%	-	-	-	-
	Male	70%	82%	88%	*	86%	87%	*	100%	-	92%	100%	87%	68%	89%	*	88%	-	-	-	-	50%
	Female	78%	86%	92%	*	85%	95%	-	94%	*	91%	77%	93%	74%	94%	80%	-	92%	-	-	-	83%
Mathematics	All Students	71%	74%	84%	*	76%	86%	*	89%	*	85%	74%	84%	48%	87%	64%	88%	79%	-	-	-	80%
	CWD	44%	45%	48%	-	38%	54%	-	-	-	*	20%	54%	48%	-	*	53%	44%	-	-	-	*
	CWOD	75%	76%	87%	*	80%	89%	*	89%	*	89%	89%	87%	-	87%	82%	92%	82%	-	-	-	86%
	EL	61%	60%	64%	*	55%	*	-	*	-	-	*	60%	*	82%	64%	*	50%	-	-	-	-
	Male	71%	76%	88%	*	92%	88%	*	*	-	91%	83%	89%	53%	92%	*	88%	-	-	-	-	80%
	Female	71%	72%	79%	*	62%	84%	-	87%	*	78%	64%	80%	44%	82%	50%	-	79%	-	-	-	80%
Science	All Students	74%	77%	81%	*	79%	83%	*	100%	-	60%	57%	82%	60%	83%	50%	85%	78%	-	-	-	80%
	CWD	47%	49%	60%	-	67%	56%	-	-	-	-	*	67%	60%	-	*	57%	63%	-	-	-	*
	CWOD	78%	80%	83%	*	81%	86%	*	100%	-	60%	*	84%	-	83%	*	87%	80%	-	-	-	*
	EL	58%	54%	50%	-	40%	-	-	*	-	-	*	60%	*	*	50%	*	60%	-	-	-	-
	Male	74%	79%	85%	*	89%	85%	*	*	-	71%	*	84%	57%	87%	*	85%	-	-	-	-	*
	Female	75%	76%	78%	-	70%	81%	-	100%	-	*	*	81%	63%	80%	60%	-	78%	-	-	-	*
SAT/ACT All Subjects	All Students	92%	95%	100%	-	100%	100%	-	-	-	*	*	100%	-	100%	-	100%	100%	-	-	-	-
	CWD	75%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	95%	100%	-	100%	100%	-	-	-	*	*	100%	-	100%	-	100%	100%	-	-	-	-
	EL	69%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	95%	100%	-	* 100%	-	-	-	-	-	*	100%	-	100%	-	100%	-	-	-	-	-
	Female	92%	96%	100%	-	* 100%	-	-	-	-	*	-	100%	-	100%	-	-	100%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	52%	18%	44%	55%	*	62%	*	49%	39%	53%	30%	54%	24%	52%	52%	-	-	-	41%
	CWD	23%	24%	30%	-	30%	31%	-	-	-	*	21%	32%	30%	-	13%	33%	28%	-	-	-	0%
	CWOD	50%	53%	54%	18%	45%	57%	*	62%	*	51%	45%	55%	-	54%	27%	54%	55%	-	-	-	55%
	EL	29%	31%	24%	*	19%	*	-	*	-	-	11%	28%	13%	27%	24%	0%	32%	-	-	-	-
	Male	45%	50%	52%	13%	43%	56%	*	60%	-	53%	41%	53%	33%	54%	0%	52%	-	-	-	-	38%
	Female	48%	51%	52%	*	44%	55%	-	62%	*	43%	37%	53%	28%	55%	32%	-	52%	-	-	-	43%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	61%	65%	33%	55%	68%	*	71%	*	61%	50%	66%	39%	67%	43%	60%	70%	-	-	-	58%
	CWD	24%	29%	39%	-	56%	36%	-	-	-	*	17%	44%	39%	-	*	32%	47%	-	-	-	*
	CWOD	56%	64%	67%	33%	55%	71%	*	71%	*	64%	60%	68%	-	67%	45%	62%	72%	-	-	-	78%
	EL	31%	38%	43%	*	36%	*	-	*	-	-	*	50%	*	45%	43%	*	60%	-	-	-	-
	Male	47%	57%	60%	*	50%	63%	*	60%	-	67%	46%	61%	32%	62%	*	60%	-	-	-	-	50%
	Female	56%	64%	70%	*	60%	74%	-	75%	*	55%	54%	71%	47%	72%	60%	-	70%	-	-	-	67%
Mathematics	All Students	41%	39%	40%	*	32%	41%	*	53%	*	50%	26%	40%	18%	42%	14%	44%	35%	-	-	-	20%
	CWD	22%	18%	18%	-	13%	21%	-	-	-	*	20%	18%	18%	-	*	29%	6%	-	-	-	*
	CWOD	44%	41%	42%	*	34%	43%	*	53%	*	53%	28%	42%	-	42%	18%	46%	37%	-	-	-	29%
	EL	29%	25%	14%	*	9%	*	-	*	-	-	*	20%	*	18%	14%	*	20%	-	-	-	-
	Male	42%	41%	44%	*	38%	46%	*	*	-	55%	25%	45%	29%	46%	*	44%	-	-	-	-	40%
	Female	40%	37%	35%	*	27%	35%	-	53%	*	44%	27%	35%	6%	37%	20%	-	35%	-	-	-	0%
Science	All Students	46%	49%	49%	*	40%	54%	*	57%	-	20%	43%	49%	33%	51%	0%	52%	46%	-	-	-	40%
	CWD	23%	27%	33%	-	17%	44%	-	-	-	-	*	33%	33%	-	*	43%	25%	-	-	-	*
	CWOD	49%	51%	51%	*	44%	55%	*	57%	-	20%	*	51%	-	51%	*	53%	48%	-	-	-	*
	EL	25%	23%	0%	-	0%	-	-	*	-	-	*	0%	*	*	0%	*	0%	-	-	-	-
	Male	47%	52%	52%	*	37%	59%	*	*	-	29%	*	51%	43%	53%	*	52%	-	-	-	-	*
	Female	45%	46%	46%	-	43%	49%	-	50%	-	*	*	48%	25%	48%	0%	-	46%	-	-	-	*
SAT/ACT All Subjects	All Students	64%	73%	97%	-	83%	100%	-	-	-	*	*	100%	-	97%	-	94%	100%	-	-	-	-
	CWD	43%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	73%	97%	-	83%	100%	-	-	-	*	*	100%	-	97%	-	94%	100%	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	74%	94%	-	* 100%	-	-	-	-	-	*	100%	-	94%	-	94%	-	-	-	-	-
	Female	60%	72%	100%	-	* 100%	-	-	-	-	*	-	100%	-	100%	-	-	100%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	20%	0%	12%	22%	*	32%	*	19%	11%	20%	10%	21%	12%	20%	20%	-	-	-	4%
	CWD	9%	10%	10%	-	13%	10%	-	-	-	*	0%	13%	10%	-	13%	12%	9%	-	-	-	0%
	CWOD	24%	25%	21%	0%	12%	23%	*	32%	*	20%	14%	21%	-	21%	12%	20%	21%	-	-	-	5%
	EL	12%	12%	12%	*	11%	*	-	*	-	-	11%	12%	13%	12%	12%	0%	16%	-	-	-	-
	Male	21%	23%	20%	0%	12%	21%	*	30%	-	30%	17%	20%	12%	20%	0%	20%	-	-	-	-	8%
	Female	23%	25%	20%	*	13%	23%	-	32%	*	4%	4%	21%	9%	21%	16%	-	20%	-	-	-	0%
Reading	All Students	25%	31%	29%	0%	21%	32%	*	43%	*	22%	12%	30%	16%	30%	29%	27%	31%	-	-	-	8%
	CWD	9%	11%	16%	-	33%	11%	-	-	-	*	0%	19%	16%	-	*	16%	16%	-	-	-	*
	CWOD	27%	33%	30%	0%	20%	34%	*	43%	*	23%	15%	31%	-	30%	27%	28%	33%	-	-	-	11%
	EL	13%	16%	29%	*	27%	*	-	*	-	-	*	30%	*	27%	29%	*	40%	-	-	-	-
	Male	22%	27%	27%	*	19%	29%	*	40%	-	33%	15%	28%	16%	28%	*	27%	-	-	-	-	17%
	Female	28%	35%	31%	*	23%	35%	-	44%	*	9%	8%	33%	16%	33%	40%	-	31%	-	-	-	0%

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**FOUNDERS CLASSICAL ACADEMY OF LEANDER (221801058) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	18%	12%	*	6%	13%	*	21%	*	20%	4%	12%	3%	13%	0%	13%	11%	-	-	-	0%
	CWD	9%	7%	3%	-	0%	4%	-	-	-	*	0%	4%	3%	-	*	6%	0%	-	-	-	*
	CWOD	21%	19%	13%	*	7%	13%	*	21%	*	21%	6%	13%	-	13%	0%	14%	12%	-	-	-	0%
	EL	12%	10%	0%	*	0%	*	-	*	-	-	*	0%	*	0%	0%	*	0%	-	-	-	-
	Male	21%	19%	13%	*	5%	14%	*	*	-	36%	8%	13%	6%	14%	*	13%	-	-	-	-	0%
	Female	19%	16%	11%	*	7%	11%	-	27%	*	0%	0%	11%	0%	12%	0%	-	11%	-	-	-	0%
Science	All Students	20%	19%	14%	*	5%	17%	*	29%	-	10%	29%	14%	13%	14%	0%	16%	12%	-	-	-	0%
	CWD	8%	11%	13%	-	0%	22%	-	-	-	-	*	17%	13%	-	*	14%	13%	-	-	-	*
	CWOD	22%	20%	14%	*	6%	17%	*	29%	-	10%	*	14%	-	14%	*	16%	12%	-	-	-	*
	EL	7%	8%	0%	-	0%	-	-	*	-	-	*	0%	*	*	0%	*	0%	-	-	-	-
	Male	22%	21%	16%	*	11%	18%	*	*	-	14%	*	15%	14%	16%	*	16%	-	-	-	-	*
	Female	19%	17%	12%	-	0%	17%	-	17%	-	*	*	13%	13%	12%	0%	-	12%	-	-	-	*
SAT/ACT All Subjects	All Students	13%	9%	7%	-	0%	10%	-	-	-	*	*	7%	-	7%	-	0%	17%	-	-	-	-
	CWD	11%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	10%	7%	-	0%	10%	-	-	-	*	*	7%	-	7%	-	0%	17%	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	15%	0%	-	*	0%	-	-	-	-	*	0%	-	0%	-	0%	-	-	-	-	-
	Female	10%	4%	17%	-	*	25%	-	-	-	*	-	17%	-	17%	-	-	17%	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	59	*	57	62	*	63	*	44	57	60	78
CWD	60	-	86	46	-	-	-	-	*	60	*
CWOD	59	*	54	63	*	63	*	44	50	-	71
EL ◇	78	-	75	-	-	*	-	-	*	*	78
Male	60	*	58	60	*	*	-	67	50	67	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	58	*	57	64	-	61	*	14	60	54	79
<b>Mathematics</b>											
All Students	54	*	55	55	*	32	*	44	71	55	43
CWD	55	-	58	53	-	-	-	-	*	55	*
CWOD	54	*	55	55	*	32	*	44	75	-	40
EL ◇	43	-	42	-	-	*	-	-	*	*	43
Male	52	*	48	56	*	*	-	30	*	56	*
Female	55	*	60	54	-	35	*	*	69	54	42

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	94.6%	-	85.7%	96.3%	-	*	-	*	80.0%	-	*	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	94.6%	-	85.7%	96.3%	-	*	-	*	80.0%	-	*	-	-
EL ◇	*	-	*	*	-	-	-	-	*	-	*	-	-
Male	94.1%	-	*	100.0%	-	-	-	*	*	-	*	-	-
Female	95.0%	-	*	93.3%	-	*	-	*	*	-	*	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
◇	◇	◇

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	53	27	45	55	*	63	*	50	43	33	34
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	86%	-	67%	93%	-	*	-	*	*	*	-

- 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y					Y	Y	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	Y					Y	Y	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		N	N					N	N	

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N	N	
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N						N	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N						N	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N						N	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N						N	
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y			Y							
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y			Y							
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y			Y							
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y			Y							

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

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This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	-	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	*	100%	100%	-	100%	*	100%	100%	99%	100%	99%	100%	-	99%	-
<b>Reading</b>	All Students	100%	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%	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%	-
<b>Mathematics</b>	All Students	100%	*	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
		100%	*	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
		100%	-	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	*	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	99%	-
		100%	*	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	*	-	*	-	-	*	100%	*	100%	100%	*	100%	-
		100%	*	100%	*	-	*	-	-	*	100%	*	100%	100%	*	100%	-
	Male	100%	*	100%	100%	*	*	-	100%	100%	100%	100%	100%	*	100%	-	-
		100%	*	100%	100%	*	*	-	100%	100%	100%	100%	100%	*	100%	-	-
	Female	100%	*	100%	100%	-	100%	*	100%	100%	99%	100%	99%	100%	-	100%	-
		100%	*	100%	100%	-	100%	*	100%	100%	99%	100%	99%	100%	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	100%	-	100%	100%	-	-	-	*	*	100%	-	100%	-	100%	100%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	100%	-	100%	100%	-	-	-	*	*	100%	-	100%	-	100%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	-	*	100%	-	-	-	-	*	100%	-	100%	-	100%	-	-
	Female	100%	-	*	100%	-	-	-	*	-	100%	-	100%	-	-	100%	-
<b>Non-Participation Rate</b>																	

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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
<b>All Subjects</b>	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	*	0%	0%	-	0%	*	0%	0%	1%	0%	1%	0%	-	1%	-
<b>Reading</b>	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	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%	-
<b>Mathematics</b>	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%	1%	-
	EL	0%	*	0%	*	-	*	-	-	*	0%	*	0%	0%	*	0%	-
	Male	0%	*	0%	0%	*	*	-	0%	0%	0%	0%	0%	*	0%	-	-
	Female	0%	*	0%	0%	-	0%	*	0%	0%	1%	0%	1%	0%	-	0%	-
<b>Science</b>	All Students	1%	*	0%	0%	*	0%	-	0%	0%	1%	0%	1%	0%	0%	1%	-
	CWD	0%	-	0%	0%	-	-	-	-	*	0%	0%	-	*	0%	0%	-
	CWOD	1%	*	0%	0%	*	0%	-	0%	*	1%	-	1%	*	0%	1%	-
	EL	0%	-	0%	-	-	*	-	-	*	0%	*	*	0%	*	0%	-
	Male	0%	*	0%	0%	*	*	-	0%	*	0%	0%	0%	*	0%	-	-
	Female	1%	-	0%	0%	-	0%	-	*	*	1%	0%	1%	0%	-	1%	-
<b>SAT/ACT All Subjects</b>	All Students	0%	-	0%	0%	-	-	-	*	*	0%	-	0%	-	0%	0%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	-	0%	0%	-	-	-	*	*	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	-	*	0%	-	-	-	-	*	0%	-	0%	-	0%	-	-
	Female	0%	-	*	0%	-	-	-	*	-	0%	-	0%	-	-	0%	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related



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arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	1	0	0	1	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	0	1	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	1	0	0	1	0	0	0	0	0		
	Female	1	0	0	1	0	0	0	0	0		
	Total	2	0	0	2	0	0	0	0	0		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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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
<b>Out-of-School Suspensions</b>												
	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
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	9	-8	3	5	-8	-8	-8	1	-8	-8	-8
	Female	21	-8	2	19	-8	-8	-8	-8	-8	2	-8
	Total	30	-8	5	24	-8	-8	-8	1	-8	2	-8

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	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	22	0	4	16	0	2	0	0	0	2
	Female	24	0	2	20	0	0	0	2	0	0
	Total	46	0	6	36	0	2	0	2	0	2

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty School		
		All School
		Number Percent
Inexperienced Teachers, Principals, and Other School Leaders		12.0 25.5%
Teachers Teaching with Emergency or Provisional Credentials		1.0 2.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		0.0 -

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	48%	-	*	55%	-	-	-	*	*	*	*
In-State Private Institutions	15%	-	*	*	-	-	-	-	-	-	-
Out-of-State Institutions	18%	-	*	*	-	*	-	*	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	2%	0%	0%	2%	*	0%	*	9%	1%	0%	0%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.



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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**DENTON CLASSICAL ACADEMY (221801060) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

				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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**DENTON CLASSICAL ACADEMY (221801060) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	86%	*	*	87%	-	*	-	*	*	83%	80%	88%	-	92%	78%	-	-	-	-
	CWD	52%	60%	80%	-	-	*	-	*	-	-	-	80%	80%	-	-	80%	-	-	-	-	-
	CWOD	80%	82%	88%	*	*	91%	-	-	-	*	*	85%	-	88%	-	100%	78%	-	-	-	-
	EL	66%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	81%	92%	*	-	89%	-	*	-	*	*	91%	80%	100%	-	92%	-	-	-	-	-
	Female	78%	80%	78%	*	*	83%	-	-	-	*	*	71%	-	78%	-	-	78%	-	-	-	-
Mathematics	All Students	70%	70%	77%	*	*	87%	-	*	-	*	*	78%	100%	71%	-	85%	67%	-	-	-	-
	CWD	46%	46%	100%	-	-	*	-	*	-	-	-	100%	100%	-	-	100%	-	-	-	-	-
	CWOD	74%	73%	71%	*	*	82%	-	-	-	*	*	69%	-	71%	-	75%	67%	-	-	-	-
	EL	64%	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	72%	75%	85%	*	-	89%	-	*	-	*	*	91%	100%	75%	-	85%	-	-	-	-	-
	Female	68%	67%	67%	*	*	83%	-	-	-	*	*	57%	-	67%	-	-	67%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	82%	62%	-	*	58%	-	-	-	-	*	59%	*	71%	*	57%	71%	-	-	-	-
	CWD	48%	52%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	81%	84%	71%	-	*	67%	-	-	-	-	*	64%	-	71%	*	64%	83%	-	-	-	-
	EL	66%	72%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	73%	79%	57%	-	*	50%	-	-	-	-	*	50%	*	64%	*	57%	-	-	-	-	-
	Female	79%	84%	71%	-	-	71%	-	-	-	-	*	80%	*	83%	-	-	71%	-	-	-	-
Mathematics	All Students	68%	70%	52%	-	*	47%	-	-	-	-	*	53%	*	59%	*	57%	43%	-	-	-	-
	CWD	42%	38%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	73%	73%	59%	-	*	53%	-	-	-	-	*	57%	-	59%	*	64%	50%	-	-	-	-
	EL	63%	60%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	70%	73%	57%	-	*	50%	-	-	-	-	*	50%	*	64%	*	57%	-	-	-	-	-
	Female	67%	67%	43%	-	-	43%	-	-	-	-	*	60%	*	50%	-	-	43%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	84%	90%	67%	100%	96%	-	*	-	*	70%	97%	89%	90%	*	100%	78%	-	*	-	*
	CWD	50%	50%	89%	*	*	83%	-	-	-	-	*	86%	89%	-	*	100%	*	-	-	-	-
	CWOD	85%	88%	90%	*	100%	100%	-	*	-	*	63%	100%	-	90%	*	100%	80%	-	*	-	*
	EL	71%	74%	*	*	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	77%	81%	100%	*	*	100%	-	*	-	*	*	100%	100%	100%	-	100%	-	-	*	-	*
	Female	83%	87%	78%	60%	*	90%	-	-	-	*	57%	91%	*	80%	*	-	78%	-	-	-	*
Mathematics	All Students	76%	76%	93%	83%	100%	96%	-	*	-	*	80%	97%	89%	94%	*	95%	89%	-	*	-	*
	CWD	50%	49%	89%	*	*	83%	-	-	-	-	*	86%	89%	-	*	83%	*	-	-	-	-
	CWOD	80%	78%	94%	*	100%	100%	-	*	-	*	75%	100%	-	94%	*	100%	87%	-	*	-	*
	EL	70%	70%	*	*	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	75%	76%	95%	*	*	93%	-	*	-	*	*	95%	83%	100%	-	95%	-	-	*	-	*
	Female	76%	76%	89%	80%	*	100%	-	-	-	*	71%	100%	*	87%	*	-	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	65%	65%	83%	50%	100%	88%	-	*	-	*	60%	90%	78%	84%	*	95%	67%	-	*	-	*	
	CWD	40%	35%	78%	*	*	83%	-	-	-	*	86%	78%	-	*	100%	*	-	-	-	-		
	CWOD	69%	68%	84%	*	100%	89%	-	*	-	*	63%	91%	-	84%	*	94%	73%	-	*	-	*	
	EL	52%	46%	*	*	*	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-	-	
	Male	67%	66%	95%	*	*	93%	-	*	-	*	*	95%	100%	94%	-	95%	-	-	*	-	*	
	Female	63%	64%	67%	40%	*	80%	-	-	-	*	43%	82%	*	73%	*	-	67%	-	-	-	*	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	55%	64%	*	*	80%	-	*	-	*	*	67%	40%	71%	-	69%	56%	-	-	-	-	
	CWD	30%	34%	40%	-	-	*	-	*	-	-	-	40%	40%	-	-	40%	-	-	-	-	-	
	CWOD	54%	58%	71%	*	*	91%	-	-	-	*	*	77%	-	71%	-	88%	56%	-	-	-	-	
	EL	37%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	49%	54%	69%	*	-	78%	-	*	-	*	*	73%	40%	88%	-	69%	-	-	-	-	-	
	Female	52%	56%	56%	*	*	83%	-	-	-	*	*	57%	-	56%	-	-	56%	-	-	-	-	
Mathematics	All Students	42%	38%	45%	*	*	60%	-	*	-	*	*	56%	40%	47%	-	46%	44%	-	-	-	-	
	CWD	27%	21%	40%	-	-	*	-	*	-	-	-	40%	40%	-	-	40%	-	-	-	-	-	
	CWOD	45%	40%	47%	*	*	64%	-	-	-	*	*	62%	-	47%	-	50%	44%	-	-	-	-	
	EL	35%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	45%	42%	46%	*	-	56%	-	*	-	*	*	55%	40%	50%	-	46%	-	-	-	-	-	
	Female	39%	34%	44%	*	*	67%	-	-	-	*	*	57%	-	44%	-	-	44%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	56%	38%	-	*	32%	-	-	-	-	*	35%	*	47%	*	43%	29%	-	-	-	-	
	CWD	29%	29%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	57%	58%	47%	-	*	40%	-	-	-	-	*	43%	-	47%	*	55%	33%	-	-	-	-	
	EL	41%	44%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	
	Male	51%	55%	43%	-	*	33%	-	-	-	-	*	33%	*	55%	*	43%	-	-	-	-	-	
	Female	55%	57%	29%	-	-	29%	-	-	-	-	*	40%	*	33%	-	-	29%	-	-	-	-	
Mathematics	All Students	42%	37%	24%	-	*	21%	-	-	-	-	*	18%	*	24%	*	29%	14%	-	-	-	-	
	CWD	25%	20%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	45%	38%	24%	-	*	20%	-	-	-	-	*	14%	-	24%	*	27%	17%	-	-	-	-	
	EL	34%	25%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	
	Male	45%	41%	29%	-	*	25%	-	-	-	-	*	17%	*	27%	*	29%	-	-	-	-	-	
	Female	38%	32%	14%	-	-	14%	-	-	-	-	*	20%	*	17%	-	-	14%	-	-	-	-	
Grade 5																							
Reading	All Students	57%	62%	73%	50%	83%	75%	-	*	-	*	60%	77%	56%	77%	*	77%	67%	-	*	-	*	
	CWD	29%	29%	56%	*	*	50%	-	-	-	-	*	57%	56%	-	*	67%	*	-	-	-	-	
	CWOD	61%	66%	77%	*	80%	83%	-	*	-	*	63%	83%	-	77%	*	81%	73%	-	*	-	*	
	EL	43%	49%	*	*	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-	
	Male	53%	58%	77%	*	*	71%	-	*	-	*	*	74%	67%	81%	-	77%	-	-	*	-	*	

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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	Female	60%	66%	<b>67%</b>	40%	*	80%	-	-	-	*	43%	82%	*	73%	*	-	67%	-	-	-	*
Mathematics	All Students	47%	43%	<b>58%</b>	33%	67%	63%	-	*	-	*	60%	57%	44%	61%	*	68%	44%	-	*	-	*
	CWD	25%	23%	<b>44%</b>	*	*	33%	-	-	-	-	*	43%	44%	-	*	50%	*	-	-	-	-
	CWOD	50%	45%	<b>61%</b>	*	60%	72%	-	*	-	*	63%	61%	-	61%	*	75%	47%	-	*	-	*
	EL	38%	33%	*	*	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	48%	43%	<b>68%</b>	*	*	64%	-	*	-	*	*	63%	50%	75%	-	68%	-	-	*	-	*
	Female	46%	42%	<b>44%</b>	20%	*	60%	-	-	-	*	43%	45%	*	47%	*	-	44%	-	-	-	*
Science	All Students	38%	35%	<b>63%</b>	33%	33%	75%	-	*	-	*	50%	67%	67%	61%	*	68%	56%	-	*	-	*
	CWD	23%	24%	<b>67%</b>	*	*	83%	-	-	-	-	*	71%	67%	-	*	83%	*	-	-	-	-
	CWOD	40%	36%	<b>61%</b>	*	20%	72%	-	*	-	*	50%	65%	-	61%	*	63%	60%	-	*	-	*
	EL	24%	17%	*	*	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	41%	38%	<b>68%</b>	*	*	79%	-	*	-	*	*	68%	83%	63%	-	68%	-	-	*	-	*
	Female	34%	31%	<b>56%</b>	40%	*	70%	-	-	-	*	43%	64%	*	60%	*	-	56%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	29%	33%	<b>32%</b>	*	*	47%	-	*	-	*	*	33%	0%	41%	-	23%	44%	-	-	-	-
	CWD	12%	16%	<b>0%</b>	-	-	*	-	*	-	-	-	0%	0%	-	-	0%	-	-	-	-	-
	CWOD	32%	35%	<b>41%</b>	*	*	64%	-	-	-	*	*	46%	-	41%	-	38%	44%	-	-	-	-
	EL	19%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	28%	31%	<b>23%</b>	*	-	33%	-	*	-	*	*	27%	0%	38%	-	23%	-	-	-	-	-
	Female	31%	35%	<b>44%</b>	*	*	67%	-	-	-	*	*	43%	-	44%	-	-	44%	-	-	-	-
Mathematics	All Students	20%	15%	<b>14%</b>	*	*	20%	-	*	-	*	*	17%	20%	12%	-	15%	11%	-	-	-	-
	CWD	10%	7%	<b>20%</b>	-	-	*	-	*	-	-	-	20%	20%	-	-	20%	-	-	-	-	-
	CWOD	22%	16%	<b>12%</b>	*	*	18%	-	-	-	*	*	15%	-	12%	-	13%	11%	-	-	-	-
	EL	15%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	23%	17%	<b>15%</b>	*	-	22%	-	*	-	*	*	18%	20%	13%	-	15%	-	-	-	-	-
	Female	18%	13%	<b>11%</b>	*	*	17%	-	-	-	*	*	14%	-	11%	-	-	11%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	28%	29%	<b>14%</b>	-	*	5%	-	-	-	-	*	12%	*	18%	*	21%	0%	-	-	-	-
	CWD	10%	7%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	31%	31%	<b>18%</b>	-	*	7%	-	-	-	-	*	14%	-	18%	*	27%	0%	-	-	-	-
	EL	18%	22%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	26%	27%	<b>21%</b>	-	*	8%	-	-	-	-	*	17%	*	27%	*	21%	-	-	-	-	-
	Female	29%	32%	<b>0%</b>	-	-	0%	-	-	-	-	*	0%	*	0%	-	-	0%	-	-	-	-
Mathematics	All Students	22%	20%	<b>10%</b>	-	*	11%	-	-	-	-	*	6%	*	6%	*	14%	0%	-	-	-	-
	CWD	10%	10%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	25%	21%	<b>6%</b>	-	*	7%	-	-	-	-	*	0%	-	6%	*	9%	0%	-	-	-	-
	EL	16%	12%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	25%	23%	<b>14%</b>	-	*	17%	-	-	-	-	*	8%	*	9%	*	14%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	19%	18%	0%	-	-	0%	-	-	-	-	*	0%	*	0%	-	-	0%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	50%	50%	17%	54%	-	*	-	*	30%	57%	33%	55%	*	59%	39%	-	*	-	*
	CWD	12%	15%	33%	*	*	33%	-	-	-	-	*	43%	33%	-	*	50%	*	-	-	-	-
	CWOD	40%	41%	55%	*	20%	61%	-	*	-	*	38%	61%	-	55%	*	63%	47%	-	*	-	*
	EL	23%	20%	*	*	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	32%	32%	59%	*	*	57%	-	*	-	*	*	63%	50%	63%	-	59%	-	-	*	-	*
	Female	39%	44%	39%	40%	*	50%	-	-	-	*	29%	45%	*	47%	*	-	39%	-	-	-	*
Mathematics	All Students	24%	21%	30%	0%	33%	33%	-	*	-	*	10%	37%	22%	32%	*	41%	17%	-	*	-	*
	CWD	9%	8%	22%	*	*	17%	-	-	-	-	*	14%	22%	-	*	17%	*	-	-	-	-
	CWOD	26%	23%	32%	*	20%	39%	-	*	-	*	0%	43%	-	32%	*	50%	13%	-	*	-	*
	EL	17%	14%	*	*	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	25%	23%	41%	*	*	43%	-	*	-	*	*	47%	17%	50%	-	41%	-	-	*	-	*
	Female	23%	20%	17%	0%	*	20%	-	-	-	*	14%	18%	*	13%	*	-	17%	-	-	-	*
Science	All Students	17%	14%	30%	0%	17%	38%	-	*	-	*	20%	33%	33%	29%	*	36%	22%	-	*	-	*
	CWD	9%	9%	33%	*	*	33%	-	-	-	-	*	29%	33%	-	*	33%	*	-	-	-	-
	CWOD	19%	14%	29%	*	0%	39%	-	*	-	*	13%	35%	-	29%	*	38%	20%	-	*	-	*
	EL	9%	7%	*	*	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	20%	16%	36%	*	*	43%	-	*	-	*	*	37%	33%	38%	-	36%	-	-	*	-	*
	Female	15%	12%	22%	0%	*	30%	-	-	-	*	14%	27%	*	20%	*	-	22%	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	79%	81%	68%	96%	81%	-	100%	-	58%	72%	83%	76%	82%	63%	86%	73%	-	*	-	100%
	CWD	44%	49%	76%	83%	*	71%	-	*	-	-	63%	78%	76%	-	*	82%	55%	-	-	-	-
	CWOD	77%	81%	82%	63%	95%	84%	-	*	-	58%	74%	85%	-	82%	40%	87%	76%	-	*	-	100%
	EL	59%	62%	63%	*	100%	-	-	-	-	-	50%	*	*	40%	63%	*	50%	-	-	-	-
	Male	71%	79%	86%	80%	100%	81%	-	100%	-	100%	94%	84%	82%	87%	*	86%	-	-	*	-	*
	Female	75%	79%	73%	65%	88%	80%	-	-	-	0%	59%	81%	55%	76%	50%	-	73%	-	-	-	*
Reading	All Students	74%	84%	82%	75%	100%	81%	-	*	-	60%	78%	83%	72%	85%	*	86%	76%	-	*	-	*
	CWD	43%	54%	72%	*	*	64%	-	*	-	-	*	73%	72%	-	*	79%	*	-	-	-	-
	CWOD	78%	87%	85%	67%	100%	86%	-	*	-	60%	80%	86%	-	85%	*	89%	80%	-	*	-	*
	EL	57%	67%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	70%	82%	86%	*	100%	80%	-	*	-	*	100%	83%	79%	89%	*	86%	-	-	*	-	*
	Female	78%	86%	76%	67%	*	83%	-	-	-	*	64%	83%	*	80%	*	-	76%	-	-	-	*
Mathematics	All Students	71%	74%	78%	75%	89%	78%	-	*	-	60%	72%	80%	78%	78%	*	82%	74%	-	*	-	*
	CWD	44%	45%	78%	*	*	71%	-	*	-	-	*	80%	78%	-	*	79%	*	-	-	-	-
	CWOD	75%	76%	78%	67%	88%	80%	-	*	-	60%	73%	80%	-	78%	*	83%	73%	-	*	-	*
	EL	61%	60%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	71%	76%	82%	*	100%	77%	-	*	-	*	86%	81%	79%	83%	*	82%	-	-	*	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	71%	72%	<b>74%</b>	83%	*	78%	-	-	-	*	64%	78%	*	73%	*	-	74%	-	-	-	*
Science	All Students	74%	77%	<b>83%</b>	50%	100%	88%	-	*	-	*	60%	90%	78%	84%	*	95%	67%	-	*	-	*
	CWD	47%	49%	<b>78%</b>	*	*	83%	-	-	-	-	*	86%	78%	-	*	100%	*	-	-	-	-
	CWOD	78%	80%	<b>84%</b>	*	100%	89%	-	*	-	*	63%	91%	-	84%	*	94%	73%	-	*	-	*
	EL	58%	54%	*	*	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	74%	79%	<b>95%</b>	*	*	93%	-	*	-	*	*	95%	100%	94%	-	95%	-	-	*	-	*
	Female	75%	76%	<b>67%</b>	40%	*	80%	-	-	-	*	43%	82%	*	73%	*	-	67%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	<b>55%</b>	32%	58%	59%	-	60%	-	42%	50%	57%	44%	58%	50%	60%	49%	-	*	-	67%
	CWD	23%	24%	<b>44%</b>	33%	*	44%	-	*	-	-	38%	46%	44%	-	*	50%	27%	-	-	-	-
	CWOD	50%	53%	<b>58%</b>	31%	52%	63%	-	*	-	42%	53%	60%	-	58%	20%	64%	52%	-	*	-	67%
	EL	29%	31%	<b>50%</b>	*	80%	-	-	-	-	-	50%	*	*	20%	50%	*	50%	-	-	-	-
	Male	45%	50%	<b>60%</b>	40%	63%	58%	-	60%	-	71%	76%	57%	50%	64%	*	60%	-	-	*	-	*
	Female	48%	51%	<b>49%</b>	29%	50%	59%	-	-	-	0%	34%	56%	27%	52%	50%	-	49%	-	-	-	*
Reading	All Students	52%	61%	<b>61%</b>	38%	78%	62%	-	*	-	60%	56%	63%	39%	68%	*	65%	56%	-	*	-	*
	CWD	24%	29%	<b>39%</b>	*	*	36%	-	*	-	-	*	40%	39%	-	*	43%	*	-	-	-	-
	CWOD	56%	64%	<b>68%</b>	33%	75%	70%	-	*	-	60%	60%	70%	-	68%	*	74%	60%	-	*	-	*
	EL	31%	38%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	47%	57%	<b>65%</b>	*	83%	60%	-	*	-	*	86%	62%	43%	74%	*	65%	-	-	*	-	*
	Female	56%	64%	<b>56%</b>	33%	*	65%	-	-	-	*	36%	65%	*	60%	*	-	56%	-	-	-	*
Mathematics	All Students	41%	39%	<b>46%</b>	25%	56%	48%	-	*	-	20%	44%	46%	39%	48%	*	51%	38%	-	*	-	*
	CWD	22%	18%	<b>39%</b>	*	*	36%	-	*	-	-	*	40%	39%	-	*	43%	*	-	-	-	-
	CWOD	44%	41%	<b>48%</b>	17%	50%	52%	-	*	-	20%	47%	48%	-	48%	*	54%	40%	-	*	-	*
	EL	29%	25%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	42%	41%	<b>51%</b>	*	67%	49%	-	*	-	*	71%	48%	43%	54%	*	51%	-	-	*	-	*
	Female	40%	37%	<b>38%</b>	17%	*	48%	-	-	-	*	27%	43%	*	40%	*	-	38%	-	-	-	*
Science	All Students	46%	49%	<b>63%</b>	33%	33%	75%	-	*	-	*	50%	67%	67%	61%	*	68%	56%	-	*	-	*
	CWD	23%	27%	<b>67%</b>	*	*	83%	-	-	-	-	*	71%	67%	-	*	83%	*	-	-	-	-
	CWOD	49%	51%	<b>61%</b>	*	20%	72%	-	*	-	*	50%	65%	-	61%	*	63%	60%	-	*	-	*
	EL	25%	23%	*	*	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	47%	52%	<b>68%</b>	*	*	79%	-	*	-	*	*	68%	83%	63%	-	68%	-	-	*	-	*
	Female	45%	46%	<b>56%</b>	40%	*	70%	-	-	-	*	43%	64%	*	60%	*	-	56%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						



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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	22%	24%	29%	14%	25%	31%	-	60%	-	8%	20%	31%	22%	30%	38%	33%	22%	-	*	-	17%
	CWD	9%	10%	22%	17%	*	21%	-	*	-	-	25%	22%	22%	-	*	24%	18%	-	-	-	-
	CWOD	24%	25%	30%	13%	19%	34%	-	*	-	8%	18%	34%	-	30%	20%	37%	23%	-	*	-	17%
	EL	12%	12%	38%	*	60%	-	-	-	-	-	33%	*	*	20%	38%	*	33%	-	-	-	-
	Male	21%	23%	33%	20%	25%	33%	-	60%	-	14%	24%	35%	24%	37%	*	33%	-	-	*	-	*
	Female	23%	25%	22%	12%	25%	27%	-	-	-	0%	17%	25%	18%	23%	33%	-	22%	-	-	-	*
Reading	All Students	25%	31%	36%	38%	33%	36%	-	*	-	20%	28%	38%	17%	42%	*	39%	32%	-	*	-	*
	CWD	9%	11%	17%	*	*	14%	-	*	-	-	*	20%	17%	-	*	21%	*	-	-	-	-
	CWOD	27%	33%	42%	33%	38%	43%	-	*	-	20%	33%	44%	-	42%	*	46%	37%	-	*	-	*
	EL	13%	16%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	22%	27%	39%	*	50%	34%	-	*	-	*	29%	40%	21%	46%	*	39%	-	-	*	-	*
	Female	28%	35%	32%	33%	*	39%	-	-	-	*	27%	35%	*	37%	*	-	32%	-	-	-	*
Mathematics	All Students	20%	18%	20%	0%	22%	22%	-	*	-	0%	11%	23%	22%	20%	*	27%	12%	-	*	-	*
	CWD	9%	7%	22%	*	*	21%	-	*	-	-	*	20%	22%	-	*	21%	*	-	-	-	-
	CWOD	21%	19%	20%	0%	13%	23%	-	*	-	0%	7%	24%	-	20%	*	29%	10%	-	*	-	*
	EL	12%	10%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	21%	19%	27%	*	17%	29%	-	*	-	*	14%	29%	21%	29%	*	27%	-	-	*	-	*
	Female	19%	16%	12%	0%	*	13%	-	-	-	*	9%	13%	*	10%	*	-	12%	-	-	-	*
Science	All Students	20%	19%	30%	0%	17%	38%	-	*	-	*	20%	33%	33%	29%	*	36%	22%	-	*	-	*
	CWD	8%	11%	33%	*	*	33%	-	-	-	-	*	29%	33%	-	*	33%	*	-	-	-	-
	CWOD	22%	20%	29%	*	0%	39%	-	*	-	*	13%	35%	-	29%	*	38%	20%	-	*	-	*
	EL	7%	8%	*	*	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	22%	21%	36%	*	*	43%	-	*	-	*	*	37%	33%	38%	-	36%	-	-	*	-	*
	Female	19%	17%	22%	0%	*	30%	-	-	-	*	14%	27%	*	20%	*	-	22%	-	-	-	*

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	75	80	100	68	-	*	-	*	92	73	*
CWD	73	*	-	67	-	-	-	-	*	73	-
CWOD	76	*	100	68	-	*	-	*	90	-	*
EL ◇	*	-	*	-	-	-	-	-	-	-	*
Male	77	*	100	68	-	*	-	*	100	67	*
Female	72	*	*	67	-	-	-	*	86	*	-
<b>Mathematics</b>											
All Students	69	80	86	66	-	*	-	*	92	59	*
CWD	59	*	-	56	-	-	-	-	*	59	-
CWOD	71	*	86	70	-	*	-	*	90	-	*
EL ◇	*	-	*	-	-	-	-	-	-	-	*
Male	69	*	83	66	-	*	-	*	100	50	*
Female	69	*	*	67	-	-	-	*	86	*	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
◇	◇	◇

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	55	38	60	57	-	73	-	36	47	47	50
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y			Y							
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y			N							
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y			N							
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N			N							
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y			N							
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N			N							
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N			N							
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N			N							
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	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%	100%	-	100%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	*	*	100%	-	*	-	-	*	100%	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	*	100%	100%	-
	EL	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	100%	*	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-
<b>Mathematics</b>	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	*	100%	100%	-
		100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	*	*	100%	-	*	-	-	*	100%	100%	-	*	100%	*	-
		100%	*	*	100%	-	*	-	-	*	100%	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	*	100%	100%	-
		100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	*	100%	100%	-
	EL	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-
		*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-

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**DENTON CLASSICAL ACADEMY (221801060) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	-	-
		100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	100%	*	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-
		100%	100%	*	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	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%	-
Reading	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	*	*	0%	-	*	-	-	*	0%	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	*	0%	0%	-
	EL	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	0%	0%	*	0%	-	-	-	*	0%	0%	*	0%	*	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	*	*	0%	-	*	-	-	*	0%	0%	-	*	0%	*	-
	CWOD	0%	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%	-
Science	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	*	*	0%	-	-	-	-	*	0%	0%	-	*	0%	*	-
	CWOD	0%	*	0%	0%	-	*	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	*	*	-	-	-	-	-	*	-	*	*	*	-	*	-
	Male	0%	*	*	0%	-	*	-	*	*	0%	0%	0%	-	0%	-	-
	Female	0%	0%	*	0%	-	-	-	*	0%	0%	*	0%	*	-	0%	-

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**DENTON CLASSICAL ACADEMY (221801060) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	1	0	0	1	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	0	1	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
<b>Expulsions</b>												
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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**DENTON CLASSICAL ACADEMY (221801060) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	2	1	0	1	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	1	0	1	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	2	0	0	2	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	0	2	0	0	0	0	0		0
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												



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**DENTON CLASSICAL ACADEMY (221801060) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	5	-8	2	3	-8	-8	-8	-8	-8	5	-8
	Female	3	-8	1	1	-8	1	-8	-8	-8	2	-8
	Total	8	-8	3	4	-8	1	-8	-8	-8	7	-8

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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**DENTON CLASSICAL ACADEMY (221801060) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	11.1%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.
- Blank cell indicates there are no data available in the group.

## Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

## Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	*	3%
Mathematics	6,205	2%	6	0%	*	3%
Science	6,200	2%	6	0%	*	3%
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	*	1%
Reading	48,805	1%	25	0%	*	1%
Mathematics	43,293	1%	24	0%	*	1%
Science	17,856	1%	10	0%	*	3%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

## Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

**Part (xiv): Additional Information - Chronic Absenteeism**

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	5%	17%	0%	4%	*	0%	-	6%	10%	6%	0%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

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**FOUNDERS CLASSICAL ACADEMY OF MESQUITE (221801061) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR 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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.



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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	61%	38%	66%	*	-	-	-	*	67%	56%	67%	60%	59%	68%	56%	-	-	-	-
	CWD	52%	60%	67%	-	67%	-	-	-	-	-	67%	*	67%	-	60%	80%	*	-	-	-	-
	CWOD	80%	82%	60%	38%	66%	*	-	-	-	*	67%	54%	-	60%	58%	65%	57%	-	-	-	-
	EL	66%	70%	59%	-	59%	-	-	-	-	-	61%	55%	60%	58%	59%	62%	53%	-	-	-	-
	Male	74%	81%	68%	*	75%	*	-	-	-	-	64%	67%	80%	65%	62%	68%	-	-	-	-	-
	Female	78%	80%	56%	*	58%	*	-	-	-	*	65%	47%	*	57%	53%	-	56%	-	-	-	-
Mathematics	All Students	70%	70%	58%	50%	59%	*	-	-	-	*	63%	52%	44%	60%	48%	72%	47%	-	-	-	-
	CWD	46%	46%	44%	-	44%	-	-	-	-	-	50%	*	44%	-	20%	80%	*	-	-	-	-
	CWOD	74%	73%	60%	50%	63%	*	-	-	-	*	67%	54%	-	60%	54%	70%	54%	-	-	-	-
	EL	64%	59%	48%	-	48%	-	-	-	-	-	50%	45%	20%	54%	48%	67%	35%	-	-	-	-
	Male	72%	75%	72%	*	75%	*	-	-	-	-	69%	75%	80%	70%	67%	72%	-	-	-	-	-
	Female	68%	67%	47%	*	46%	*	-	-	-	*	59%	33%	*	54%	35%	-	47%	-	-	-	-
Grade 4																						
Reading	All Students	76%	82%	76%	100%	74%	71%	*	-	-	*	68%	86%	25%	83%	68%	72%	81%	-	-	*	*
	CWD	48%	52%	25%	*	20%	*	-	-	-	-	25%	-	25%	-	*	33%	*	-	-	*	-
	CWOD	81%	84%	83%	*	81%	100%	*	-	-	*	81%	86%	-	83%	75%	80%	88%	-	-	-	*
	EL	66%	72%	68%	-	68%	-	-	-	-	-	63%	75%	*	75%	68%	50%	92%	-	-	-	*
	Male	73%	79%	72%	*	65%	83%	-	-	-	*	63%	82%	33%	80%	50%	72%	-	-	-	*	*
	Female	79%	84%	81%	*	86%	*	*	-	-	*	73%	91%	*	88%	92%	-	81%	-	-	-	-
Mathematics	All Students	68%	70%	68%	60%	66%	86%	*	-	-	*	56%	82%	25%	74%	58%	72%	62%	-	-	*	*
	CWD	42%	38%	25%	*	20%	*	-	-	-	-	25%	-	25%	-	*	33%	*	-	-	*	-
	CWOD	73%	73%	74%	*	71%	100%	*	-	-	*	65%	82%	-	74%	64%	80%	67%	-	-	-	*
	EL	63%	60%	58%	-	58%	-	-	-	-	-	53%	67%	*	64%	58%	61%	54%	-	-	-	*
	Male	70%	73%	72%	*	69%	100%	-	-	-	*	58%	88%	33%	80%	61%	72%	-	-	-	*	*
	Female	67%	67%	62%	*	62%	*	*	-	-	*	53%	73%	*	67%	54%	-	62%	-	-	-	-
Grade 5																						
Reading	All Students	80%	84%	55%	50%	59%	*	*	-	-	*	57%	52%	33%	60%	53%	39%	70%	-	-	-	*
	CWD	50%	50%	33%	*	29%	*	*	-	-	-	20%	43%	33%	-	14%	25%	*	-	-	-	*
	CWOD	85%	88%	60%	*	65%	*	-	-	-	*	64%	56%	-	60%	62%	45%	74%	-	-	-	*
	EL	71%	74%	53%	-	53%	-	*	-	-	-	57%	46%	14%	62%	53%	35%	68%	-	-	-	*
	Male	77%	81%	39%	*	41%	*	*	-	-	*	50%	25%	25%	45%	35%	39%	-	-	-	-	*
	Female	83%	87%	70%	*	71%	-	-	-	-	-	64%	77%	*	74%	68%	-	70%	-	-	-	*
Mathematics	All Students	76%	76%	64%	33%	68%	*	*	-	-	*	77%	48%	25%	74%	58%	50%	78%	-	-	-	*
	CWD	50%	49%	25%	*	29%	*	*	-	-	-	20%	29%	25%	-	0%	25%	*	-	-	-	*
	CWOD	80%	78%	74%	*	76%	*	-	-	-	*	88%	56%	-	74%	72%	60%	87%	-	-	-	*
	EL	70%	70%	58%	-	62%	-	*	-	-	-	74%	31%	0%	72%	58%	35%	79%	-	-	-	*
	Male	75%	76%	50%	*	47%	*	*	-	-	*	63%	33%	25%	60%	35%	50%	-	-	-	-	*
	Female	76%	76%	78%	*	83%	-	-	-	-	-	93%	62%	*	87%	79%	-	78%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	65%	65%	25%	17%	27%	*	*	-	-	*	27%	24%	17%	28%	22%	18%	33%	-	-	-	*
	CWD	40%	35%	17%	*	14%	*	*	-	-	-	0%	29%	17%	-	0%	13%	*	-	-	-	*
	CWOD	69%	68%	28%	*	29%	*	-	-	-	*	32%	22%	-	28%	28%	20%	35%	-	-	-	*
	EL	52%	46%	22%	-	24%	-	*	-	-	-	26%	15%	0%	28%	22%	12%	32%	-	-	-	*
	Male	67%	66%	18%	*	18%	*	*	-	-	*	19%	17%	13%	20%	12%	18%	-	-	-	-	*
	Female	63%	64%	33%	*	33%	-	-	-	-	-	36%	31%	*	35%	32%	-	33%	-	-	-	*
<b>Grade 6</b>																						
Reading	All Students	69%	77%	62%	*	62%	71%	*	-	-	*	64%	57%	13%	68%	54%	59%	65%	-	-	-	-
	CWD	38%	47%	13%	*	20%	*	*	-	-	-	13%	-	13%	-	*	17%	*	-	-	-	-
	CWOD	74%	80%	68%	*	66%	83%	-	-	-	*	74%	57%	-	68%	58%	68%	69%	-	-	-	-
	EL	53%	57%	54%	-	54%	-	-	-	-	-	63%	36%	*	58%	54%	56%	53%	-	-	-	-
	Male	66%	74%	59%	*	63%	*	-	-	-	*	56%	67%	17%	68%	56%	59%	-	-	-	-	-
	Female	72%	80%	65%	*	61%	*	*	-	-	*	73%	50%	*	69%	53%	-	65%	-	-	-	-
Mathematics	All Students	72%	76%	68%	*	64%	100%	*	-	-	*	64%	76%	25%	73%	63%	71%	65%	-	-	-	-
	CWD	47%	49%	25%	*	20%	*	*	-	-	-	25%	-	25%	-	*	33%	*	-	-	-	-
	CWOD	76%	78%	73%	*	68%	100%	-	-	-	*	72%	76%	-	73%	68%	79%	69%	-	-	-	-
	EL	61%	63%	63%	-	63%	-	-	-	-	-	63%	64%	*	68%	63%	61%	65%	-	-	-	-
	Male	73%	77%	71%	*	67%	*	-	-	-	*	68%	78%	33%	79%	61%	71%	-	-	-	-	-
	Female	72%	74%	65%	*	61%	*	*	-	-	*	59%	75%	*	69%	65%	-	65%	-	-	-	-
<b>Grade 7</b>																						
Reading	All Students	79%	86%	68%	60%	67%	80%	-	-	-	*	70%	67%	*	71%	62%	63%	73%	-	-	-	-
	CWD	47%	55%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	83%	89%	71%	60%	69%	*	-	-	-	*	73%	69%	-	71%	61%	64%	77%	-	-	-	-
	EL	63%	74%	62%	-	62%	-	-	-	-	-	71%	46%	*	61%	62%	56%	67%	-	-	-	-
	Male	75%	83%	63%	*	60%	*	-	-	-	-	67%	60%	*	64%	56%	63%	-	-	-	-	-
	Female	83%	89%	73%	*	71%	*	-	-	-	*	71%	75%	*	77%	67%	-	73%	-	-	-	-
Mathematics	All Students	60%	66%	55%	80%	48%	80%	-	-	-	*	55%	56%	*	55%	44%	63%	48%	-	-	-	-
	CWD	36%	36%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	63%	68%	55%	80%	47%	*	-	-	-	*	53%	58%	-	55%	42%	60%	52%	-	-	-	-
	EL	45%	51%	44%	-	44%	-	-	-	-	-	48%	38%	*	42%	44%	44%	44%	-	-	-	-
	Male	60%	68%	63%	*	55%	*	-	-	-	-	75%	53%	*	60%	44%	63%	-	-	-	-	-
	Female	59%	64%	48%	*	43%	*	-	-	-	*	43%	58%	*	52%	44%	-	48%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	82%	88%	70%	60%	70%	*	*	*	-	-	71%	70%	60%	71%	53%	62%	81%	-	-	-	*
	CWD	50%	60%	60%	*	*	*	-	-	-	-	*	*	60%	-	*	*	*	-	-	-	-
	CWOD	86%	90%	71%	*	71%	-	*	*	-	-	75%	65%	-	71%	53%	61%	84%	-	-	-	*
	EL	65%	65%	53%	-	50%	-	*	*	-	-	55%	50%	*	53%	53%	50%	60%	-	-	-	*
	Male	78%	86%	62%	*	63%	*	-	-	-	-	65%	57%	*	61%	50%	62%	-	-	-	-	-
	Female	86%	90%	81%	*	81%	-	*	*	-	-	78%	89%	*	84%	60%	-	81%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	69%	58%	20%	60%	-	*	*	-	-	64%	47%	*	63%	50%	59%	57%	-	-	-	*
	CWD	40%	40%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	74%	73%	63%	*	63%	-	*	*	-	-	68%	53%	-	63%	53%	63%	62%	-	-	-	*
	EL	57%	57%	50%	-	47%	-	*	*	-	-	60%	33%	*	53%	50%	50%	50%	-	-	-	*
	Male	68%	73%	59%	*	61%	-	-	-	-	-	71%	42%	*	63%	50%	59%	-	-	-	-	-
	Female	72%	67%	57%	*	59%	-	*	*	-	-	56%	57%	*	62%	50%	-	57%	-	-	-	*
Science	All Students	73%	79%	61%	40%	64%	*	*	*	-	-	61%	61%	40%	63%	38%	62%	59%	-	-	-	*
	CWD	42%	43%	40%	*	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-
	CWOD	77%	82%	63%	*	65%	-	*	*	-	-	64%	60%	-	63%	37%	61%	64%	-	-	-	*
	EL	54%	52%	38%	-	40%	-	*	*	-	-	40%	33%	*	37%	38%	45%	20%	-	-	-	*
	Male	73%	83%	62%	*	63%	*	-	-	-	-	65%	57%	*	61%	45%	62%	-	-	-	-	-
	Female	73%	75%	59%	*	67%	-	*	*	-	-	56%	67%	*	64%	20%	-	59%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	64%	87%	59%	*	60%	*	*	-	-	-	60%	56%	8%	69%	55%	48%	74%	-	-	-	-
	CWD	29%	54%	8%	*	10%	-	*	-	-	-	0%	*	8%	-	0%	0%	*	-	-	-	-
	CWOD	68%	90%	69%	*	68%	*	-	-	-	-	74%	56%	-	69%	63%	60%	81%	-	-	-	-
	EL	38%	49%	55%	-	55%	-	-	-	-	-	58%	45%	0%	63%	55%	46%	67%	-	-	-	-
	Male	58%	84%	48%	*	48%	*	*	-	-	-	50%	40%	0%	60%	46%	48%	-	-	-	-	-
	Female	70%	90%	74%	*	78%	*	-	-	-	-	74%	75%	*	81%	67%	-	74%	-	-	-	-
English II	All Students	71%	91%	73%	*	72%	*	-	-	-	-	67%	88%	17%	79%	67%	68%	79%	-	-	-	-
	CWD	33%	55%	17%	*	20%	-	-	-	-	-	17%	-	17%	-	20%	20%	*	-	-	-	-
	CWOD	76%	94%	79%	*	77%	*	-	-	-	-	74%	88%	-	79%	73%	76%	83%	-	-	-	-
	EL	43%	66%	67%	-	67%	-	-	-	-	-	61%	82%	20%	73%	67%	67%	67%	-	-	-	-
	Male	65%	88%	68%	*	68%	*	-	-	-	-	60%	85%	20%	76%	67%	68%	-	-	-	-	-
	Female	77%	93%	79%	-	78%	*	-	-	-	-	75%	*	*	83%	67%	-	79%	-	-	-	-
Algebra I	All Students	74%	85%	62%	*	64%	*	*	-	-	-	62%	61%	33%	68%	63%	54%	73%	-	-	-	-
	CWD	46%	52%	33%	*	33%	*	*	-	-	-	22%	*	33%	-	40%	30%	*	-	-	-	-
	CWOD	78%	88%	68%	*	70%	*	-	-	-	-	71%	60%	-	68%	67%	62%	75%	-	-	-	-
	EL	64%	63%	63%	-	63%	-	-	-	-	-	65%	56%	40%	67%	63%	62%	64%	-	-	-	-
	Male	71%	84%	54%	*	57%	*	*	-	-	-	50%	64%	30%	62%	62%	54%	-	-	-	-	-
	Female	78%	86%	73%	*	75%	-	-	-	-	-	79%	57%	*	75%	64%	-	73%	-	-	-	-
Biology	All Students	82%	94%	77%	*	81%	*	*	-	-	-	77%	75%	45%	83%	71%	78%	75%	-	-	-	-
	CWD	57%	77%	45%	*	56%	-	*	-	-	-	33%	*	45%	-	40%	50%	*	-	-	-	-
	CWOD	86%	96%	83%	*	85%	*	-	-	-	-	87%	71%	-	83%	77%	86%	80%	-	-	-	-
	EL	66%	75%	71%	-	71%	-	-	-	-	-	77%	56%	40%	77%	71%	74%	69%	-	-	-	-
	Male	80%	94%	78%	*	81%	*	*	-	-	-	79%	75%	50%	86%	74%	78%	-	-	-	-	-
	Female	85%	95%	75%	*	80%	*	-	-	-	-	75%	75%	*	80%	69%	-	75%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above Grade 3</b>																						

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**FOUNDERS CLASSICAL ACADEMY OF MESQUITE (221801061) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	50%	55%	33%	0%	36%	*	-	-	-	*	43%	22%	44%	31%	31%	32%	34%	-	-	-	-
	CWD	30%	34%	44%	-	44%	-	-	-	-	-	50%	*	44%	-	40%	60%	*	-	-	-	-
	CWOD	54%	58%	31%	0%	34%	*	-	-	-	*	42%	21%	-	31%	29%	25%	36%	-	-	-	-
	EL	37%	44%	31%	-	31%	-	-	-	-	-	33%	27%	40%	29%	31%	38%	24%	-	-	-	-
	Male	49%	54%	32%	*	35%	*	-	-	-	-	36%	25%	60%	25%	38%	32%	-	-	-	-	-
	Female	52%	56%	34%	*	38%	*	-	-	-	*	47%	20%	*	36%	24%	-	34%	-	-	-	-
Mathematics	All Students	42%	38%	35%	13%	39%	*	-	-	-	*	37%	33%	22%	38%	34%	48%	25%	-	-	-	-
	CWD	27%	21%	22%	-	22%	-	-	-	-	-	17%	*	22%	-	20%	40%	*	-	-	-	-
	CWOD	45%	40%	38%	13%	43%	*	-	-	-	*	42%	33%	-	38%	38%	50%	29%	-	-	-	-
	EL	35%	32%	34%	-	34%	-	-	-	-	-	33%	36%	20%	38%	34%	58%	18%	-	-	-	-
	Male	45%	42%	48%	*	55%	*	-	-	-	-	38%	58%	40%	50%	58%	48%	-	-	-	-	-
	Female	39%	34%	25%	*	25%	*	-	-	-	*	35%	13%	*	29%	18%	-	25%	-	-	-	-
Grade 4																						
Reading	All Students	53%	56%	39%	60%	32%	57%	*	-	-	*	32%	46%	0%	44%	26%	36%	42%	-	-	*	*
	CWD	29%	29%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	*	-
	CWOD	57%	58%	44%	*	36%	80%	*	-	-	*	42%	46%	-	44%	29%	43%	46%	-	-	-	*
	EL	41%	44%	26%	-	26%	-	-	-	-	-	26%	25%	*	29%	26%	22%	31%	-	-	-	*
	Male	51%	55%	36%	*	27%	67%	-	-	-	*	26%	47%	0%	43%	22%	36%	-	-	-	*	*
	Female	55%	57%	42%	*	38%	*	*	-	-	*	40%	45%	*	46%	31%	-	42%	-	-	-	-
Mathematics	All Students	42%	37%	42%	40%	40%	43%	*	-	-	*	32%	54%	13%	46%	32%	42%	42%	-	-	*	*
	CWD	25%	20%	13%	*	0%	*	-	-	-	-	13%	-	13%	-	*	17%	*	-	-	*	-
	CWOD	45%	38%	46%	*	45%	40%	*	-	-	*	38%	54%	-	46%	36%	47%	46%	-	-	-	*
	EL	34%	25%	32%	-	32%	-	-	-	-	-	32%	33%	*	36%	32%	33%	31%	-	-	-	*
	Male	45%	41%	42%	*	38%	50%	-	-	-	*	26%	59%	17%	47%	33%	42%	-	-	-	*	*
	Female	38%	32%	42%	*	43%	*	*	-	-	*	40%	45%	*	46%	31%	-	42%	-	-	-	-
Grade 5																						
Reading	All Students	57%	62%	42%	33%	46%	*	*	-	-	*	47%	36%	8%	51%	39%	29%	56%	-	-	-	*
	CWD	29%	29%	8%	*	14%	*	*	-	-	-	0%	14%	8%	-	0%	0%	*	-	-	-	*
	CWOD	61%	66%	51%	*	53%	*	-	-	-	*	56%	44%	-	51%	48%	40%	61%	-	-	-	*
	EL	43%	49%	39%	-	41%	-	*	-	-	-	48%	23%	0%	48%	39%	24%	53%	-	-	-	*
	Male	53%	58%	29%	*	29%	*	*	-	-	*	38%	17%	0%	40%	24%	29%	-	-	-	-	*
	Female	60%	66%	56%	*	58%	-	-	-	-	-	57%	54%	*	61%	53%	-	56%	-	-	-	*
Mathematics	All Students	47%	43%	29%	17%	32%	*	*	-	-	*	33%	24%	8%	35%	25%	14%	44%	-	-	-	*
	CWD	25%	23%	8%	*	14%	*	*	-	-	-	0%	14%	8%	-	0%	0%	*	-	-	-	*
	CWOD	50%	45%	35%	*	35%	*	-	-	-	*	40%	28%	-	35%	31%	20%	48%	-	-	-	*
	EL	38%	33%	25%	-	26%	-	*	-	-	-	30%	15%	0%	31%	25%	6%	42%	-	-	-	*
	Male	48%	43%	14%	*	12%	*	*	-	-	*	19%	8%	0%	20%	6%	14%	-	-	-	-	*
	Female	46%	42%	44%	*	46%	-	-	-	-	-	50%	38%	*	48%	42%	-	44%	-	-	-	*

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**FOUNDERS CLASSICAL ACADEMY OF MESQUITE (221801061) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	38%	35%	5%	0%	5%	*	*	-	-	*	7%	4%	8%	5%	0%	4%	7%	-	-	-	*
	CWD	23%	24%	8%	*	14%	*	*	-	-	-	0%	14%	8%	-	0%	0%	*	-	-	-	*
	CWOD	40%	36%	5%	*	3%	*	-	-	-	*	8%	0%	-	5%	0%	5%	4%	-	-	-	*
	EL	24%	17%	0%	-	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	*
	Male	41%	38%	4%	*	0%	*	*	-	-	*	6%	0%	0%	5%	0%	4%	-	-	-	-	*
	Female	34%	31%	7%	*	8%	-	-	-	-	-	7%	8%	*	4%	0%	-	7%	-	-	-	*
<b>Grade 6</b>																						
Reading	All Students	42%	46%	31%	*	29%	57%	*	-	-	*	32%	29%	0%	35%	17%	32%	29%	-	-	-	-
	CWD	21%	19%	0%	*	0%	*	*	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	46%	49%	35%	*	32%	67%	-	-	-	*	38%	29%	-	35%	19%	39%	31%	-	-	-	-
	EL	24%	26%	17%	-	17%	-	-	-	-	-	21%	9%	*	19%	17%	22%	12%	-	-	-	-
	Male	40%	42%	32%	*	33%	*	-	-	-	*	32%	33%	0%	39%	22%	32%	-	-	-	-	-
	Female	45%	50%	29%	*	25%	*	*	-	-	*	32%	25%	*	31%	12%	-	29%	-	-	-	-
Mathematics	All Students	38%	36%	32%	*	33%	29%	*	-	-	*	30%	38%	0%	37%	29%	35%	29%	-	-	-	-
	CWD	20%	15%	0%	*	0%	*	*	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	41%	39%	37%	*	36%	33%	-	-	-	*	36%	38%	-	37%	32%	43%	31%	-	-	-	-
	EL	24%	23%	29%	-	29%	-	-	-	-	-	29%	27%	*	32%	29%	28%	29%	-	-	-	-
	Male	40%	40%	35%	*	37%	*	-	-	-	*	32%	44%	0%	43%	28%	35%	-	-	-	-	-
	Female	36%	33%	29%	*	29%	*	*	-	-	*	27%	33%	*	31%	29%	-	29%	-	-	-	-
<b>Grade 7</b>																						
Reading	All Students	55%	61%	37%	40%	29%	80%	-	-	-	*	27%	48%	*	38%	24%	41%	33%	-	-	-	-
	CWD	25%	25%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	59%	63%	38%	40%	29%	*	-	-	-	*	27%	50%	-	38%	21%	40%	35%	-	-	-	-
	EL	33%	39%	24%	-	24%	-	-	-	-	-	19%	31%	*	21%	24%	31%	17%	-	-	-	-
	Male	50%	57%	41%	*	35%	*	-	-	-	-	33%	47%	*	40%	31%	41%	-	-	-	-	-
	Female	60%	64%	33%	*	25%	*	-	-	-	*	24%	50%	*	35%	17%	-	33%	-	-	-	-
Mathematics	All Students	30%	35%	25%	0%	23%	40%	-	-	-	*	18%	33%	*	25%	21%	19%	30%	-	-	-	-
	CWD	18%	16%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	32%	37%	25%	0%	22%	*	-	-	-	*	17%	35%	-	25%	18%	16%	32%	-	-	-	-
	EL	17%	20%	21%	-	21%	-	-	-	-	-	19%	23%	*	18%	21%	19%	22%	-	-	-	-
	Male	31%	36%	19%	*	20%	*	-	-	-	-	8%	27%	*	16%	19%	19%	-	-	-	-	-
	Female	29%	34%	30%	*	25%	*	-	-	-	*	24%	42%	*	32%	22%	-	30%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	57%	63%	34%	20%	36%	*	*	*	-	-	29%	43%	20%	36%	9%	26%	44%	-	-	-	*
	CWD	25%	30%	20%	*	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	61%	66%	36%	*	37%	-	*	*	-	-	31%	45%	-	36%	10%	26%	48%	-	-	-	*
	EL	33%	32%	9%	-	10%	-	*	*	-	-	5%	17%	*	10%	9%	14%	0%	-	-	-	*
	Male	51%	58%	26%	*	25%	*	-	-	-	-	20%	36%	*	26%	14%	26%	-	-	-	-	-
	Female	63%	68%	44%	*	52%	-	*	*	-	-	39%	56%	*	48%	0%	-	44%	-	-	-	*

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**FOUNDERS CLASSICAL ACADEMY OF MESQUITE (221801061) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	39%	34%	15%	20%	16%	-	*	*	-	-	15%	16%	*	17%	3%	10%	22%	-	-	-	*
	CWD	20%	13%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	41%	37%	17%	*	16%	-	*	*	-	-	16%	18%	-	17%	3%	11%	24%	-	-	-	*
	EL	24%	21%	3%	-	3%	-	*	*	-	-	0%	8%	*	3%	3%	5%	0%	-	-	-	*
	Male	38%	38%	10%	*	11%	-	-	-	-	-	6%	17%	*	11%	5%	10%	-	-	-	-	-
	Female	40%	32%	22%	*	24%	-	*	*	-	-	25%	14%	*	24%	0%	-	22%	-	-	-	*
Science	All Students	44%	45%	30%	20%	30%	*	*	*	-	-	24%	39%	20%	30%	9%	24%	37%	-	-	-	*
	CWD	22%	19%	20%	*	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	47%	47%	30%	*	31%	-	*	*	-	-	25%	40%	-	30%	10%	23%	40%	-	-	-	*
	EL	23%	22%	9%	-	10%	-	*	*	-	-	10%	8%	*	10%	9%	14%	0%	-	-	-	*
	Male	45%	50%	24%	*	22%	*	-	-	-	-	15%	36%	*	23%	14%	24%	-	-	-	-	-
	Female	42%	40%	37%	*	43%	-	*	*	-	-	33%	44%	*	40%	0%	-	37%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	46%	75%	28%	*	27%	*	*	-	-	-	26%	33%	8%	32%	14%	25%	32%	-	-	-	-
	CWD	17%	28%	8%	*	10%	-	*	-	-	-	0%	*	8%	-	0%	0%	*	-	-	-	-
	CWOD	50%	79%	32%	*	30%	*	-	-	-	-	33%	31%	-	32%	16%	31%	33%	-	-	-	-
	EL	19%	23%	14%	-	14%	-	-	-	-	-	12%	18%	0%	16%	14%	15%	11%	-	-	-	-
	Male	40%	70%	25%	*	23%	*	*	-	-	-	26%	20%	0%	31%	15%	25%	-	-	-	-	-
	Female	53%	79%	32%	*	33%	*	-	-	-	-	26%	50%	*	33%	11%	-	32%	-	-	-	-
English II	All Students	54%	81%	52%	*	49%	*	-	-	-	-	44%	71%	0%	57%	43%	50%	54%	-	-	-	-
	CWD	21%	40%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	59%	84%	57%	*	54%	*	-	-	-	-	51%	71%	-	57%	49%	58%	57%	-	-	-	-
	EL	22%	40%	43%	-	43%	-	-	-	-	-	35%	64%	0%	49%	43%	44%	40%	-	-	-	-
	Male	48%	75%	50%	*	47%	*	-	-	-	-	40%	69%	0%	58%	44%	50%	-	-	-	-	-
	Female	62%	85%	54%	-	52%	*	-	-	-	-	50%	*	*	57%	40%	-	54%	-	-	-	-
Algebra I	All Students	42%	46%	17%	*	17%	*	*	-	-	-	13%	28%	17%	17%	3%	13%	23%	-	-	-	-
	CWD	19%	16%	17%	*	11%	*	*	-	-	-	0%	*	17%	-	0%	10%	*	-	-	-	-
	CWOD	45%	49%	17%	*	18%	*	-	-	-	-	16%	20%	-	17%	3%	14%	21%	-	-	-	-
	EL	28%	21%	3%	-	3%	-	-	-	-	-	4%	0%	0%	3%	3%	0%	7%	-	-	-	-
	Male	40%	43%	13%	*	11%	*	*	-	-	-	11%	18%	10%	14%	0%	13%	-	-	-	-	-
	Female	45%	49%	23%	*	25%	-	-	-	-	-	16%	43%	*	21%	7%	-	23%	-	-	-	-
Biology	All Students	54%	76%	36%	*	37%	*	*	-	-	-	31%	50%	18%	40%	17%	33%	39%	-	-	-	-
	CWD	25%	41%	18%	*	22%	-	*	-	-	-	0%	*	18%	-	0%	13%	*	-	-	-	-
	CWOD	57%	79%	40%	*	40%	*	-	-	-	-	38%	43%	-	40%	20%	39%	40%	-	-	-	-
	EL	26%	36%	17%	-	17%	-	-	-	-	-	15%	22%	0%	20%	17%	21%	13%	-	-	-	-
	Male	52%	74%	33%	*	34%	*	*	-	-	-	32%	38%	13%	39%	21%	33%	-	-	-	-	-
	Female	56%	77%	39%	*	40%	*	-	-	-	-	30%	63%	*	40%	13%	-	39%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						



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**FOUNDERS CLASSICAL ACADEMY OF MESQUITE (221801061) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	29%	33%	16%	0%	16%	*	-	-	-	*	20%	11%	11%	17%	10%	8%	22%	-	-	-	-
	CWD	12%	16%	11%	-	11%	-	-	-	-	-	17%	*	11%	-	0%	20%	*	-	-	-	-
	CWOD	32%	35%	17%	0%	17%	*	-	-	-	*	21%	13%	-	17%	13%	5%	25%	-	-	-	-
	EL	19%	17%	10%	-	10%	-	-	-	-	-	11%	9%	0%	13%	10%	0%	18%	-	-	-	-
	Male	28%	31%	8%	*	5%	*	-	-	-	-	7%	8%	20%	5%	0%	8%	-	-	-	-	-
	Female	31%	35%	22%	*	25%	*	-	-	-	*	29%	13%	*	25%	18%	-	22%	-	-	-	-
Mathematics	All Students	20%	15%	14%	13%	11%	*	-	-	-	*	13%	15%	0%	17%	7%	16%	13%	-	-	-	-
	CWD	10%	7%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	22%	16%	17%	13%	14%	*	-	-	-	*	17%	17%	-	17%	8%	20%	14%	-	-	-	-
	EL	15%	11%	7%	-	7%	-	-	-	-	-	11%	0%	0%	8%	7%	8%	6%	-	-	-	-
	Male	23%	17%	16%	*	15%	*	-	-	-	-	8%	25%	0%	20%	8%	16%	-	-	-	-	-
	Female	18%	13%	13%	*	8%	*	-	-	-	*	18%	7%	*	14%	6%	-	13%	-	-	-	-
Grade 4																						
Reading	All Students	28%	29%	19%	40%	15%	29%	*	-	-	*	15%	25%	0%	22%	6%	17%	23%	-	-	*	*
	CWD	10%	7%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	*	-
	CWOD	31%	31%	22%	*	17%	40%	*	-	-	*	19%	25%	-	22%	7%	20%	25%	-	-	-	*
	EL	18%	22%	6%	-	6%	-	-	-	-	-	5%	8%	*	7%	6%	6%	8%	-	-	-	*
	Male	26%	27%	17%	*	12%	33%	-	-	-	*	5%	29%	0%	20%	6%	17%	-	-	-	*	*
	Female	29%	32%	23%	*	19%	*	*	-	-	*	27%	18%	*	25%	8%	-	23%	-	-	-	-
Mathematics	All Students	22%	20%	23%	20%	21%	14%	*	-	-	*	15%	32%	0%	26%	16%	22%	23%	-	-	*	*
	CWD	10%	10%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	*	-
	CWOD	25%	21%	26%	*	24%	20%	*	-	-	*	19%	32%	-	26%	18%	27%	25%	-	-	-	*
	EL	16%	12%	16%	-	16%	-	-	-	-	-	16%	17%	*	18%	16%	22%	8%	-	-	-	*
	Male	25%	23%	22%	*	23%	17%	-	-	-	*	11%	35%	0%	27%	22%	22%	-	-	-	*	*
	Female	19%	18%	23%	*	19%	*	*	-	-	*	20%	27%	*	25%	8%	-	23%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	16%	0%	20%	*	*	-	-	*	23%	8%	0%	21%	17%	11%	22%	-	-	-	*
	CWD	12%	15%	0%	*	0%	*	*	-	-	-	0%	0%	0%	-	0%	0%	*	-	-	-	*
	CWOD	40%	41%	21%	*	24%	*	-	-	-	*	28%	11%	-	21%	21%	15%	26%	-	-	-	*
	EL	23%	20%	17%	-	18%	-	*	-	-	-	22%	8%	0%	21%	17%	12%	21%	-	-	-	*
	Male	32%	32%	11%	*	12%	*	*	-	-	*	19%	0%	0%	15%	12%	11%	-	-	-	-	*
	Female	39%	44%	22%	*	25%	-	-	-	-	-	29%	15%	*	26%	21%	-	22%	-	-	-	*
Mathematics	All Students	24%	21%	15%	0%	17%	*	*	-	-	*	13%	16%	8%	16%	11%	11%	19%	-	-	-	*
	CWD	9%	8%	8%	*	14%	*	*	-	-	-	0%	14%	8%	-	0%	0%	*	-	-	-	*
	CWOD	26%	23%	16%	*	18%	*	-	-	-	*	16%	17%	-	16%	14%	15%	17%	-	-	-	*
	EL	17%	14%	11%	-	12%	-	*	-	-	-	9%	15%	0%	14%	11%	6%	16%	-	-	-	*
	Male	25%	23%	11%	*	12%	*	*	-	-	*	13%	8%	0%	15%	6%	11%	-	-	-	-	*
	Female	23%	20%	19%	*	21%	-	-	-	-	-	14%	23%	*	17%	16%	-	19%	-	-	-	*



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	14%	4%	0%	5%	*	*	-	-	*	3%	4%	8%	2%	0%	0%	7%	-	-	-	*
	CWD	9%	9%	8%	*	14%	*	*	-	-	-	0%	14%	8%	-	0%	0%	*	-	-	-	*
	CWOD	19%	14%	2%	*	3%	*	-	-	-	*	4%	0%	-	2%	0%	0%	4%	-	-	-	*
	EL	9%	7%	0%	-	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	*
	Male	20%	16%	0%	*	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	*
	Female	15%	12%	7%	*	8%	-	-	-	-	-	7%	8%	*	4%	0%	-	7%	-	-	-	*
<b>Grade 6</b>																						
Reading	All Students	23%	23%	13%	*	13%	29%	*	-	-	*	11%	19%	0%	15%	9%	15%	12%	-	-	-	-
	CWD	8%	7%	0%	*	0%	*	*	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	25%	15%	*	14%	33%	-	-	-	*	13%	19%	-	15%	10%	18%	13%	-	-	-	-
	EL	9%	14%	9%	-	9%	-	-	-	-	-	8%	9%	*	10%	9%	11%	6%	-	-	-	-
	Male	21%	21%	15%	*	15%	*	-	-	-	*	8%	33%	0%	18%	11%	15%	-	-	-	-	-
	Female	25%	25%	12%	*	11%	*	*	-	-	*	14%	8%	*	13%	6%	-	12%	-	-	-	-
Mathematics	All Students	16%	13%	9%	*	9%	14%	*	-	-	*	11%	5%	0%	10%	6%	9%	9%	-	-	-	-
	CWD	8%	7%	0%	*	0%	*	*	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	14%	10%	*	10%	17%	-	-	-	*	13%	5%	-	10%	6%	11%	9%	-	-	-	-
	EL	7%	5%	6%	-	6%	-	-	-	-	-	8%	0%	*	6%	6%	6%	6%	-	-	-	-
	Male	17%	14%	9%	*	11%	*	-	-	-	*	12%	0%	0%	11%	6%	9%	-	-	-	-	-
	Female	14%	12%	9%	*	7%	*	*	-	-	*	9%	8%	*	9%	6%	-	9%	-	-	-	-
<b>Grade 7</b>																						
Reading	All Students	36%	41%	17%	40%	8%	60%	-	-	-	*	12%	22%	*	18%	6%	11%	21%	-	-	-	-
	CWD	11%	12%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	40%	43%	18%	40%	9%	*	-	-	-	*	13%	23%	-	18%	6%	12%	23%	-	-	-	-
	EL	17%	22%	6%	-	6%	-	-	-	-	-	10%	0%	*	6%	6%	0%	11%	-	-	-	-
	Male	32%	37%	11%	*	0%	*	-	-	-	-	0%	20%	*	12%	0%	11%	-	-	-	-	-
	Female	41%	45%	21%	*	14%	*	-	-	-	*	19%	25%	*	23%	11%	-	21%	-	-	-	-
Mathematics	All Students	13%	14%	8%	0%	6%	20%	-	-	-	*	3%	15%	*	7%	9%	11%	6%	-	-	-	-
	CWD	7%	7%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	14%	14%	7%	0%	4%	*	-	-	-	*	0%	15%	-	7%	6%	8%	6%	-	-	-	-
	EL	6%	7%	9%	-	9%	-	-	-	-	-	5%	15%	*	6%	9%	19%	0%	-	-	-	-
	Male	13%	14%	11%	*	15%	*	-	-	-	-	8%	13%	*	8%	19%	11%	-	-	-	-	-
	Female	12%	13%	6%	*	0%	*	-	-	-	*	0%	17%	*	6%	0%	-	6%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	37%	42%	18%	20%	19%	*	*	*	-	-	13%	26%	0%	20%	3%	6%	33%	-	-	-	*
	CWD	11%	23%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	40%	43%	20%	*	20%	-	*	*	-	-	14%	30%	-	20%	3%	6%	36%	-	-	-	*
	EL	16%	15%	3%	-	3%	-	*	*	-	-	0%	8%	*	3%	3%	5%	0%	-	-	-	*
	Male	31%	34%	6%	*	6%	*	-	-	-	-	5%	7%	*	6%	5%	6%	-	-	-	-	-
	Female	42%	48%	33%	*	38%	-	*	*	-	-	22%	56%	*	36%	0%	-	33%	-	-	-	*

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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	14%	11%	0%	0%	0%	-	*	*	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	*
	CWD	8%	5%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	15%	11%	0%	*	0%	-	*	*	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	EL	6%	5%	0%	-	0%	-	*	*	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	*
	Male	14%	13%	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	14%	8%	0%	*	0%	-	*	*	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	*
Science	All Students	23%	19%	8%	0%	8%	*	*	*	-	-	8%	9%	20%	7%	3%	9%	7%	-	-	-	*
	CWD	9%	10%	20%	*	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	24%	20%	7%	*	8%	-	*	*	-	-	8%	5%	-	7%	3%	6%	8%	-	-	-	*
	EL	8%	9%	3%	-	3%	-	*	*	-	-	0%	8%	*	3%	3%	5%	0%	-	-	-	*
	Male	24%	23%	9%	*	6%	*	-	-	-	-	5%	14%	*	6%	5%	9%	-	-	-	-	-
	Female	21%	16%	7%	*	10%	-	*	*	-	-	11%	0%	*	8%	0%	-	7%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	10%	21%	3%	*	3%	*	*	-	-	-	4%	0%	0%	3%	0%	2%	3%	-	-	-	-
	CWD	4%	4%	0%	*	0%	-	*	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	11%	23%	3%	*	4%	*	-	-	-	-	4%	0%	-	3%	0%	3%	4%	-	-	-	-
	EL	1%	3%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	8%	18%	2%	*	3%	*	*	-	-	-	3%	0%	0%	3%	0%	2%	-	-	-	-	-
	Female	13%	25%	3%	*	4%	*	-	-	-	-	4%	0%	*	4%	0%	-	3%	-	-	-	-
English II	All Students	9%	15%	3%	*	0%	*	-	-	-	-	0%	12%	0%	4%	0%	5%	0%	-	-	-	-
	CWD	5%	2%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	9%	16%	4%	*	0%	*	-	-	-	-	0%	12%	-	4%	0%	6%	0%	-	-	-	-
	EL	1%	1%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	7%	10%	5%	*	0%	*	-	-	-	-	0%	15%	0%	6%	0%	5%	-	-	-	-	-
	Female	11%	18%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-
Algebra I	All Students	26%	28%	2%	*	2%	*	*	-	-	-	2%	0%	0%	2%	0%	3%	0%	-	-	-	-
	CWD	8%	6%	0%	*	0%	*	*	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	29%	30%	2%	*	2%	*	-	-	-	-	3%	0%	-	2%	0%	3%	0%	-	-	-	-
	EL	14%	13%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	25%	27%	3%	*	3%	*	*	-	-	-	4%	0%	0%	3%	0%	3%	-	-	-	-	-
	Female	28%	29%	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
Biology	All Students	21%	27%	6%	*	7%	*	*	-	-	-	6%	6%	0%	8%	3%	6%	7%	-	-	-	-
	CWD	7%	14%	0%	*	0%	-	*	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	22%	28%	8%	*	8%	*	-	-	-	-	8%	7%	-	8%	3%	7%	8%	-	-	-	-
	EL	5%	11%	3%	-	3%	-	-	-	-	-	0%	11%	0%	3%	3%	5%	0%	-	-	-	-
	Male	21%	28%	6%	*	6%	*	*	-	-	-	4%	13%	0%	7%	5%	6%	-	-	-	-	-
	Female	21%	27%	7%	*	8%	*	-	-	-	-	10%	0%	*	8%	0%	-	7%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						

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**FOUNDERS CLASSICAL ACADEMY OF MESQUITE (221801061) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	79%	<b>63%</b>	47%	64%	80%	19%	*	-	60%	63%	62%	30%	68%	55%	60%	65%	-	-	*	57%
	CWD	44%	49%	<b>30%</b>	14%	33%	50%	9%	-	-	-	24%	45%	30%	-	22%	34%	21%	-	-	*	83%
	CWOD	77%	81%	<b>68%</b>	58%	68%	88%	40%	*	-	60%	70%	64%	-	68%	60%	66%	70%	-	-	-	38%
	EL	59%	62%	<b>55%</b>	-	55%	-	33%	*	-	-	59%	48%	22%	60%	55%	52%	59%	-	-	-	38%
	Male	71%	79%	<b>60%</b>	40%	61%	84%	11%	-	-	40%	61%	60%	34%	66%	52%	60%	-	-	-	*	38%
	Female	75%	79%	<b>65%</b>	55%	66%	71%	29%	*	-	80%	66%	64%	21%	70%	59%	-	65%	-	-	-	83%
Reading	All Students	74%	84%	<b>65%</b>	55%	66%	76%	33%	*	-	56%	65%	66%	29%	71%	59%	60%	72%	-	-	*	40%
	CWD	43%	54%	<b>29%</b>	33%	30%	17%	*	-	-	-	20%	56%	29%	-	24%	30%	29%	-	-	*	*
	CWOD	78%	87%	<b>71%</b>	62%	70%	89%	*	*	-	56%	73%	67%	-	71%	63%	66%	76%	-	-	-	*
	EL	57%	67%	<b>59%</b>	-	58%	-	*	*	-	-	61%	54%	24%	63%	59%	53%	65%	-	-	-	*
	Male	70%	82%	<b>60%</b>	45%	60%	78%	*	-	-	*	59%	62%	30%	66%	53%	60%	-	-	-	*	*
	Female	78%	86%	<b>72%</b>	67%	72%	73%	*	*	-	80%	72%	71%	29%	76%	65%	-	72%	-	-	-	*
Mathematics	All Students	71%	74%	<b>62%</b>	49%	62%	86%	17%	*	-	78%	63%	62%	30%	67%	56%	64%	61%	-	-	*	80%
	CWD	44%	45%	<b>30%</b>	0%	33%	67%	*	-	-	-	29%	31%	30%	-	19%	38%	11%	-	-	*	*
	CWOD	75%	76%	<b>67%</b>	61%	66%	91%	*	*	-	78%	69%	65%	-	67%	61%	69%	66%	-	-	-	*
	EL	61%	60%	<b>56%</b>	-	56%	-	*	*	-	-	60%	48%	19%	61%	56%	55%	57%	-	-	-	*
	Male	71%	76%	<b>64%</b>	44%	63%	95%	*	-	-	*	64%	63%	38%	69%	55%	64%	-	-	-	*	*
	Female	71%	72%	<b>61%</b>	53%	61%	67%	*	*	-	80%	62%	59%	11%	66%	57%	-	61%	-	-	-	*
Science	All Students	74%	77%	<b>56%</b>	21%	60%	75%	*	*	-	*	59%	50%	32%	60%	44%	55%	56%	-	-	-	*
	CWD	47%	49%	<b>32%</b>	0%	39%	*	*	-	-	-	19%	50%	32%	-	21%	37%	22%	-	-	-	*
	CWOD	78%	80%	<b>60%</b>	33%	63%	67%	*	*	-	*	65%	50%	-	60%	47%	59%	60%	-	-	-	*
	EL	58%	54%	<b>44%</b>	-	45%	-	*	*	-	-	49%	32%	21%	47%	44%	45%	42%	-	-	-	*
	Male	74%	79%	<b>55%</b>	0%	60%	71%	*	-	-	*	59%	47%	37%	59%	45%	55%	-	-	-	-	*
	Female	75%	76%	<b>56%</b>	33%	60%	*	*	*	-	-	58%	53%	22%	60%	42%	-	56%	-	-	-	*
SAT/ACT All Subjects	All Students	92%	95%	<b>83%</b>	-	83%	-	-	-	-	-	75%	*	-	83%	*	86%	80%	-	-	-	-
	CWD	75%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	95%	<b>83%</b>	-	83%	-	-	-	-	-	75%	*	-	83%	*	86%	80%	-	-	-	-
	EL	69%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	93%	95%	<b>86%</b>	-	86%	-	-	-	-	-	80%	*	-	86%	*	86%	-	-	-	-	-
	Female	92%	96%	<b>80%</b>	-	80%	-	-	-	-	-	*	*	-	80%	*	-	80%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	<b>31%</b>	18%	31%	56%	0%	*	-	50%	29%	35%	13%	34%	21%	29%	34%	-	-	*	21%
	CWD	23%	24%	<b>13%</b>	0%	14%	29%	0%	-	-	-	7%	27%	13%	-	7%	12%	15%	-	-	*	50%
	CWOD	50%	53%	<b>34%</b>	24%	33%	63%	0%	*	-	50%	33%	36%	-	34%	23%	32%	36%	-	-	-	0%
	EL	29%	31%	<b>21%</b>	-	21%	-	0%	*	-	-	20%	21%	7%	23%	21%	21%	21%	-	-	-	0%
	Male	45%	50%	<b>29%</b>	12%	28%	58%	0%	-	-	30%	25%	34%	12%	32%	21%	29%	-	-	-	*	0%
	Female	48%	51%	<b>34%</b>	25%	34%	52%	0%	*	-	70%	33%	37%	15%	36%	21%	-	34%	-	-	-	50%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	61%	37%	24%	35%	71%	0%	*	-	56%	34%	40%	12%	40%	25%	34%	40%	-	-	*	20%
	CWD	24%	29%	12%	0%	15%	17%	*	-	-	-	8%	25%	12%	-	9%	11%	14%	-	-	*	*
	CWOD	56%	64%	40%	31%	38%	82%	*	*	-	56%	39%	42%	-	40%	28%	38%	42%	-	-	-	*
	EL	31%	38%	25%	-	26%	-	*	*	-	-	25%	27%	9%	28%	25%	26%	24%	-	-	-	*
	Male	47%	57%	34%	20%	31%	74%	*	-	-	*	31%	38%	11%	38%	26%	34%	-	-	-	*	*
	Female	56%	64%	40%	28%	39%	64%	*	*	-	80%	38%	43%	14%	42%	24%	-	40%	-	-	-	*
Mathematics	All Students	41%	39%	28%	17%	28%	41%	0%	*	-	56%	25%	33%	12%	30%	20%	26%	30%	-	-	*	20%
	CWD	22%	18%	12%	0%	13%	33%	*	-	-	-	7%	25%	12%	-	7%	13%	11%	-	-	*	*
	CWOD	44%	41%	30%	21%	30%	43%	*	*	-	56%	28%	33%	-	30%	22%	28%	32%	-	-	-	*
	EL	29%	25%	20%	-	21%	-	*	*	-	-	20%	21%	7%	22%	20%	18%	23%	-	-	-	*
	Male	42%	41%	26%	6%	26%	45%	*	-	-	*	21%	33%	13%	28%	18%	26%	-	-	-	*	*
	Female	40%	37%	30%	29%	30%	33%	*	*	-	60%	29%	32%	11%	32%	23%	-	30%	-	-	-	*
Science	All Students	46%	49%	24%	7%	26%	50%	*	*	-	*	22%	28%	14%	26%	9%	21%	28%	-	-	-	*
	CWD	23%	27%	14%	0%	17%	*	*	-	-	-	0%	33%	14%	-	0%	11%	22%	-	-	-	*
	CWOD	49%	51%	26%	11%	27%	50%	*	*	-	*	26%	27%	-	26%	10%	24%	29%	-	-	-	*
	EL	25%	23%	9%	-	9%	-	*	*	-	-	9%	9%	0%	10%	9%	12%	4%	-	-	-	*
	Male	47%	52%	21%	0%	22%	43%	*	-	-	*	20%	24%	11%	24%	12%	21%	-	-	-	-	*
	Female	45%	46%	28%	11%	30%	*	*	*	-	-	25%	33%	22%	29%	4%	-	28%	-	-	-	*
SAT/ACT All Subjects	All Students	64%	73%	17%	-	17%	-	-	-	-	-	25%	*	-	17%	*	29%	0%	-	-	-	-
	CWD	43%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	73%	17%	-	17%	-	-	-	-	-	25%	*	-	17%	*	29%	0%	-	-	-	-
	EL	18%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	68%	74%	29%	-	29%	-	-	-	-	-	40%	*	-	29%	*	29%	-	-	-	-	-
	Female	60%	72%	0%	-	0%	-	-	-	-	-	*	*	-	0%	*	-	0%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	11%	8%	9%	27%	0%	*	-	25%	9%	13%	3%	12%	6%	9%	13%	-	-	*	14%
	CWD	9%	10%	3%	0%	4%	7%	0%	-	-	-	2%	7%	3%	-	1%	3%	4%	-	-	*	33%
	CWOD	24%	25%	12%	11%	10%	32%	0%	*	-	25%	10%	14%	-	12%	6%	10%	14%	-	-	-	0%
	EL	12%	12%	6%	-	6%	-	0%	*	-	-	5%	6%	1%	6%	6%	5%	6%	-	-	-	0%
	Male	21%	23%	9%	2%	7%	26%	0%	-	-	20%	6%	13%	3%	10%	5%	9%	-	-	-	*	0%
	Female	23%	25%	13%	14%	12%	29%	0%	*	-	30%	12%	13%	4%	14%	6%	-	13%	-	-	-	33%
Reading	All Students	25%	31%	13%	13%	11%	35%	0%	*	-	22%	11%	16%	2%	14%	6%	9%	17%	-	-	*	0%
	CWD	9%	11%	2%	0%	2%	0%	*	-	-	-	2%	0%	2%	-	0%	2%	0%	-	-	*	*
	CWOD	27%	33%	14%	17%	12%	43%	*	*	-	22%	12%	18%	-	14%	7%	10%	19%	-	-	-	*
	EL	13%	16%	6%	-	6%	-	*	*	-	-	6%	5%	0%	7%	6%	4%	9%	-	-	-	*
	Male	22%	27%	9%	5%	6%	39%	*	-	-	*	5%	15%	2%	10%	4%	9%	-	-	-	*	*
	Female	28%	35%	17%	22%	16%	27%	*	*	-	20%	17%	18%	0%	19%	9%	-	17%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	18%	10%	6%	9%	21%	0%	*	-	33%	8%	13%	4%	11%	7%	10%	10%	-	-	*	20%
	CWD	9%	7%	4%	0%	5%	0%	*	-	-	-	2%	6%	4%	-	4%	3%	6%	-	-	*	*
	CWOD	21%	19%	11%	7%	9%	26%	*	*	-	33%	9%	14%	-	11%	7%	11%	10%	-	-	-	*
	EL	12%	10%	7%	-	7%	-	*	*	-	-	6%	7%	4%	7%	7%	8%	5%	-	-	-	*
	Male	21%	19%	10%	0%	10%	15%	*	-	-	*	7%	13%	3%	11%	8%	10%	-	-	-	*	*
	Female	19%	16%	10%	12%	8%	33%	*	*	-	40%	8%	13%	6%	10%	5%	-	10%	-	-	-	*
Science	All Students	20%	19%	6%	0%	7%	13%	*	*	-	*	6%	6%	7%	6%	2%	5%	7%	-	-	-	*
	CWD	8%	11%	7%	0%	6%	*	*	-	-	-	0%	17%	7%	-	0%	5%	11%	-	-	-	*
	CWOD	22%	20%	6%	0%	7%	0%	*	*	-	*	7%	4%	-	6%	2%	5%	7%	-	-	-	*
	EL	7%	8%	2%	-	2%	-	*	*	-	-	0%	6%	0%	2%	2%	3%	0%	-	-	-	*
	Male	22%	21%	5%	0%	5%	14%	*	-	-	*	3%	9%	5%	5%	3%	5%	-	-	-	-	*
	Female	19%	17%	7%	0%	9%	*	*	*	-	-	10%	3%	11%	7%	0%	-	7%	-	-	-	*
SAT/ACT All Subjects	All Students	13%	9%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	0%	-	-	-	-
	CWD	11%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	10%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	0%	-	-	-	-
	EL	1%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	17%	15%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	-	-	-	-	-
	Female	10%	4%	0%	-	0%	-	-	-	-	-	*	*	-	0%	*	-	0%	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	76	76	77	69	50	*	-	94	74	68	76
CWD	68	75	68	60	*	-	-	-	69	68	63
CWOD	77	77	78	72	*	*	-	94	75	-	78
EL ◇	76	-	77	-	*	*	-	-	77	63	76
Male	73	71	74	67	*	-	-	*	70	66	72

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	80	86	80	75	*	*	-	*	79	73	82
<b>Mathematics</b>											
All Students	58	47	57	61	42	*	-	94	58	41	59
CWD	41	40	40	60	*	-	-	-	34	41	47
CWOD	60	50	59	61	*	*	-	94	62	-	60
EL ◇	59	-	59	-	*	*	-	-	60	47	59
Male	57	50	56	68	*	-	-	*	56	46	56
Female	58	43	59	40	*	*	-	*	60	29	62

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
349	73	21%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	35	24	35	54	6	*	-	45	34	15	27
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	39%	*	41%	-	-	-	-	-	43%	*	17%

- 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	Y					Y	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	Y					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)



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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
<b>Participation Rate</b>																	
<b>All Subjects</b>	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%	100%	-	-
	Female	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	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%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	*	*	-	-	100%	100%	100%	100%	100%	99%	100%	-
	Male	100%	100%	100%	100%	*	-	-	*	99%	100%	100%	100%	99%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	-	100%	100%	100%	-
		100%	100%	100%	100%	*	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	-	100%	-	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
		100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
		100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	100%	-	100%	-	-	-	-	-	100%	*	-	100%	*	100%	100%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	100%	-	100%	-	-	-	-	-	100%	*	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	100%	-	100%	-	-	-	-	-	100%	*	-	100%	*	100%	-	-
	Female	100%	-	100%	-	-	-	-	-	*	*	-	100%	*	-	100%	-
<b>Non-Participation Rate</b>																	

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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
<b>All Subjects</b>	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%	-
<b>Reading</b>	All Students	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	*	*	-	-	0%	0%	0%	0%	0%	1%	0%	-
	Male	0%	0%	0%	0%	*	-	-	*	1%	0%	0%	0%	1%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
<b>Mathematics</b>	All Students	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	*	*	-	-	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%	-
<b>Science</b>	All Students	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%	-
	EL	0%	-	0%	-	*	*	-	-	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%	-
<b>SAT/ACT All Subjects</b>	All Students	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	0%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	-	-
	Female	0%	-	0%	-	-	-	-	-	*	*	-	0%	*	-	0%	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	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		
<b>Out-of-School Suspensions</b>												
	Male	14	1	12	1	0	0	0	0	9		
	Female	1	1	0	0	0	0	0	0	0		
	Total	15	2	12	1	0	0	0	0	9		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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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
<b>Out-of-School Suspensions</b>												
	Male	3	1	0	2	0	0	0	0	0		0
	Female	1	0	1	0	0	0	0	0	0		0
	Total	4	1	1	2	0	0	0	0	0		0
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	33	7	21	5	-8	-8	-8	-8	6	3	-8
	Female	20	3	15	1	-8	-8	-8	1	4	2	-8
	Total	53	10	36	6	-8	-8	-8	1	10	5	-8

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	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	14	1	13	0	0	0	0	0	9	1
	Female	16	1	15	0	0	0	0	0	4	2
	Total	30	2	28	0	0	0	0	0	13	3

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	19.3	34.0%
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	0.0	-

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	*	2%
Mathematics	6,587	2%	*	0%	*	2%
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	*	2%
Mathematics	6,205	2%	6	0%	*	2%
Science	6,200	2%	6	0%	*	2%
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	*	2%
Mathematics	6,120	2%	*	0%	*	2%
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	7	1%
Reading	48,805	1%	25	0%	*	1%
Mathematics	43,293	1%	24	0%	*	1%
Science	17,856	1%	10	0%	*	1%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	*	-	*	*	-	-	-	-	*	-	*
In-State Private Institutions	-	-	-	-	-	-	-	-	-	-	-
Out-of-State Institutions	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	21%	14%	23%	28%	0%	*	*	0%	23%	26%	21%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

				African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	49%	37%	100%	*	-	-	-	*	48%	50%	*	49%	*	55%	41%	-	-	-	*
	CWD	52%	60%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	80%	82%	49%	39%	*	*	-	-	-	*	48%	50%	-	49%	*	50%	47%	-	-	-	*
	EL	66%	70%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	74%	81%	55%	38%	*	*	-	-	-	*	53%	*	*	50%	*	55%	-	-	-	-	*
	Female	78%	80%	41%	36%	*	*	-	-	-	-	43%	*	*	47%	-	-	41%	-	-	-	*
Mathematics	All Students	70%	70%	36%	30%	40%	*	-	-	-	*	36%	33%	*	34%	*	41%	29%	-	-	-	*
	CWD	46%	46%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	74%	73%	34%	32%	*	*	-	-	-	*	34%	33%	-	34%	*	35%	33%	-	-	-	*
	EL	64%	59%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	72%	75%	41%	31%	*	*	-	-	-	*	37%	*	*	35%	*	41%	-	-	-	-	*
	Female	68%	67%	29%	29%	*	*	-	-	-	-	36%	*	*	33%	-	-	29%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	76%	82%	74%	68%	*	-	-	-	-	*	75%	*	*	73%	*	75%	73%	-	-	-	*
	CWD	48%	52%	*	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	81%	84%	73%	67%	*	-	-	-	-	*	74%	*	-	73%	*	75%	71%	-	-	-	*
	EL	66%	72%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	73%	79%	75%	67%	*	-	-	-	-	-	71%	*	-	75%	*	75%	-	-	-	-	*
	Female	79%	84%	73%	69%	*	-	-	-	-	*	77%	*	*	71%	*	-	73%	-	-	-	*
Mathematics	All Students	68%	70%	48%	42%	*	-	-	-	-	*	45%	*	*	50%	*	63%	40%	-	-	-	*
	CWD	42%	38%	*	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	73%	73%	50%	44%	*	-	-	-	-	*	47%	*	-	50%	*	63%	43%	-	-	-	*
	EL	63%	60%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	70%	73%	63%	50%	*	-	-	-	-	-	57%	*	-	63%	*	63%	-	-	-	-	*
	Female	67%	67%	40%	38%	*	-	-	-	-	*	38%	*	*	43%	*	-	40%	-	-	-	*
<b>Grade 5</b>																						
Reading	All Students	80%	84%	82%	75%	100%	*	-	-	-	-	81%	*	*	89%	100%	80%	83%	-	-	-	-
	CWD	50%	50%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	85%	88%	89%	80%	100%	*	-	-	-	-	88%	*	-	89%	100%	86%	91%	-	-	-	-
	EL	71%	74%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-
	Male	77%	81%	80%	67%	*	-	-	-	-	-	80%	-	*	86%	*	80%	-	-	-	-	-
	Female	83%	87%	83%	83%	*	*	-	-	-	-	82%	*	*	91%	*	-	83%	-	-	-	-
Mathematics	All Students	76%	76%	82%	83%	75%	*	-	-	-	-	81%	*	*	83%	86%	60%	100%	-	-	-	-
	CWD	50%	49%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	80%	78%	83%	90%	71%	*	-	-	-	-	82%	*	-	83%	83%	57%	100%	-	-	-	-
	EL	70%	70%	86%	-	86%	-	-	-	-	-	86%	-	*	83%	86%	*	*	-	-	-	-
	Male	75%	76%	60%	67%	*	-	-	-	-	-	60%	-	*	57%	*	60%	-	-	-	-	-
	Female	76%	76%	100%	100%	*	*	-	-	-	-	100%	*	*	100%	*	-	100%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	65%	65%	41%	33%	50%	*	-	-	-	-	43%	*	*	39%	57%	60%	25%	-	-	-	-	
	CWD	40%	35%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	69%	68%	39%	30%	43%	*	-	-	-	-	41%	*	-	39%	50%	57%	27%	-	-	-	-	
	EL	52%	46%	57%	-	57%	-	-	-	-	-	57%	-	*	50%	57%	*	*	-	-	-	-	
	Male	67%	66%	60%	67%	*	-	-	-	-	-	60%	-	*	57%	*	60%	-	-	-	-	-	
	Female	63%	64%	25%	0%	*	*	-	-	-	-	27%	*	*	27%	*	-	25%	-	-	-	-	-
Grade 6																							
Reading	All Students	69%	77%	59%	54%	80%	*	-	-	-	*	52%	78%	*	68%	*	67%	57%	-	-	-	*	
	CWD	38%	47%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*	
	CWOD	74%	80%	68%	62%	*	*	-	-	-	*	63%	78%	-	68%	*	86%	62%	-	-	-	-	
	EL	53%	57%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	66%	74%	67%	60%	*	*	-	-	-	*	63%	*	*	86%	*	67%	-	-	-	-	-	
	Female	72%	80%	57%	53%	*	*	-	-	-	-	47%	75%	*	62%	*	-	57%	-	-	-	*	
Mathematics	All Students	72%	76%	63%	58%	80%	*	-	-	-	*	48%	100%	*	68%	*	67%	61%	-	-	-	*	
	CWD	47%	49%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*	
	CWOD	76%	78%	68%	67%	*	*	-	-	-	*	53%	100%	-	68%	*	71%	67%	-	-	-	-	
	EL	61%	63%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	73%	77%	67%	40%	*	*	-	-	-	*	63%	*	*	71%	*	67%	-	-	-	-	-	
	Female	72%	74%	61%	63%	*	*	-	-	-	-	40%	100%	*	67%	*	-	61%	-	-	-	*	
Grade 7																							
Reading	All Students	79%	86%	85%	86%	80%	*	-	-	-	*	82%	*	*	88%	83%	79%	92%	-	-	-	*	
	CWD	47%	55%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	83%	89%	88%	92%	78%	*	-	-	-	*	85%	*	-	88%	80%	85%	91%	-	-	-	*	
	EL	63%	74%	83%	-	83%	-	-	-	-	-	83%	-	*	80%	83%	*	*	-	-	-	-	
	Male	75%	83%	79%	75%	80%	-	-	-	-	*	73%	*	*	85%	*	79%	-	-	-	-	-	
	Female	83%	89%	92%	100%	80%	*	-	-	-	-	91%	*	*	91%	*	-	92%	-	-	-	*	
Mathematics	All Students	60%	66%	62%	64%	60%	*	-	-	-	*	55%	*	*	63%	50%	57%	67%	-	-	-	*	
	CWD	36%	36%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	63%	68%	63%	69%	56%	*	-	-	-	*	55%	*	-	63%	40%	62%	64%	-	-	-	*	
	EL	45%	51%	50%	-	50%	-	-	-	-	-	50%	-	*	40%	50%	*	*	-	-	-	-	
	Male	60%	68%	57%	63%	60%	-	-	-	-	*	45%	*	*	62%	*	57%	-	-	-	-	-	
	Female	59%	64%	67%	67%	60%	*	-	-	-	-	64%	*	*	64%	*	-	67%	-	-	-	*	
Grade 8																							
Reading	All Students	82%	88%	89%	82%	100%	-	-	-	-	*	92%	83%	-	89%	*	*	87%	-	-	-	-	
	CWD	50%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	86%	90%	89%	82%	100%	-	-	-	-	*	92%	83%	-	89%	*	*	87%	-	-	-	-	
	EL	65%	65%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	78%	86%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	Female	86%	90%	87%	78%	100%	-	-	-	-	-	90%	80%	-	87%	*	-	87%	-	-	-	-	

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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	70%	69%	53%	36%	71%	-	-	-	-	*	54%	50%	-	53%	*	*	47%	-	-	-	-
	CWD	40%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	73%	53%	36%	71%	-	-	-	-	*	54%	50%	-	53%	*	*	47%	-	-	-	-
	EL	57%	57%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	68%	73%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	Female	72%	67%	47%	33%	67%	-	-	-	-	-	50%	40%	-	47%	*	-	47%	-	-	-	-
Science	All Students	73%	79%	68%	64%	71%	-	-	-	-	*	69%	67%	-	68%	*	*	60%	-	-	-	-
	CWD	42%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	82%	68%	64%	71%	-	-	-	-	*	69%	67%	-	68%	*	*	60%	-	-	-	-
	EL	54%	52%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	73%	83%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	Female	73%	75%	60%	56%	67%	-	-	-	-	-	60%	60%	-	60%	*	-	60%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	50%	55%	28%	17%	80%	*	-	-	-	*	30%	17%	*	26%	*	32%	24%	-	-	-	*
	CWD	30%	34%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	54%	58%	26%	18%	*	*	-	-	-	*	28%	17%	-	26%	*	25%	27%	-	-	-	*
	EL	37%	44%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	49%	54%	32%	19%	*	*	-	-	-	*	37%	*	*	25%	*	32%	-	-	-	-	*
	Female	52%	56%	24%	14%	*	*	-	-	-	-	21%	*	*	27%	-	-	24%	-	-	-	*
Mathematics	All Students	42%	38%	18%	7%	40%	*	-	-	-	*	18%	17%	*	14%	*	27%	6%	-	-	-	*
	CWD	27%	21%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	45%	40%	14%	7%	*	*	-	-	-	*	14%	17%	-	14%	*	20%	7%	-	-	-	*
	EL	35%	32%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	45%	42%	27%	13%	*	*	-	-	-	*	26%	*	*	20%	*	27%	-	-	-	-	*
	Female	39%	34%	6%	0%	*	*	-	-	-	-	7%	*	*	7%	-	-	6%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	53%	56%	30%	21%	*	-	-	-	-	*	30%	*	*	32%	*	38%	27%	-	-	-	*
	CWD	29%	29%	*	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	57%	58%	32%	22%	*	-	-	-	-	*	32%	*	-	32%	*	38%	29%	-	-	-	*
	EL	41%	44%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	51%	55%	38%	17%	*	-	-	-	-	-	29%	*	-	38%	*	38%	-	-	-	-	*
	Female	55%	57%	27%	23%	*	-	-	-	-	*	31%	*	*	29%	*	-	27%	-	-	-	*
Mathematics	All Students	42%	37%	22%	11%	*	-	-	-	-	*	20%	*	*	23%	*	38%	13%	-	-	-	*
	CWD	25%	20%	*	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	45%	38%	23%	11%	*	-	-	-	-	*	21%	*	-	23%	*	38%	14%	-	-	-	*
	EL	34%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	45%	41%	38%	17%	*	-	-	-	-	-	29%	*	-	38%	*	38%	-	-	-	-	*
	Female	38%	32%	13%	8%	*	-	-	-	-	*	15%	*	*	14%	*	-	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
Grade 5																						
Reading	All Students	57%	62%	45%	42%	50%	*	-	-	-	-	48%	*	*	44%	57%	60%	33%	-	-	-	-
	CWD	29%	29%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	61%	66%	44%	40%	43%	*	-	-	-	-	47%	*	-	44%	50%	57%	36%	-	-	-	-
	EL	43%	49%	57%	-	57%	-	-	-	-	-	57%	-	*	50%	57%	*	*	-	-	-	-
	Male	53%	58%	60%	67%	*	-	-	-	-	-	60%	-	*	57%	*	60%	-	-	-	-	-
	Female	60%	66%	33%	17%	*	*	-	-	-	-	36%	*	*	36%	*	-	33%	-	-	-	-
Mathematics	All Students	47%	43%	27%	17%	50%	*	-	-	-	-	29%	*	*	22%	57%	40%	17%	-	-	-	-
	CWD	25%	23%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	50%	45%	22%	10%	43%	*	-	-	-	-	24%	*	-	22%	50%	29%	18%	-	-	-	-
	EL	38%	33%	57%	-	57%	-	-	-	-	-	57%	-	*	50%	57%	*	*	-	-	-	-
	Male	48%	43%	40%	33%	*	-	-	-	-	-	40%	-	*	29%	*	40%	-	-	-	-	-
	Female	46%	42%	17%	0%	*	*	-	-	-	-	18%	*	*	18%	*	-	17%	-	-	-	-
Science	All Students	38%	35%	18%	17%	25%	*	-	-	-	-	19%	*	*	11%	29%	30%	8%	-	-	-	-
	CWD	23%	24%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	40%	36%	11%	10%	14%	*	-	-	-	-	12%	*	-	11%	17%	14%	9%	-	-	-	-
	EL	24%	17%	29%	-	29%	-	-	-	-	-	29%	-	*	17%	29%	*	*	-	-	-	-
	Male	41%	38%	30%	33%	*	-	-	-	-	-	30%	-	*	14%	*	30%	-	-	-	-	-
	Female	34%	31%	8%	0%	*	*	-	-	-	-	9%	*	*	9%	*	-	8%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	31%	33%	40%	*	-	-	-	*	17%	67%	*	36%	*	22%	35%	-	-	-	*
	CWD	21%	19%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	46%	49%	36%	38%	*	*	-	-	-	*	21%	67%	-	36%	*	29%	38%	-	-	-	-
	EL	24%	26%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	40%	42%	22%	20%	*	*	-	-	-	*	13%	*	*	29%	*	22%	-	-	-	-	-
	Female	45%	50%	35%	37%	*	*	-	-	-	-	20%	63%	*	38%	*	-	35%	-	-	-	*
Mathematics	All Students	38%	36%	34%	29%	40%	*	-	-	-	*	26%	56%	*	39%	*	56%	26%	-	-	-	*
	CWD	20%	15%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	41%	39%	39%	33%	*	*	-	-	-	*	32%	56%	-	39%	*	71%	29%	-	-	-	-
	EL	24%	23%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	40%	40%	56%	40%	*	*	-	-	-	*	50%	*	*	71%	*	56%	-	-	-	-	-
	Female	36%	33%	26%	26%	*	*	-	-	-	-	13%	50%	*	29%	*	-	26%	-	-	-	*
Grade 7																						
Reading	All Students	55%	61%	58%	50%	80%	*	-	-	-	*	55%	*	*	58%	83%	57%	58%	-	-	-	*
	CWD	25%	25%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	59%	63%	58%	54%	78%	*	-	-	-	*	55%	*	-	58%	80%	62%	55%	-	-	-	*
	EL	33%	39%	83%	-	83%	-	-	-	-	-	83%	-	*	80%	83%	*	*	-	-	-	-
	Male	50%	57%	57%	50%	80%	-	-	-	-	*	55%	*	*	62%	*	57%	-	-	-	-	-
	Female	60%	64%	58%	50%	80%	*	-	-	-	-	55%	*	*	55%	*	-	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	30%	35%	31%	36%	30%	*	-	-	-	*	27%	*	*	29%	33%	29%	33%	-	-	-	*	
	CWD	18%	16%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	32%	37%	29%	38%	22%	*	-	-	-	*	25%	*	-	29%	20%	31%	27%	-	-	-	*	
	EL	17%	20%	33%	-	33%	-	-	-	-	-	33%	-	*	20%	33%	*	*	-	-	-	-	
	Male	31%	36%	29%	38%	20%	-	-	-	-	*	27%	*	*	31%	*	29%	-	-	-	-	-	
	Female	29%	34%	33%	33%	40%	*	-	-	-	-	27%	*	*	27%	*	-	33%	-	-	-	*	
Grade 8																							
Reading	All Students	57%	63%	58%	55%	57%	-	-	-	-	*	62%	50%	-	58%	*	*	53%	-	-	-	-	
	CWD	25%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	61%	66%	58%	55%	57%	-	-	-	-	*	62%	50%	-	58%	*	*	53%	-	-	-	-	
	EL	33%	32%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	51%	58%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	Female	63%	68%	53%	44%	67%	-	-	-	-	-	50%	60%	-	53%	*	-	53%	-	-	-	-	
Mathematics	All Students	39%	34%	26%	0%	57%	-	-	-	-	*	23%	33%	-	26%	*	*	27%	-	-	-	-	
	CWD	20%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	41%	37%	26%	0%	57%	-	-	-	-	*	23%	33%	-	26%	*	*	27%	-	-	-	-	
	EL	24%	21%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	38%	38%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	Female	40%	32%	27%	0%	67%	-	-	-	-	-	20%	40%	-	27%	*	-	27%	-	-	-	-	
Science	All Students	44%	45%	26%	18%	29%	-	-	-	-	*	31%	17%	-	26%	*	*	27%	-	-	-	-	
	CWD	22%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	47%	47%	26%	18%	29%	-	-	-	-	*	31%	17%	-	26%	*	*	27%	-	-	-	-	
	EL	23%	22%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	45%	50%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	Female	42%	40%	27%	22%	33%	-	-	-	-	-	30%	20%	-	27%	*	-	27%	-	-	-	-	
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All Students	29%	33%	18%	13%	20%	*	-	-	-	*	18%	17%	*	17%	*	18%	18%	-	-	-	*	
	CWD	12%	16%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	32%	35%	17%	14%	*	*	-	-	-	*	17%	17%	-	17%	*	15%	20%	-	-	-	*	
	EL	19%	17%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-	
	Male	28%	31%	18%	13%	*	*	-	-	-	*	21%	*	*	15%	*	18%	-	-	-	-	*	
	Female	31%	35%	18%	14%	*	*	-	-	-	-	14%	*	*	20%	-	-	18%	-	-	-	*	
Mathematics	All Students	20%	15%	5%	0%	20%	*	-	-	-	*	6%	0%	*	3%	*	9%	0%	-	-	-	*	
	CWD	10%	7%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	22%	16%	3%	0%	*	*	-	-	-	*	3%	0%	-	3%	*	5%	0%	-	-	-	*	
	EL	15%	11%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-	
	Male	23%	17%	9%	0%	*	*	-	-	-	*	11%	*	*	5%	*	9%	-	-	-	-	*	
	Female	18%	13%	0%	0%	*	*	-	-	-	-	0%	*	*	0%	-	-	0%	-	-	-	*	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 4																						
Reading	All Students	28%	29%	22%	11%	*	-	-	-	-	*	20%	*	*	23%	*	38%	13%	-	-	-	*
	CWD	10%	7%	*	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	31%	31%	23%	11%	*	-	-	-	-	*	21%	*	-	23%	*	38%	14%	-	-	-	*
	EL	18%	22%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	26%	27%	38%	17%	*	-	-	-	-	-	29%	*	-	38%	*	38%	-	-	-	-	*
	Female	29%	32%	13%	8%	*	-	-	-	-	-	15%	*	*	14%	*	-	13%	-	-	-	*
Mathematics	All Students	22%	20%	17%	5%	*	-	-	-	-	*	20%	*	*	18%	*	25%	13%	-	-	-	*
	CWD	10%	10%	*	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	25%	21%	18%	6%	*	-	-	-	-	*	21%	*	-	18%	*	25%	14%	-	-	-	*
	EL	16%	12%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	25%	23%	25%	0%	*	-	-	-	-	-	29%	*	-	25%	*	25%	-	-	-	-	*
	Female	19%	18%	13%	8%	*	-	-	-	-	-	15%	*	*	14%	*	-	13%	-	-	-	*
Grade 5																						
Reading	All Students	36%	38%	14%	17%	13%	*	-	-	-	-	14%	*	*	11%	14%	30%	0%	-	-	-	-
	CWD	12%	15%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	40%	41%	11%	10%	14%	*	-	-	-	-	12%	*	-	11%	17%	29%	0%	-	-	-	-
	EL	23%	20%	14%	-	14%	-	-	-	-	-	14%	-	*	17%	14%	*	*	-	-	-	-
	Male	32%	32%	30%	33%	*	-	-	-	-	-	30%	-	*	29%	*	30%	-	-	-	-	-
	Female	39%	44%	0%	0%	*	*	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
Mathematics	All Students	24%	21%	9%	8%	13%	*	-	-	-	-	10%	*	*	6%	14%	10%	8%	-	-	-	-
	CWD	9%	8%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	26%	23%	6%	0%	14%	*	-	-	-	-	6%	*	-	6%	17%	0%	9%	-	-	-	-
	EL	17%	14%	14%	-	14%	-	-	-	-	-	14%	-	*	17%	14%	*	*	-	-	-	-
	Male	25%	23%	10%	17%	*	-	-	-	-	-	10%	-	*	0%	*	10%	-	-	-	-	-
	Female	23%	20%	8%	0%	*	*	-	-	-	-	9%	*	*	9%	*	-	8%	-	-	-	-
Science	All Students	17%	14%	5%	8%	0%	*	-	-	-	-	5%	*	*	0%	0%	10%	0%	-	-	-	-
	CWD	9%	9%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	19%	14%	0%	0%	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	EL	9%	7%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	*	-	-	-	-
	Male	20%	16%	10%	17%	*	-	-	-	-	-	10%	-	*	0%	*	10%	-	-	-	-	-
	Female	15%	12%	0%	0%	*	*	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
Grade 6																						
Reading	All Students	23%	23%	16%	13%	40%	*	-	-	-	*	9%	33%	*	18%	*	11%	17%	-	-	-	*
	CWD	8%	7%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	25%	25%	18%	14%	*	*	-	-	-	*	11%	33%	-	18%	*	14%	19%	-	-	-	-
	EL	9%	14%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	21%	21%	11%	0%	*	*	-	-	-	-	13%	*	*	14%	*	11%	-	-	-	-	-
	Female	25%	25%	17%	16%	*	*	-	-	-	-	7%	38%	*	19%	*	-	17%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	16%	13%	6%	8%	0%	*	-	-	-	*	4%	11%	*	7%	*	0%	9%	-	-	-	*
	CWD	8%	7%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	17%	14%	7%	10%	*	*	-	-	-	*	5%	11%	-	7%	*	0%	10%	-	-	-	-
	EL	7%	5%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	17%	14%	0%	0%	*	*	-	-	-	*	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	14%	12%	9%	11%	*	*	-	-	-	-	7%	13%	*	10%	*	-	9%	-	-	-	*
<b>Grade 7</b>																						
Reading	All Students	36%	41%	23%	14%	40%	*	-	-	-	*	23%	*	*	25%	50%	29%	17%	-	-	-	*
	CWD	11%	12%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	40%	43%	25%	15%	44%	*	-	-	-	*	25%	*	-	25%	60%	31%	18%	-	-	-	*
	EL	17%	22%	50%	-	50%	-	-	-	-	-	50%	-	*	60%	50%	*	*	-	-	-	-
	Male	32%	37%	29%	13%	60%	-	-	-	-	*	36%	*	*	31%	*	29%	-	-	-	-	-
	Female	41%	45%	17%	17%	20%	*	-	-	-	-	9%	*	*	18%	*	-	17%	-	-	-	*
Mathematics	All Students	13%	14%	12%	7%	20%	*	-	-	-	*	9%	*	*	13%	17%	14%	8%	-	-	-	*
	CWD	7%	7%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	14%	14%	13%	8%	22%	*	-	-	-	*	10%	*	-	13%	20%	15%	9%	-	-	-	*
	EL	6%	7%	17%	-	17%	-	-	-	-	-	17%	-	*	20%	17%	*	*	-	-	-	-
	Male	13%	14%	14%	13%	20%	-	-	-	-	*	18%	*	*	15%	*	14%	-	-	-	-	-
	Female	12%	13%	8%	0%	20%	*	-	-	-	-	0%	*	*	9%	*	-	8%	-	-	-	*
<b>Grade 8</b>																						
Reading	All Students	37%	42%	37%	27%	43%	-	-	-	-	*	31%	50%	-	37%	*	*	40%	-	-	-	-
	CWD	11%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	43%	37%	27%	43%	-	-	-	-	*	31%	50%	-	37%	*	*	40%	-	-	-	-
	EL	16%	15%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	31%	34%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	Female	42%	48%	40%	33%	50%	-	-	-	-	-	30%	60%	-	40%	*	-	40%	-	-	-	-
Mathematics	All Students	14%	11%	11%	0%	14%	-	-	-	-	*	15%	0%	-	11%	*	*	7%	-	-	-	-
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	15%	11%	11%	0%	14%	-	-	-	-	*	15%	0%	-	11%	*	*	7%	-	-	-	-
	EL	6%	5%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	14%	13%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	Female	14%	8%	7%	0%	17%	-	-	-	-	-	10%	0%	-	7%	*	-	7%	-	-	-	-
Science	All Students	23%	19%	0%	0%	0%	-	-	-	-	*	0%	0%	-	0%	*	*	0%	-	-	-	-
	CWD	9%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	20%	0%	0%	0%	-	-	-	-	*	0%	0%	-	0%	*	*	0%	-	-	-	-
	EL	8%	9%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	24%	23%	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	Female	21%	16%	0%	0%	0%	-	-	-	-	-	0%	0%	-	0%	*	-	0%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	73%	79%	61%	54%	76%	63%	-	-	-	92%	59%	72%	44%	63%	74%	64%	60%	-	-	-	42%
	CWD	44%	49%	44%	20%	89%	60%	-	-	-	-	44%	-	44%	-	89%	58%	27%	-	-	-	*
	CWOD	77%	81%	63%	57%	74%	64%	-	-	-	92%	61%	72%	-	63%	71%	64%	63%	-	-	-	50%
	EL	59%	62%	74%	-	74%	-	-	-	-	-	72%	*	89%	71%	74%	75%	72%	-	-	-	-
	Male	71%	79%	64%	54%	74%	*	-	-	-	91%	60%	89%	58%	64%	75%	64%	-	-	-	-	*
	Female	75%	79%	60%	54%	77%	50%	-	-	-	*	59%	65%	27%	63%	72%	-	60%	-	-	-	38%
Reading	All Students	74%	84%	70%	61%	92%	57%	-	-	-	100%	68%	76%	40%	73%	92%	70%	69%	-	-	-	50%
	CWD	43%	54%	40%	22%	*	*	-	-	-	-	40%	-	40%	-	*	50%	29%	-	-	-	*
	CWOD	78%	87%	73%	64%	94%	60%	-	-	-	100%	72%	76%	-	73%	95%	73%	72%	-	-	-	60%
	EL	57%	67%	92%	-	92%	-	-	-	-	-	92%	*	*	95%	92%	86%	100%	-	-	-	-
	Male	70%	82%	70%	58%	88%	*	-	-	-	100%	67%	89%	50%	73%	86%	70%	-	-	-	-	*
	Female	78%	86%	69%	63%	95%	40%	-	-	-	*	69%	70%	29%	72%	100%	-	69%	-	-	-	*
Mathematics	All Students	71%	74%	55%	49%	66%	71%	-	-	-	83%	52%	72%	47%	56%	64%	55%	55%	-	-	-	33%
	CWD	44%	45%	47%	11%	*	*	-	-	-	-	47%	-	47%	-	*	63%	29%	-	-	-	*
	CWOD	75%	76%	56%	52%	62%	60%	-	-	-	83%	52%	72%	-	56%	57%	54%	57%	-	-	-	40%
	EL	61%	60%	64%	-	64%	-	-	-	-	-	63%	*	*	57%	64%	64%	64%	-	-	-	-
	Male	71%	76%	55%	47%	65%	*	-	-	-	80%	50%	89%	63%	54%	64%	55%	-	-	-	-	*
	Female	71%	72%	55%	51%	67%	60%	-	-	-	*	53%	65%	29%	57%	64%	-	55%	-	-	-	*
Science	All Students	74%	77%	54%	48%	60%	*	-	-	-	*	53%	57%	*	54%	55%	71%	44%	-	-	-	-
	CWD	47%	49%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	78%	80%	54%	48%	57%	*	-	-	-	*	53%	57%	-	54%	50%	73%	46%	-	-	-	-
	EL	58%	54%	55%	-	55%	-	-	-	-	-	50%	*	*	50%	55%	*	43%	-	-	-	-
	Male	74%	79%	71%	75%	60%	-	-	-	-	*	69%	*	*	73%	*	71%	-	-	-	-	-
	Female	75%	76%	44%	33%	60%	*	-	-	-	-	43%	50%	*	46%	43%	-	44%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	50%	32%	23%	49%	25%	-	-	-	69%	30%	40%	35%	31%	43%	38%	27%	-	-	-	33%
	CWD	23%	24%	35%	15%	78%	40%	-	-	-	-	35%	-	35%	-	78%	53%	13%	-	-	-	*
	CWOD	50%	53%	31%	24%	46%	18%	-	-	-	69%	29%	40%	-	31%	37%	36%	29%	-	-	-	40%
	EL	29%	31%	43%	-	43%	-	-	-	-	-	45%	*	78%	37%	43%	50%	34%	-	-	-	-
	Male	45%	50%	38%	29%	49%	*	-	-	-	64%	37%	42%	53%	36%	50%	38%	-	-	-	-	*
	Female	48%	51%	27%	20%	50%	8%	-	-	-	*	24%	39%	13%	29%	34%	-	27%	-	-	-	38%
Reading	All Students	52%	61%	40%	32%	63%	29%	-	-	-	50%	38%	48%	33%	40%	56%	43%	37%	-	-	-	33%
	CWD	24%	29%	33%	11%	*	*	-	-	-	-	33%	-	33%	-	*	50%	14%	-	-	-	*
	CWOD	56%	64%	40%	34%	62%	20%	-	-	-	50%	38%	48%	-	40%	52%	42%	39%	-	-	-	40%
	EL	31%	38%	56%	-	56%	-	-	-	-	-	58%	*	*	52%	56%	64%	45%	-	-	-	-
	Male	47%	57%	43%	35%	65%	*	-	-	-	40%	43%	44%	50%	42%	64%	43%	-	-	-	-	*
	Female	56%	64%	37%	30%	62%	20%	-	-	-	*	34%	50%	14%	39%	45%	-	37%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	39%	26%	16%	45%	29%	-	-	-	83%	23%	38%	33%	25%	40%	34%	20%	-	-	-	33%
	CWD	22%	18%	33%	11%	*	*	-	-	-	-	33%	-	33%	-	*	50%	14%	-	-	-	*
	CWOD	44%	41%	25%	17%	41%	20%	-	-	-	83%	22%	38%	-	25%	33%	32%	21%	-	-	-	40%
	EL	29%	25%	40%	-	40%	-	-	-	-	-	42%	*	*	33%	40%	43%	36%	-	-	-	-
	Male	42%	41%	34%	23%	41%	*	-	-	-	80%	33%	44%	50%	32%	43%	34%	-	-	-	-	*
	Female	40%	37%	20%	12%	48%	0%	-	-	-	*	16%	35%	14%	21%	36%	-	20%	-	-	-	*
Science	All Students	46%	49%	22%	17%	27%	*	-	-	-	*	24%	14%	*	19%	18%	29%	19%	-	-	-	-
	CWD	23%	27%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	49%	51%	19%	14%	21%	*	-	-	-	*	20%	14%	-	19%	10%	18%	19%	-	-	-	-
	EL	25%	23%	18%	-	18%	-	-	-	-	-	20%	*	*	10%	18%	*	14%	-	-	-	-
	Male	47%	52%	29%	25%	20%	-	-	-	-	*	31%	*	*	18%	*	29%	-	-	-	-	-
	Female	45%	46%	19%	13%	30%	*	-	-	-	-	19%	17%	*	19%	14%	-	19%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	13%	9%	22%	6%	-	-	-	46%	13%	17%	15%	13%	16%	17%	11%	-	-	-	0%
	CWD	9%	10%	15%	15%	11%	20%	-	-	-	-	15%	-	15%	-	11%	26%	0%	-	-	-	*
	CWOD	24%	25%	13%	9%	23%	0%	-	-	-	46%	13%	17%	-	13%	17%	16%	12%	-	-	-	0%
	EL	12%	12%	16%	-	16%	-	-	-	-	-	17%	*	11%	17%	16%	28%	3%	-	-	-	-
	Male	21%	23%	17%	10%	28%	*	-	-	-	36%	19%	5%	26%	16%	28%	17%	-	-	-	-	*
	Female	23%	25%	11%	9%	17%	0%	-	-	-	*	8%	22%	0%	12%	3%	-	11%	-	-	-	0%
Reading	All Students	25%	31%	20%	15%	34%	14%	-	-	-	50%	18%	31%	13%	21%	24%	24%	18%	-	-	-	0%
	CWD	9%	11%	13%	11%	*	*	-	-	-	-	13%	-	13%	-	*	25%	0%	-	-	-	*
	CWOD	27%	33%	21%	15%	38%	0%	-	-	-	50%	19%	31%	-	21%	29%	24%	20%	-	-	-	0%
	EL	13%	16%	24%	-	24%	-	-	-	-	-	25%	*	*	29%	24%	43%	0%	-	-	-	-
	Male	22%	27%	24%	14%	41%	*	-	-	-	40%	26%	11%	25%	24%	43%	24%	-	-	-	-	*
	Female	28%	35%	18%	15%	29%	0%	-	-	-	*	12%	40%	0%	20%	0%	-	18%	-	-	-	*
Mathematics	All Students	20%	18%	9%	5%	18%	0%	-	-	-	50%	10%	7%	13%	9%	16%	12%	7%	-	-	-	0%
	CWD	9%	7%	13%	11%	*	*	-	-	-	-	13%	-	13%	-	*	25%	0%	-	-	-	*
	CWOD	21%	19%	9%	4%	18%	0%	-	-	-	50%	9%	7%	-	9%	14%	10%	8%	-	-	-	0%
	EL	12%	10%	16%	-	16%	-	-	-	-	-	17%	*	*	14%	16%	21%	9%	-	-	-	-
	Male	21%	19%	12%	5%	24%	*	-	-	-	40%	14%	0%	25%	10%	21%	12%	-	-	-	-	*
	Female	19%	16%	7%	4%	14%	0%	-	-	-	*	7%	10%	0%	8%	9%	-	7%	-	-	-	*
Science	All Students	20%	19%	2%	4%	0%	*	-	-	-	*	3%	0%	*	0%	0%	7%	0%	-	-	-	-
	CWD	8%	11%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	22%	20%	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	7%	8%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	22%	21%	7%	13%	0%	-	-	-	-	*	8%	*	*	0%	*	7%	-	-	-	-	-
	Female	19%	17%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-

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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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	84	86	84	40	-	-	-	*	82	80	81
CWD	80	100	*	*	-	-	-	-	80	80	*
CWOD	84	85	87	*	-	-	-	*	82	-	84
EL ◇	81	-	81	-	-	-	-	-	80	*	81
Male	84	85	86	*	-	-	-	*	82	83	82
Female	84	86	83	*	-	-	-	*	81	*	80
<b>Mathematics</b>											
All Students	73	73	73	80	-	-	-	*	70	60	74
CWD	60	43	*	*	-	-	-	-	60	60	*
CWOD	74	76	72	*	-	-	-	*	72	-	71
EL ◇	74	-	74	-	-	-	-	-	73	*	74
Male	68	65	75	*	-	-	-	*	64	83	77
Female	76	78	72	*	-	-	-	*	75	*	70

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

#### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
33	6	18%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

#### 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	35	29	49	31	-	-	-	69	34	31	44
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	Y						N		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	Y						N		Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	Y						N		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status<sup>Δ</sup></b>											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	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%	-	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	*	*	-	-	-	-	100%	-	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	-	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	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%	-
<b>Mathematics</b>	All Students	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	CWD	100%	100%	*	*	-	-	-	-	100%	-	100%	-	*	100%	100%	-
		100%	100%	*	*	-	-	-	-	100%	-	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	-	-	100%	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	-	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
		100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-
		100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
		100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	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%	-	-
	Female	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%	-
	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%	-
Mathematics	All Students	0%	0%	0%	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%	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%	-

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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
<b>Science</b>	All Students	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-
	CWOD	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-
	Male	0%	0%	0%	-	-	-	-	*	0%	*	*	0%	*	0%	-	-
	Female	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	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		
<b>Out-of-School Suspensions</b>												
	Male	6	6	0	0	0	0	0	0	0		
	Female	2	2	0	0	0	0	0	0	0		
	Total	8	8	0	0	0	0	0	0	0		
<b>Expulsions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	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
<b>Out-of-School Suspensions</b>												
	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
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	22	12	6	2	-8	-8	-8	2	2	1	-8
	Female	38	34	2	1	1	-8	-8	-8	1	2	-8
	Total	60	46	8	3	1	-8	-8	2	3	3	-8

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0

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	Total
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	Male	25	13	9	0	0	0	0	3	4	0
	Female	29	25	3	0	0	0	0	1	0	0
	Total	54	38	12	0	0	0	0	4	4	0
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.7	32.2%
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	0.0	-

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	*	3%
Mathematics	6,587	2%	*	0%	*	3%
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	*	5%
Mathematics	6,205	2%	6	0%	*	5%
Science	6,200	2%	6	0%	*	5%
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	*	4%
Mathematics	6,120	2%	*	0%	*	4%
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	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
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	7	2%
Reading	48,805	1%	25	0%	*	2%
Mathematics	43,293	1%	24	0%	*	2%
Science	17,856	1%	10	0%	*	2%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

## Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	14%	13%	13%	31%	*	*	*	19%	16%	16%	13%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

				African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	94%	88%	86%	95%	-	100%	-	100%	*	95%	67%	96%	83%	92%	96%	-	-	-	*
	CWD	52%	60%	67%	*	*	*	-	-	-	*	-	67%	67%	-	*	60%	*	-	-	-	-
	CWOD	80%	82%	96%	86%	90%	97%	-	100%	-	100%	*	97%	-	96%	91%	96%	96%	-	-	-	*
	EL	66%	70%	83%	-	60%	*	-	100%	-	*	*	82%	*	91%	83%	67%	100%	-	-	-	-
	Male	74%	81%	92%	*	73%	96%	-	*	-	100%	*	94%	60%	96%	67%	92%	-	-	-	-	*
	Female	78%	80%	96%	*	100%	94%	-	100%	-	*	*	96%	*	96%	100%	-	96%	-	-	-	*
Mathematics	All Students	70%	70%	86%	88%	76%	83%	-	100%	-	90%	*	87%	50%	88%	92%	90%	82%	-	-	-	*
	CWD	46%	46%	50%	*	*	*	-	-	-	*	-	50%	50%	-	*	60%	*	-	-	-	-
	CWOD	74%	73%	88%	86%	75%	90%	-	100%	-	89%	*	89%	-	88%	91%	93%	84%	-	-	-	*
	EL	64%	59%	92%	-	80%	*	-	100%	-	*	*	91%	*	91%	92%	83%	100%	-	-	-	-
	Male	72%	75%	90%	*	82%	88%	-	*	-	100%	*	89%	60%	93%	83%	90%	-	-	-	-	*
	Female	68%	67%	82%	*	70%	78%	-	100%	-	*	*	84%	*	84%	100%	-	82%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	76%	82%	92%	100%	90%	89%	-	93%	-	100%	100%	91%	60%	93%	76%	90%	93%	-	-	-	*
	CWD	48%	52%	60%	-	*	*	-	-	-	-	-	60%	60%	-	*	*	*	-	-	-	-
	CWOD	81%	84%	93%	100%	100%	91%	-	93%	-	100%	100%	93%	-	93%	80%	93%	94%	-	-	-	*
	EL	66%	72%	76%	*	80%	*	-	70%	-	-	*	73%	*	80%	76%	80%	75%	-	-	-	-
	Male	73%	79%	90%	*	*	86%	-	90%	-	*	*	90%	*	93%	80%	90%	-	-	-	-	-
	Female	79%	84%	93%	*	83%	92%	-	89%	-	100%	*	92%	*	94%	75%	-	93%	-	-	-	*
Mathematics	All Students	68%	70%	74%	67%	60%	67%	-	89%	-	86%	60%	75%	20%	77%	59%	71%	76%	-	-	-	*
	CWD	42%	38%	20%	-	*	*	-	-	-	-	-	20%	20%	-	*	*	*	-	-	-	-
	CWOD	73%	73%	77%	67%	75%	70%	-	89%	-	86%	60%	78%	-	77%	67%	75%	78%	-	-	-	*
	EL	63%	60%	59%	*	40%	*	-	70%	-	-	*	60%	*	67%	59%	60%	58%	-	-	-	-
	Male	70%	73%	71%	*	*	64%	-	80%	-	*	*	73%	*	75%	60%	71%	-	-	-	-	-
	Female	67%	67%	76%	*	67%	71%	-	89%	-	80%	*	76%	*	78%	58%	-	76%	-	-	-	*
<b>Grade 5</b>																						
Reading	All Students	80%	84%	98%	*	100%	97%	-	100%	-	80%	*	98%	*	99%	*	97%	98%	-	-	-	-
	CWD	50%	50%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	85%	88%	99%	*	100%	100%	-	100%	-	80%	*	99%	-	99%	*	100%	98%	-	-	-	-
	EL	71%	74%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	77%	81%	97%	*	100%	88%	-	100%	-	*	-	97%	*	100%	*	97%	-	-	-	-	-
	Female	83%	87%	98%	*	100%	100%	-	100%	-	*	*	98%	-	98%	*	-	98%	-	-	-	-
Mathematics	All Students	76%	76%	96%	*	91%	97%	-	100%	-	80%	*	96%	*	96%	*	100%	94%	-	-	-	-
	CWD	50%	49%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	80%	78%	96%	*	91%	97%	-	100%	-	80%	*	96%	-	96%	*	100%	94%	-	-	-	-
	EL	70%	70%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	75%	76%	100%	*	100%	94%	-	100%	-	*	-	100%	*	100%	*	100%	-	-	-	-	-
	Female	76%	76%	94%	*	83%	95%	-	100%	-	*	*	93%	-	94%	*	-	94%	-	-	-	-

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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	65%	65%	85%	*	82%	82%	-	85%	-	100%	*	87%	*	86%	*	87%	83%	-	-	-	-	
	CWD	40%	35%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	
	CWOD	69%	68%	86%	*	82%	84%	-	85%	-	100%	*	88%	-	86%	*	89%	83%	-	-	-	-	
	EL	52%	46%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-	
	Male	67%	66%	87%	*	100%	76%	-	86%	-	*	-	87%	*	89%	*	87%	-	-	-	-	-	
	Female	63%	64%	83%	*	67%	82%	-	85%	-	*	*	87%	-	83%	*	-	83%	-	-	-	-	
Grade 6																							
Reading	All Students	69%	77%	86%	*	40%	89%	-	82%	-	*	*	85%	60%	88%	*	88%	82%	-	-	-	*	
	CWD	38%	47%	60%	-	*	*	-	-	-	-	-	60%	60%	-	*	*	*	-	-	-	*	
	CWOD	74%	80%	88%	*	*	91%	-	82%	-	*	*	87%	-	88%	*	92%	81%	-	-	-	-	
	EL	53%	57%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-	
	Male	66%	74%	88%	*	*	89%	-	88%	-	*	*	88%	*	92%	*	88%	-	-	-	-	*	
	Female	72%	80%	82%	-	*	90%	-	*	-	*	*	81%	*	81%	*	-	82%	-	-	-	*	
Mathematics	All Students	72%	76%	90%	*	80%	89%	-	100%	-	*	*	90%	40%	94%	*	93%	86%	-	-	-	*	
	CWD	47%	49%	40%	-	*	*	-	-	-	-	-	40%	40%	-	*	*	*	-	-	-	*	
	CWOD	76%	78%	94%	*	*	93%	-	100%	-	*	*	94%	-	94%	*	97%	89%	-	-	-	-	
	EL	61%	63%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-	
	Male	73%	77%	93%	*	*	96%	-	100%	-	*	*	93%	*	97%	*	93%	-	-	-	-	*	
	Female	72%	74%	86%	-	*	80%	-	*	-	*	*	85%	*	89%	*	-	86%	-	-	-	*	
Grade 7																							
Reading	All Students	79%	86%	95%	*	90%	97%	-	100%	-	100%	*	95%	80%	96%	*	97%	93%	-	-	-	-	
	CWD	47%	55%	80%	-	*	*	-	*	-	*	-	80%	80%	-	*	*	*	-	-	-	-	
	CWOD	83%	89%	96%	*	100%	97%	-	100%	-	*	*	96%	-	96%	-	97%	96%	-	-	-	-	
	EL	63%	74%	*	-	-	-	-	*	-	*	-	*	*	-	*	*	*	-	-	-	-	
	Male	75%	83%	97%	*	100%	100%	-	100%	-	*	*	97%	*	97%	*	97%	-	-	-	-	-	
	Female	83%	89%	93%	*	80%	94%	-	*	-	*	*	93%	*	96%	*	-	93%	-	-	-	-	
Grade 8																							
Reading	All Students	82%	88%	95%	*	78%	97%	-	100%	-	-	80%	96%	*	96%	*	92%	97%	-	-	-	*	
	CWD	50%	60%	*	-	*	-	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-	
	CWOD	86%	90%	96%	*	86%	97%	-	100%	-	-	80%	98%	-	96%	*	95%	97%	-	-	-	*	
	EL	65%	65%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	78%	86%	92%	-	*	93%	-	100%	-	-	*	91%	*	95%	*	92%	-	-	-	-	-	
	Female	86%	90%	97%	*	80%	100%	-	100%	-	-	*	100%	-	97%	*	-	97%	-	-	-	*	
Mathematics	All Students	70%	69%	94%	*	92%	90%	-	100%	-	100%	*	94%	86%	95%	*	94%	94%	-	-	-	-	
	CWD	40%	40%	86%	-	*	*	-	*	-	*	-	86%	86%	-	*	*	*	-	-	-	-	
	CWOD	74%	73%	95%	*	100%	89%	-	100%	-	*	*	95%	-	95%	-	96%	93%	-	-	-	-	
	EL	57%	57%	*	-	*	-	-	*	-	*	-	*	*	-	*	*	*	-	-	-	-	
	Male	68%	73%	94%	*	86%	91%	-	100%	-	*	*	94%	*	96%	*	94%	-	-	-	-	-	



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	72%	67%	94%	*	100%	89%	-	100%	-	*	*	94%	*	93%	*	-	94%	-	-	-	-
Science	All Students	73%	79%	90%	*	56%	97%	-	91%	-	-	40%	94%	*	91%	*	88%	91%	-	-	-	*
	CWD	42%	43%	*	-	*	-	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-
	CWOD	77%	82%	91%	*	57%	97%	-	91%	-	-	40%	96%	-	91%	*	91%	91%	-	-	-	*
	EL	54%	52%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	73%	83%	88%	-	*	93%	-	100%	-	-	*	91%	*	91%	*	88%	-	-	-	-	-
	Female	73%	75%	91%	*	60%	100%	-	83%	-	-	*	97%	-	91%	*	-	91%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	64%	87%	98%	-	88%	100%	-	*	-	*	100%	97%	*	100%	*	100%	96%	-	-	-	*
	CWD	29%	54%	*	-	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	68%	90%	100%	-	100%	100%	-	*	-	*	*	100%	-	100%	-	100%	100%	-	-	-	*
	EL	38%	49%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	Male	58%	84%	100%	-	*	100%	-	*	-	*	*	100%	*	100%	*	100%	-	-	-	-	*
	Female	70%	90%	96%	-	80%	100%	-	*	-	*	*	95%	*	100%	*	-	96%	-	-	-	-
English II	All Students	71%	91%	94%	-	*	90%	-	100%	-	*	*	93%	*	93%	*	88%	100%	-	-	-	-
	CWD	33%	55%	*	-	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	76%	94%	93%	-	*	90%	-	*	-	*	*	93%	-	93%	-	86%	100%	-	-	-	-
	EL	43%	66%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	Male	65%	88%	88%	-	*	83%	-	*	-	*	*	86%	*	86%	*	88%	-	-	-	-	-
	Female	77%	93%	100%	-	*	100%	-	*	-	-	-	100%	*	100%	-	-	100%	-	-	-	-
Algebra I	All Students	74%	85%	98%	*	90%	100%	-	100%	-	*	100%	98%	*	100%	83%	100%	97%	-	-	-	*
	CWD	46%	52%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	78%	88%	100%	*	100%	100%	-	100%	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	*
	EL	64%	63%	83%	-	80%	-	-	*	-	-	100%	*	*	*	83%	*	*	-	-	-	-
	Male	71%	84%	100%	-	*	100%	-	100%	-	-	*	100%	*	100%	*	100%	-	-	-	-	*
	Female	78%	86%	97%	*	86%	100%	-	*	-	*	100%	97%	*	100%	*	-	97%	-	-	-	*
Biology	All Students	82%	94%	98%	-	86%	100%	-	*	-	*	100%	97%	*	100%	*	100%	95%	-	-	-	*
	CWD	57%	77%	*	-	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	86%	96%	100%	-	100%	100%	-	*	-	*	*	100%	-	100%	-	100%	100%	-	-	-	*
	EL	66%	75%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	Male	80%	94%	100%	-	*	100%	-	*	-	*	*	100%	*	100%	*	100%	-	-	-	-	*
	Female	85%	95%	95%	-	*	100%	-	*	-	*	*	95%	*	100%	*	-	95%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						

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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	50%	55%	78%	75%	67%	81%	-	85%	-	80%	*	79%	67%	79%	58%	78%	78%	-	-	-	*
	CWD	30%	34%	67%	*	*	*	-	-	-	*	-	67%	67%	-	*	60%	*	-	-	-	-
	CWOD	54%	58%	79%	71%	70%	82%	-	85%	-	78%	*	80%	-	79%	64%	80%	78%	-	-	-	*
	EL	37%	44%	58%	-	40%	*	-	60%	-	*	*	55%	*	64%	58%	50%	67%	-	-	-	-
	Male	49%	54%	78%	*	55%	88%	-	*	-	86%	*	81%	60%	80%	50%	78%	-	-	-	-	*
	Female	52%	56%	78%	*	80%	72%	-	88%	-	*	*	78%	*	78%	67%	-	78%	-	-	-	*
Mathematics	All Students	42%	38%	52%	50%	43%	55%	-	60%	-	50%	*	55%	17%	55%	17%	56%	49%	-	-	-	*
	CWD	27%	21%	17%	*	*	*	-	-	-	*	-	17%	17%	-	*	20%	*	-	-	-	-
	CWOD	45%	40%	55%	57%	45%	59%	-	60%	-	44%	*	57%	-	55%	18%	60%	50%	-	-	-	*
	EL	35%	32%	17%	-	20%	*	-	20%	-	*	*	18%	*	18%	17%	17%	17%	-	-	-	-
	Male	45%	42%	56%	*	45%	63%	-	*	-	43%	*	60%	20%	60%	17%	56%	-	-	-	-	*
	Female	39%	34%	49%	*	40%	44%	-	50%	-	*	*	50%	*	50%	17%	-	49%	-	-	-	*
Grade 4																						
Reading	All Students	53%	56%	59%	33%	60%	52%	-	74%	-	71%	20%	62%	40%	60%	41%	50%	67%	-	-	-	*
	CWD	29%	29%	40%	-	*	*	-	-	-	-	-	40%	40%	-	*	*	*	-	-	-	-
	CWOD	57%	58%	60%	33%	63%	53%	-	74%	-	71%	20%	63%	-	60%	40%	50%	69%	-	-	-	*
	EL	41%	44%	41%	*	40%	*	-	40%	-	-	*	47%	*	40%	41%	40%	42%	-	-	-	-
	Male	51%	55%	50%	*	*	41%	-	60%	-	*	*	53%	*	50%	40%	50%	-	-	-	-	-
	Female	55%	57%	67%	*	50%	63%	-	78%	-	60%	*	69%	*	69%	42%	-	67%	-	-	-	*
Mathematics	All Students	42%	37%	41%	33%	30%	39%	-	52%	-	29%	20%	42%	20%	42%	6%	43%	39%	-	-	-	*
	CWD	25%	20%	20%	-	*	*	-	-	-	-	-	20%	20%	-	*	*	*	-	-	-	-
	CWOD	45%	38%	42%	33%	38%	40%	-	52%	-	29%	20%	43%	-	42%	7%	45%	39%	-	-	-	*
	EL	34%	25%	6%	*	0%	*	-	0%	-	-	*	7%	*	7%	6%	0%	8%	-	-	-	-
	Male	45%	41%	43%	*	*	41%	-	50%	-	*	*	43%	*	45%	0%	43%	-	-	-	-	-
	Female	38%	32%	39%	*	33%	38%	-	50%	-	20%	*	41%	*	39%	8%	-	39%	-	-	-	*
Grade 5																						
Reading	All Students	57%	62%	87%	*	91%	87%	-	85%	-	80%	*	88%	*	88%	*	82%	91%	-	-	-	-
	CWD	29%	29%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	61%	66%	88%	*	91%	89%	-	85%	-	80%	*	89%	-	88%	*	84%	91%	-	-	-	-
	EL	43%	49%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	53%	58%	82%	*	100%	71%	-	79%	-	*	-	82%	*	84%	*	82%	-	-	-	-	-
	Female	60%	66%	91%	*	83%	95%	-	92%	-	*	*	93%	-	91%	*	-	91%	-	-	-	-
Mathematics	All Students	47%	43%	68%	*	64%	58%	-	81%	-	80%	*	70%	*	69%	*	71%	66%	-	-	-	-
	CWD	25%	23%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	50%	45%	69%	*	64%	59%	-	81%	-	80%	*	71%	-	69%	*	73%	66%	-	-	-	-
	EL	38%	33%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	48%	43%	71%	*	60%	53%	-	86%	-	*	-	71%	*	73%	*	71%	-	-	-	-	-
	Female	46%	42%	66%	*	67%	59%	-	77%	-	*	*	69%	-	66%	*	-	66%	-	-	-	-

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**FOUNDERS CLASSICAL ACADEMY OF FLOWER MOUND (221801063) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	38%	35%	51%	*	36%	47%	-	56%	-	60%	*	52%	*	51%	*	58%	45%	-	-	-	-
	CWD	23%	24%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	40%	36%	51%	*	36%	49%	-	56%	-	60%	*	52%	-	51%	*	59%	45%	-	-	-	-
	EL	24%	17%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	41%	38%	58%	*	60%	47%	-	57%	-	*	-	58%	*	59%	*	58%	-	-	-	-	-
	Female	34%	31%	45%	*	17%	45%	-	54%	-	*	*	47%	-	45%	*	-	45%	-	-	-	-
<b>Grade 6</b>																						
Reading	All Students	42%	46%	61%	*	40%	60%	-	73%	-	*	*	61%	20%	64%	*	61%	61%	-	-	-	*
	CWD	21%	19%	20%	-	*	*	-	-	-	-	-	20%	20%	-	*	*	*	-	-	-	*
	CWOD	46%	49%	64%	*	*	63%	-	73%	-	*	*	65%	-	64%	*	65%	63%	-	-	-	-
	EL	24%	26%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	40%	42%	61%	*	*	59%	-	75%	-	*	*	63%	*	65%	*	61%	-	-	-	-	*
	Female	45%	50%	61%	-	*	60%	-	*	-	*	*	59%	*	63%	*	-	61%	-	-	-	*
Mathematics	All Students	38%	36%	55%	*	60%	49%	-	73%	-	*	*	55%	20%	58%	*	66%	39%	-	-	-	*
	CWD	20%	15%	20%	-	*	*	-	-	-	-	-	20%	20%	-	*	*	*	-	-	-	*
	CWOD	41%	39%	58%	*	*	51%	-	73%	-	*	*	58%	-	58%	*	70%	41%	-	-	-	-
	EL	24%	23%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	40%	40%	66%	*	*	63%	-	75%	-	*	*	65%	*	70%	*	66%	-	-	-	-	*
	Female	36%	33%	39%	-	*	30%	-	*	-	*	*	41%	*	41%	*	-	39%	-	-	-	*
<b>Grade 7</b>																						
Reading	All Students	55%	61%	67%	*	50%	65%	-	82%	-	80%	*	66%	20%	71%	*	71%	62%	-	-	-	-
	CWD	25%	25%	20%	-	*	*	-	*	-	*	-	20%	20%	-	*	*	*	-	-	-	-
	CWOD	59%	63%	71%	*	56%	67%	-	90%	-	*	*	70%	-	71%	-	72%	69%	-	-	-	-
	EL	33%	39%	*	-	-	-	-	*	-	*	-	*	*	-	*	*	*	-	-	-	-
	Male	50%	57%	71%	*	40%	69%	-	100%	-	*	*	70%	*	72%	*	71%	-	-	-	-	-
	Female	60%	64%	62%	*	60%	61%	-	*	-	*	*	61%	*	69%	*	-	62%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	57%	63%	76%	*	44%	81%	-	91%	-	-	20%	81%	*	77%	*	75%	77%	-	-	-	*
	CWD	25%	30%	*	-	*	-	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-
	CWOD	61%	66%	77%	*	43%	81%	-	91%	-	-	20%	83%	-	77%	*	77%	77%	-	-	-	*
	EL	33%	32%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	51%	58%	75%	-	*	80%	-	100%	-	-	*	82%	*	77%	*	75%	-	-	-	-	-
	Female	63%	68%	77%	*	60%	81%	-	83%	-	-	*	81%	-	77%	*	-	77%	-	-	-	*
Mathematics	All Students	39%	34%	65%	*	58%	59%	-	87%	-	60%	*	63%	29%	69%	*	69%	59%	-	-	-	-
	CWD	20%	13%	29%	-	*	*	-	*	-	*	-	29%	29%	-	*	*	*	-	-	-	-
	CWOD	41%	37%	69%	*	67%	57%	-	93%	-	*	*	68%	-	69%	-	75%	62%	-	-	-	-
	EL	24%	21%	*	-	*	-	-	*	-	*	-	*	*	-	*	*	*	-	-	-	-
	Male	38%	38%	69%	*	71%	73%	-	89%	-	*	*	68%	*	75%	*	69%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	40%	32%	<b>59%</b>	*	40%	50%	-	83%	-	*	*	58%	*	62%	*	-	59%	-	-	-	-
Science	All Students	44%	45%	<b>59%</b>	*	33%	64%	-	73%	-	-	0%	65%	*	60%	*	71%	51%	-	-	-	*
	CWD	22%	19%	*	-	*	-	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-
	CWOD	47%	47%	<b>60%</b>	*	29%	64%	-	73%	-	-	0%	65%	-	60%	*	73%	51%	-	-	-	*
	EL	23%	22%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	45%	50%	<b>71%</b>	-	*	80%	-	80%	-	-	*	77%	*	73%	*	71%	-	-	-	-	-
	Female	42%	40%	<b>51%</b>	*	40%	52%	-	67%	-	-	*	56%	-	51%	*	-	51%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	46%	75%	<b>95%</b>	-	88%	100%	-	*	-	*	80%	97%	*	100%	*	94%	96%	-	-	-	*
	CWD	17%	28%	*	-	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	50%	79%	<b>100%</b>	-	100%	100%	-	*	-	*	*	100%	-	100%	-	100%	100%	-	-	-	*
	EL	19%	23%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	Male	40%	70%	<b>94%</b>	-	*	100%	-	*	-	*	*	100%	*	100%	*	94%	-	-	-	-	*
	Female	53%	79%	<b>96%</b>	-	80%	100%	-	*	-	*	*	95%	*	100%	*	-	96%	-	-	-	-
English II	All Students	54%	81%	<b>87%</b>	-	*	86%	-	100%	-	*	*	86%	*	86%	*	88%	87%	-	-	-	-
	CWD	21%	40%	*	-	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	59%	84%	<b>86%</b>	-	*	85%	-	*	-	*	*	85%	-	86%	-	86%	86%	-	-	-	-
	EL	22%	40%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	Male	48%	75%	<b>88%</b>	-	*	83%	-	*	-	*	*	86%	*	86%	*	88%	-	-	-	-	-
	Female	62%	85%	<b>87%</b>	-	*	89%	-	*	-	-	-	87%	*	86%	-	-	87%	-	-	-	-
Algebra I	All Students	42%	46%	<b>91%</b>	*	70%	95%	-	100%	-	*	88%	91%	*	92%	67%	100%	84%	-	-	-	*
	CWD	19%	16%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	45%	49%	<b>92%</b>	*	71%	95%	-	100%	-	*	83%	93%	-	92%	*	100%	86%	-	-	-	*
	EL	28%	21%	<b>67%</b>	-	60%	-	-	*	-	-	80%	*	*	*	67%	*	*	-	-	-	-
	Male	40%	43%	<b>100%</b>	-	*	100%	-	100%	-	-	*	100%	*	100%	*	100%	-	-	-	-	*
	Female	45%	49%	<b>84%</b>	*	57%	92%	-	*	-	*	80%	85%	*	86%	*	-	84%	-	-	-	*
Biology	All Students	54%	76%	<b>90%</b>	-	71%	96%	-	*	-	*	80%	91%	*	94%	*	89%	91%	-	-	-	*
	CWD	25%	41%	*	-	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	57%	79%	<b>94%</b>	-	100%	96%	-	*	-	*	*	94%	-	94%	-	88%	100%	-	-	-	*
	EL	26%	36%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	Male	52%	74%	<b>89%</b>	-	*	92%	-	*	-	*	*	88%	*	88%	*	89%	-	-	-	-	*
	Female	56%	77%	<b>91%</b>	-	*	100%	-	*	-	*	*	95%	*	100%	*	-	91%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						

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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	29%	33%	49%	38%	33%	60%	-	45%	-	50%	*	48%	33%	49%	8%	48%	49%	-	-	-	*
	CWD	12%	16%	33%	*	*	*	-	-	-	*	-	33%	33%	-	*	20%	*	-	-	-	-
	CWOD	32%	35%	49%	43%	35%	62%	-	45%	-	44%	*	49%	-	49%	9%	51%	48%	-	-	-	*
	EL	19%	17%	8%	-	0%	*	-	0%	-	*	*	0%	*	9%	8%	17%	0%	-	-	-	-
	Male	28%	31%	48%	*	27%	58%	-	*	-	57%	*	49%	20%	51%	17%	48%	-	-	-	-	*
	Female	31%	35%	49%	*	40%	61%	-	44%	-	*	*	48%	*	48%	0%	-	49%	-	-	-	*
Mathematics	All Students	20%	15%	16%	13%	19%	12%	-	20%	-	20%	*	16%	17%	16%	0%	18%	14%	-	-	-	*
	CWD	10%	7%	17%	*	*	*	-	-	-	*	-	17%	17%	-	*	20%	*	-	-	-	-
	CWOD	22%	16%	16%	14%	20%	13%	-	20%	-	11%	*	16%	-	16%	0%	18%	14%	-	-	-	*
	EL	15%	11%	0%	-	0%	*	-	0%	-	*	*	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	23%	17%	18%	*	27%	17%	-	*	-	14%	*	19%	20%	18%	0%	18%	-	-	-	-	*
	Female	18%	13%	14%	*	10%	6%	-	19%	-	*	*	14%	*	14%	0%	-	14%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	28%	29%	38%	33%	10%	33%	-	52%	-	57%	20%	38%	0%	40%	18%	29%	44%	-	-	-	*
	CWD	10%	7%	0%	-	*	*	-	-	-	-	-	0%	0%	-	*	*	*	-	-	-	-
	CWOD	31%	31%	40%	33%	13%	35%	-	52%	-	57%	20%	41%	-	40%	20%	30%	47%	-	-	-	*
	EL	18%	22%	18%	*	0%	*	-	20%	-	-	*	20%	*	20%	18%	0%	25%	-	-	-	-
	Male	26%	27%	29%	*	*	23%	-	50%	-	*	*	30%	*	30%	0%	29%	-	-	-	-	-
	Female	29%	32%	44%	*	17%	42%	-	50%	-	60%	*	45%	*	47%	25%	-	44%	-	-	-	*
Mathematics	All Students	22%	20%	25%	0%	10%	26%	-	37%	-	14%	0%	26%	20%	25%	0%	21%	28%	-	-	-	*
	CWD	10%	10%	20%	-	*	*	-	-	-	-	-	20%	20%	-	*	*	*	-	-	-	-
	CWOD	25%	21%	25%	0%	13%	26%	-	37%	-	14%	0%	27%	-	25%	0%	23%	27%	-	-	-	*
	EL	16%	12%	0%	*	0%	*	-	0%	-	-	*	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	25%	23%	21%	*	*	23%	-	30%	-	*	*	23%	*	23%	0%	21%	-	-	-	-	-
	Female	19%	18%	28%	*	0%	29%	-	39%	-	20%	*	29%	*	27%	0%	-	28%	-	-	-	*
<b>Grade 5</b>																						
Reading	All Students	36%	38%	72%	*	73%	74%	-	70%	-	80%	*	73%	*	73%	*	61%	81%	-	-	-	-
	CWD	12%	15%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	40%	41%	73%	*	73%	76%	-	70%	-	80%	*	74%	-	73%	*	62%	81%	-	-	-	-
	EL	23%	20%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	32%	32%	61%	*	80%	53%	-	64%	-	*	-	61%	*	62%	*	61%	-	-	-	-	-
	Female	39%	44%	81%	*	67%	86%	-	77%	-	*	*	84%	-	81%	*	-	81%	-	-	-	-
Mathematics	All Students	24%	21%	42%	*	18%	37%	-	56%	-	60%	*	43%	*	43%	*	47%	38%	-	-	-	-
	CWD	9%	8%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	26%	23%	43%	*	18%	38%	-	56%	-	60%	*	44%	-	43%	*	49%	38%	-	-	-	-
	EL	17%	14%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	25%	23%	47%	*	20%	35%	-	64%	-	*	-	47%	*	49%	*	47%	-	-	-	-	-
	Female	23%	20%	38%	*	17%	36%	-	46%	-	*	*	40%	-	38%	*	-	38%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	17%	14%	22%	*	0%	21%	-	30%	-	40%	*	23%	*	23%	*	24%	21%	-	-	-	-	
	CWD	9%	9%	*	-	-	*	-	-	-	-	*	*	-	-	*	-	-	-	-	-	-	
	CWOD	19%	14%	23%	*	0%	22%	-	30%	-	40%	*	23%	-	23%	*	24%	21%	-	-	-	-	
	EL	9%	7%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-	
	Male	20%	16%	24%	*	0%	18%	-	29%	-	*	-	24%	*	24%	*	24%	-	-	-	-	-	
	Female	15%	12%	21%	*	0%	23%	-	31%	-	*	*	22%	-	21%	*	-	21%	-	-	-	-	
Grade 6																							
Reading	All Students	23%	23%	29%	*	40%	26%	-	27%	-	*	*	28%	0%	31%	*	34%	21%	-	-	-	*	
	CWD	8%	7%	0%	-	*	*	-	-	-	-	-	0%	0%	-	*	*	*	-	-	-	*	
	CWOD	25%	25%	31%	*	*	28%	-	27%	-	*	*	31%	-	31%	*	38%	22%	-	-	-	-	
	EL	9%	14%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-	
	Male	21%	21%	34%	*	*	30%	-	38%	-	*	*	35%	*	38%	*	34%	-	-	-	-	*	
	Female	25%	25%	21%	-	*	20%	-	*	-	*	*	19%	*	22%	*	-	21%	-	-	-	*	
Mathematics	All Students	16%	13%	20%	*	0%	17%	-	36%	-	*	*	21%	0%	22%	*	27%	11%	-	-	-	*	
	CWD	8%	7%	0%	-	*	*	-	-	-	-	-	0%	0%	-	*	*	*	-	-	-	*	
	CWOD	17%	14%	22%	*	*	19%	-	36%	-	*	*	23%	-	22%	*	30%	11%	-	-	-	-	
	EL	7%	5%	*	-	*	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-	
	Male	17%	14%	27%	*	*	26%	-	25%	-	*	*	28%	*	30%	*	27%	-	-	-	-	*	
	Female	14%	12%	11%	-	*	5%	-	*	-	*	*	11%	*	11%	*	-	11%	-	-	-	*	
Grade 7																							
Reading	All Students	36%	41%	56%	*	40%	58%	-	73%	-	40%	*	54%	0%	61%	*	55%	55%	-	-	-	-	
	CWD	11%	12%	0%	-	*	*	-	*	-	*	-	0%	0%	-	*	*	*	-	-	-	-	
	CWOD	40%	43%	61%	*	44%	60%	-	80%	-	*	*	59%	-	61%	-	59%	62%	-	-	-	-	
	EL	17%	22%	*	-	-	-	-	*	-	*	-	*	*	-	*	*	*	-	-	-	-	
	Male	32%	37%	55%	*	40%	62%	-	88%	-	*	*	53%	*	59%	*	55%	-	-	-	-	-	
	Female	41%	45%	55%	*	40%	56%	-	*	-	*	*	54%	*	62%	*	-	55%	-	-	-	-	
Grade 8																							
Reading	All Students	37%	42%	54%	*	44%	56%	-	64%	-	-	20%	57%	*	54%	*	46%	60%	-	-	-	*	
	CWD	11%	23%	*	-	*	-	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-	
	CWOD	40%	43%	54%	*	43%	56%	-	64%	-	-	20%	58%	-	54%	*	45%	60%	-	-	-	*	
	EL	16%	15%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	31%	34%	46%	-	*	47%	-	60%	-	-	*	50%	*	45%	*	46%	-	-	-	-	-	
	Female	42%	48%	60%	*	60%	62%	-	67%	-	-	*	63%	-	60%	*	-	60%	-	-	-	*	
Mathematics	All Students	14%	11%	29%	*	25%	17%	-	60%	-	20%	*	30%	14%	31%	*	34%	22%	-	-	-	-	
	CWD	8%	5%	14%	-	*	*	-	*	-	*	-	14%	14%	-	*	*	*	-	-	-	-	
	CWOD	15%	11%	31%	*	22%	18%	-	64%	-	*	*	32%	-	31%	-	36%	24%	-	-	-	-	
	EL	6%	5%	*	-	*	-	-	*	-	*	-	*	*	-	*	*	*	-	-	-	-	
	Male	14%	13%	34%	*	29%	18%	-	78%	-	*	*	35%	*	36%	*	34%	-	-	-	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	14%	8%	22%	*	20%	17%	-	33%	-	*	*	23%	*	24%	*	-	22%	-	-	-	-
Science	All Students	23%	19%	39%	*	22%	36%	-	73%	-	-	0%	43%	*	39%	*	54%	29%	-	-	-	*
	CWD	9%	10%	*	-	*	-	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-
	CWOD	24%	20%	39%	*	14%	36%	-	73%	-	-	0%	42%	-	39%	*	55%	29%	-	-	-	*
	EL	8%	9%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	24%	23%	54%	-	*	53%	-	80%	-	-	*	59%	*	55%	*	54%	-	-	-	-	-
	Female	21%	16%	29%	*	20%	24%	-	67%	-	-	*	31%	-	29%	*	-	29%	-	-	-	*
End of Course																						
English I	All Students	10%	21%	24%	-	13%	30%	-	*	-	*	0%	28%	*	24%	*	17%	30%	-	-	-	*
	CWD	4%	4%	*	-	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	11%	23%	24%	-	17%	27%	-	*	-	*	*	26%	-	24%	-	13%	33%	-	-	-	*
	EL	1%	3%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	Male	8%	18%	17%	-	*	25%	-	*	-	*	*	19%	*	13%	*	17%	-	-	-	-	*
	Female	13%	25%	30%	-	20%	33%	-	*	-	*	*	35%	*	33%	*	-	30%	-	-	-	-
English II	All Students	9%	15%	26%	-	*	29%	-	20%	-	*	*	28%	*	29%	*	19%	33%	-	-	-	-
	CWD	5%	2%	*	-	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	9%	16%	29%	-	*	30%	-	*	-	*	*	30%	-	29%	-	21%	36%	-	-	-	-
	EL	1%	1%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	Male	7%	10%	19%	-	*	17%	-	*	-	*	*	21%	*	21%	*	19%	-	-	-	-	-
	Female	11%	18%	33%	-	*	44%	-	*	-	-	-	33%	*	36%	-	-	33%	-	-	-	-
Algebra I	All Students	26%	28%	86%	*	70%	90%	-	88%	-	*	75%	88%	*	87%	50%	100%	76%	-	-	-	*
	CWD	8%	6%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	29%	30%	87%	*	71%	90%	-	88%	-	*	67%	89%	-	87%	*	100%	78%	-	-	-	*
	EL	14%	13%	50%	-	60%	-	-	*	-	-	60%	*	*	*	50%	*	*	-	-	-	-
	Male	25%	27%	100%	-	*	100%	-	100%	-	-	*	100%	*	100%	*	100%	-	-	-	-	*
	Female	28%	29%	76%	*	57%	83%	-	*	-	*	60%	79%	*	78%	*	-	76%	-	-	-	*
Biology	All Students	21%	27%	30%	-	14%	37%	-	*	-	*	0%	34%	*	31%	*	28%	32%	-	-	-	*
	CWD	7%	14%	*	-	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	22%	28%	31%	-	20%	35%	-	*	-	*	*	33%	-	31%	-	25%	35%	-	-	-	*
	EL	5%	11%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	Male	21%	28%	28%	-	*	42%	-	*	-	*	*	31%	*	25%	*	28%	-	-	-	-	*
	Female	21%	27%	32%	-	*	33%	-	*	-	*	*	37%	*	35%	*	-	32%	-	-	-	-
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%	79%	91%	92%	82%	91%	-	95%	-	93%	84%	91%	62%	93%	76%	91%	91%	-	-	-	78%
	CWD	44%	49%	62%	*	46%	57%	-	100%	-	100%	100%	57%	62%	-	64%	62%	61%	-	-	-	*
	CWOD	77%	81%	93%	91%	88%	93%	-	95%	-	93%	82%	93%	-	93%	80%	94%	92%	-	-	-	79%
	EL	59%	62%	76%	*	61%	*	-	85%	-	*	77%	75%	64%	80%	76%	77%	75%	-	-	-	-
	Male	71%	79%	91%	97%	84%	91%	-	95%	-	97%	89%	92%	62%	94%	77%	91%	-	-	-	-	100%
	Female	75%	79%	91%	86%	81%	92%	-	96%	-	90%	80%	91%	61%	92%	75%	-	91%	-	-	-	64%
Reading	All Students	74%	84%	94%	92%	86%	94%	-	97%	-	97%	93%	94%	68%	95%	78%	93%	94%	-	-	-	88%
	CWD	43%	54%	68%	*	40%	71%	-	*	-	*	*	64%	68%	-	64%	65%	73%	-	-	-	*
	CWOD	78%	87%	95%	92%	93%	95%	-	96%	-	97%	92%	95%	-	95%	82%	95%	95%	-	-	-	83%
	EL	57%	67%	78%	*	61%	*	-	86%	-	*	89%	75%	64%	82%	78%	80%	76%	-	-	-	-
	Male	70%	82%	93%	93%	86%	92%	-	96%	-	100%	92%	93%	65%	95%	80%	93%	-	-	-	-	*
	Female	78%	86%	94%	92%	86%	96%	-	97%	-	94%	93%	94%	73%	95%	76%	-	94%	-	-	-	80%
Mathematics	All Students	71%	74%	89%	88%	81%	87%	-	97%	-	88%	87%	89%	56%	91%	80%	90%	87%	-	-	-	63%
	CWD	44%	45%	56%	*	50%	42%	-	*	-	*	*	52%	56%	-	60%	59%	50%	-	-	-	*
	CWOD	75%	76%	91%	88%	86%	90%	-	97%	-	86%	86%	91%	-	91%	85%	93%	89%	-	-	-	67%
	EL	61%	60%	80%	*	67%	*	-	90%	-	*	88%	78%	60%	85%	80%	79%	80%	-	-	-	-
	Male	71%	76%	90%	100%	81%	89%	-	96%	-	93%	90%	90%	59%	93%	79%	90%	-	-	-	-	*
	Female	71%	72%	87%	75%	81%	86%	-	98%	-	82%	85%	87%	50%	89%	80%	-	87%	-	-	-	40%
Science	All Students	74%	77%	89%	100%	74%	92%	-	88%	-	100%	58%	91%	57%	90%	50%	90%	88%	-	-	-	*
	CWD	47%	49%	57%	-	*	*	-	*	-	-	*	40%	57%	-	*	60%	*	-	-	-	-
	CWOD	78%	80%	90%	100%	78%	93%	-	88%	-	100%	50%	93%	-	90%	33%	92%	89%	-	-	-	*
	EL	58%	54%	50%	-	40%	-	-	60%	-	-	40%	60%	*	33%	50%	60%	40%	-	-	-	-
	Male	74%	79%	90%	*	83%	91%	-	90%	-	*	*	91%	60%	92%	60%	90%	-	-	-	-	*
	Female	75%	76%	88%	100%	67%	93%	-	86%	-	100%	50%	92%	*	89%	40%	-	88%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	67%	59%	57%	67%	-	74%	-	67%	47%	68%	37%	68%	34%	69%	65%	-	-	-	67%
	CWD	23%	24%	37%	*	33%	36%	-	40%	-	50%	71%	33%	37%	-	36%	40%	30%	-	-	-	*
	CWOD	50%	53%	68%	60%	61%	68%	-	75%	-	69%	44%	70%	-	68%	34%	71%	66%	-	-	-	79%
	EL	29%	31%	34%	*	34%	*	-	33%	-	*	36%	34%	36%	34%	34%	39%	31%	-	-	-	-
	Male	45%	50%	69%	57%	59%	69%	-	77%	-	68%	48%	70%	40%	71%	39%	69%	-	-	-	-	86%
	Female	48%	51%	65%	62%	55%	65%	-	73%	-	67%	46%	66%	30%	66%	31%	-	65%	-	-	-	55%
Reading	All Students	52%	61%	74%	65%	65%	74%	-	82%	-	79%	52%	76%	45%	76%	44%	72%	77%	-	-	-	75%
	CWD	24%	29%	45%	*	40%	43%	-	*	-	*	*	43%	45%	-	36%	50%	36%	-	-	-	*
	CWOD	56%	64%	76%	64%	69%	76%	-	83%	-	81%	50%	77%	-	76%	47%	74%	78%	-	-	-	83%
	EL	31%	38%	44%	*	39%	*	-	45%	-	*	33%	47%	36%	47%	44%	45%	44%	-	-	-	-
	Male	47%	57%	72%	57%	63%	72%	-	79%	-	82%	38%	74%	50%	74%	45%	72%	-	-	-	-	*
	Female	56%	64%	77%	75%	67%	76%	-	84%	-	76%	64%	77%	36%	78%	44%	-	77%	-	-	-	60%



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	39%	60%	54%	52%	59%	-	71%	-	53%	48%	61%	26%	62%	27%	65%	56%	-	-	-	50%
	CWD	22%	18%	26%	*	30%	25%	-	*	-	*	*	20%	26%	-	30%	24%	30%	-	-	-	*
	CWOD	44%	41%	62%	56%	56%	60%	-	72%	-	55%	43%	63%	-	62%	26%	68%	57%	-	-	-	67%
	EL	29%	25%	27%	*	33%	*	-	24%	-	*	50%	22%	30%	26%	27%	32%	24%	-	-	-	-
	Male	42%	41%	65%	50%	56%	64%	-	80%	-	47%	60%	65%	24%	68%	32%	65%	-	-	-	-	*
	Female	40%	37%	56%	58%	49%	53%	-	64%	-	59%	38%	57%	30%	57%	24%	-	56%	-	-	-	40%
Science	All Students	46%	49%	62%	57%	44%	66%	-	62%	-	71%	33%	64%	43%	63%	20%	69%	57%	-	-	-	*
	CWD	23%	27%	43%	-	*	*	-	*	-	-	*	40%	43%	-	*	60%	*	-	-	-	-
	CWOD	49%	51%	63%	57%	48%	67%	-	61%	-	71%	30%	65%	-	63%	0%	69%	58%	-	-	-	*
	EL	25%	23%	20%	-	20%	-	-	20%	-	-	20%	20%	*	0%	20%	40%	0%	-	-	-	-
	Male	47%	52%	69%	*	58%	72%	-	62%	-	*	*	70%	60%	69%	40%	69%	-	-	-	-	*
	Female	45%	46%	57%	40%	33%	62%	-	62%	-	60%	25%	59%	*	58%	0%	-	57%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	39%	29%	28%	39%	-	48%	-	38%	21%	40%	17%	40%	13%	38%	39%	-	-	-	44%
	CWD	9%	10%	17%	*	21%	14%	-	0%	-	33%	29%	16%	17%	-	20%	19%	13%	-	-	-	*
	CWOD	24%	25%	40%	30%	29%	40%	-	49%	-	39%	20%	41%	-	40%	11%	40%	40%	-	-	-	57%
	EL	12%	12%	13%	*	15%	*	-	10%	-	*	18%	12%	20%	11%	13%	18%	9%	-	-	-	-
	Male	21%	23%	38%	20%	28%	38%	-	52%	-	32%	19%	39%	19%	40%	18%	38%	-	-	-	-	57%
	Female	23%	25%	39%	38%	27%	40%	-	44%	-	44%	23%	40%	13%	40%	9%	-	39%	-	-	-	36%
Reading	All Students	25%	31%	46%	38%	36%	46%	-	53%	-	50%	26%	47%	13%	48%	16%	41%	50%	-	-	-	50%
	CWD	9%	11%	13%	*	10%	14%	-	*	-	*	*	14%	13%	-	9%	15%	9%	-	-	-	*
	CWOD	27%	33%	48%	40%	40%	47%	-	55%	-	52%	29%	49%	-	48%	18%	43%	52%	-	-	-	67%
	EL	13%	16%	16%	*	6%	*	-	18%	-	*	11%	17%	9%	18%	16%	15%	16%	-	-	-	-
	Male	22%	27%	41%	21%	31%	40%	-	57%	-	41%	15%	43%	15%	43%	15%	41%	-	-	-	-	*
	Female	28%	35%	50%	58%	40%	52%	-	51%	-	59%	36%	51%	9%	52%	16%	-	50%	-	-	-	60%
Mathematics	All Students	20%	18%	34%	23%	25%	34%	-	45%	-	28%	26%	35%	19%	35%	11%	37%	32%	-	-	-	38%
	CWD	9%	7%	19%	*	30%	8%	-	*	-	*	*	12%	19%	-	30%	18%	20%	-	-	-	*
	CWOD	21%	19%	35%	24%	24%	35%	-	46%	-	28%	19%	36%	-	35%	6%	38%	32%	-	-	-	50%
	EL	12%	10%	11%	*	22%	*	-	5%	-	*	38%	6%	30%	6%	11%	21%	4%	-	-	-	-
	Male	21%	19%	37%	14%	31%	36%	-	54%	-	20%	30%	37%	18%	38%	21%	37%	-	-	-	-	*
	Female	19%	16%	32%	33%	19%	32%	-	38%	-	35%	23%	32%	20%	32%	4%	-	32%	-	-	-	20%
Science	All Students	20%	19%	29%	14%	11%	31%	-	40%	-	29%	0%	31%	29%	29%	10%	34%	26%	-	-	-	*
	CWD	8%	11%	29%	-	*	*	-	*	-	-	*	40%	29%	-	*	40%	*	-	-	-	-
	CWOD	22%	20%	29%	14%	9%	30%	-	41%	-	29%	0%	31%	-	29%	0%	33%	26%	-	-	-	*
	EL	7%	8%	10%	-	20%	-	-	0%	-	-	0%	20%	*	0%	10%	20%	0%	-	-	-	-
	Male	22%	21%	34%	*	8%	37%	-	38%	-	*	*	36%	40%	33%	20%	34%	-	-	-	-	*
	Female	19%	17%	26%	0%	13%	26%	-	43%	-	20%	0%	28%	*	26%	0%	-	26%	-	-	-	*

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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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	79	88	80	73	-	87	-	85	69	68	67
CWD	68	-	80	70	-	*	-	*	-	68	60
CWOD	79	88	79	73	-	88	-	89	69	-	69
EL ◇	67	*	50	*	-	75	-	*	50	60	67
Male	76	83	79	71	-	84	-	86	50	55	50
Female	81	93	80	75	-	91	-	85	80	88	80
<b>Mathematics</b>											
All Students	77	68	75	76	-	81	-	75	75	58	70
CWD	58	-	57	67	-	*	-	*	*	58	57
CWOD	78	68	78	77	-	81	-	83	74	-	74
EL ◇	70	*	78	*	-	66	-	*	100	57	70
Male	76	50	68	79	-	81	-	67	50	50	59
Female	78	93	80	75	-	81	-	79	88	67	76

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
74	21	28%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

### Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	66	60	56	66	-	72	-	66	51	39	41
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y		Y		Y	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	Y		Y		Y	Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		Y	Y		Y		Y	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y		N	N		N		Y	N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	N		N		N		Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y	N		N		N		N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N		N		N		N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N		N		N		N	N
<b>English Learner Language Proficiency Status</b>											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	<b>99%</b>	100%	100%	99%	-	99%	-	100%	100%	99%	100%	99%	98%	99%	99%	-
	CWD	<b>100%</b>	*	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	<b>99%</b>	100%	100%	99%	-	99%	-	100%	100%	99%	-	99%	97%	99%	99%	-
	EL	<b>98%</b>	*	100%	*	-	96%	-	*	100%	97%	100%	97%	98%	100%	96%	-
	Male	<b>99%</b>	100%	100%	99%	-	100%	-	100%	100%	99%	100%	99%	100%	99%	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>All Subjects</b>	Female	99%	100%	100%	99%	-	99%	-	100%	100%	99%	100%	99%	96%	-	99%	-
<b>Reading</b>	All Students	99%	100%	100%	99%	-	99%	-	100%	100%	99%	100%	99%	98%	100%	99%	-
	CWD	100%	*	100%	100%	-	*	-	*	*	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	100%	99%	-	99%	-	100%	100%	99%	-	99%	97%	100%	99%	-
	EL	98%	*	100%	*	-	96%	-	*	100%	97%	100%	97%	98%	100%	96%	-
	Male	100%	100%	100%	99%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	99%	-	98%	-	100%	100%	99%	100%	99%	96%	-	99%	-
<b>Mathematics</b>	All Students	99%	100%	100%	99%	-	99%	-	100%	100%	99%	100%	99%	98%	100%	99%	-
		99%	100%	100%	99%	-	99%	-	100%	100%	99%	100%	99%	98%	100%	99%	-
	CWD	100%	*	100%	100%	-	*	-	*	*	100%	100%	-	100%	100%	100%	-
		100%	*	100%	100%	-	*	-	*	*	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	100%	99%	-	99%	-	100%	100%	99%	-	99%	97%	100%	99%	-
		99%	100%	100%	99%	-	99%	-	100%	100%	99%	-	99%	97%	100%	99%	-
	EL	98%	*	100%	*	-	95%	-	*	100%	97%	100%	97%	98%	100%	96%	-
		98%	*	100%	*	-	95%	-	*	100%	97%	100%	97%	98%	100%	96%	-
	Male	100%	100%	100%	99%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
		100%	100%	100%	99%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	98%	-	98%	-	100%	100%	99%	100%	99%	96%	-	99%	-
		99%	100%	100%	98%	-	98%	-	100%	100%	99%	100%	99%	96%	-	99%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	1%	0%	0%	1%	-	1%	-	0%	0%	1%	0%	1%	2%	1%	1%	-
	CWD	0%	*	0%	0%	-	0%	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	0%	1%	-	1%	-	0%	0%	1%	-	1%	3%	1%	1%	-
	EL	2%	*	0%	*	-	4%	-	*	0%	3%	0%	3%	2%	0%	4%	-
	Male	1%	0%	0%	1%	-	0%	-	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	1%	0%	0%	1%	-	1%	-	0%	0%	1%	0%	1%	4%	-	1%	-

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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
<b>Reading</b>	All Students	1%	0%	0%	1%	-	1%	-	0%	0%	1%	0%	1%	2%	0%	1%	-
	CWD	0%	*	0%	0%	-	*	-	*	*	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	0%	1%	-	1%	-	0%	0%	1%	-	1%	3%	0%	1%	-
	EL	2%	*	0%	*	-	4%	-	*	0%	3%	0%	3%	2%	0%	4%	-
	Male	0%	0%	0%	1%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	1%	-	2%	-	0%	0%	1%	0%	1%	4%	-	1%	-
<b>Mathematics</b>	All Students	1%	0%	0%	1%	-	1%	-	0%	0%	1%	0%	1%	2%	0%	1%	-
	CWD	0%	*	0%	0%	-	*	-	*	*	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	0%	1%	-	1%	-	0%	0%	1%	-	1%	3%	0%	1%	-
	EL	2%	*	0%	*	-	5%	-	*	0%	3%	0%	3%	2%	0%	4%	-
	Male	0%	0%	0%	1%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	2%	-	2%	-	0%	0%	1%	0%	1%	4%	-	1%	-
<b>Science</b>	All Students	1%	0%	0%	2%	-	0%	-	0%	0%	1%	0%	1%	0%	1%	1%	-
	CWD	0%	-	*	*	-	*	-	-	*	0%	0%	-	*	0%	*	-
	CWOD	1%	0%	0%	2%	-	0%	-	0%	0%	1%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	-	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	*	0%	2%	-	0%	-	*	*	1%	0%	1%	0%	1%	-	-
	Female	1%	0%	0%	2%	-	0%	-	0%	0%	1%	*	1%	0%	-	1%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	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		
<b>Out-of-School Suspensions</b>												
	Male	7	1	0	4	0	1	0	1	1		
	Female	1	0	0	1	0	0	0	0	0		
	Total	8	1	0	5	0	1	0	1	1		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	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
<b>Out-of-School Suspensions</b>												



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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
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	8	1	1	5	-8	-8	-8	1	-8	1	-8
	Female	6	1	-8	4	-8	-8	-8	1	-8	-8	-8
	Total	14	2	1	9	-8	-8	-8	2	-8	1	-8

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0

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	Total
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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- Indicates there are no data available in the group.
  - 3 Indicates skip logic failure.
  - 8 Indicates EDFacts missing data.
  - 9 Indicates not applicable / skipped.
  - 11 Indicates suppressed data.
- Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	17.5	29.2%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.
- Blank cell indicates there are no data available in the group.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	*	2%
Mathematics	5,803	2%	*	1%	*	2%
Science	5,796	1%	*	0%	*	2%
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	*	3%
Algebra I	5,993	1%	*	0%	*	2%
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	5	0%
Reading	48,805	1%	25	0%	*	0%
Mathematics	43,293	1%	24	0%	*	0%
Science	17,856	1%	10	0%	*	1%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

## Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	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
		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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	4%	2%	10%	3%	*	2%	-	3%	9%	8%	10%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).



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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	84%	*	82%	83%	-	100%	-	*	*	84%	58%	90%	*	79%	89%	-	-	-	-
	CWD	52%	60%	58%	-	*	56%	-	-	-	-	-	58%	58%	-	-	60%	57%	-	-	-	-
	CWOD	80%	82%	90%	*	88%	89%	-	100%	-	*	*	89%	-	90%	*	82%	97%	-	-	-	-
	EL	66%	70%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	74%	81%	79%	*	80%	80%	-	*	-	*	-	79%	60%	82%	*	79%	-	-	-	-	-
	Female	78%	80%	89%	*	83%	86%	-	100%	-	*	*	89%	57%	97%	*	-	89%	-	-	-	-
Mathematics	All Students	70%	70%	76%	*	64%	74%	-	100%	-	*	*	75%	50%	81%	*	76%	76%	-	-	-	-
	CWD	46%	46%	50%	-	*	44%	-	-	-	-	-	50%	50%	-	-	40%	57%	-	-	-	-
	CWOD	74%	73%	81%	*	63%	82%	-	100%	-	*	*	80%	-	81%	*	82%	80%	-	-	-	-
	EL	64%	59%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	72%	75%	76%	*	80%	72%	-	*	-	*	-	76%	40%	82%	*	76%	-	-	-	-	-
	Female	68%	67%	76%	*	50%	77%	-	100%	-	*	*	74%	57%	80%	*	-	76%	-	-	-	-
Grade 4																						
Reading	All Students	76%	82%	94%	80%	88%	97%	*	100%	-	*	*	94%	100%	93%	*	91%	97%	-	-	-	*
	CWD	48%	52%	100%	-	-	*	*	-	-	*	-	100%	100%	-	-	*	*	-	-	-	-
	CWOD	81%	84%	93%	80%	88%	97%	-	100%	-	*	*	93%	-	93%	*	90%	97%	-	-	-	*
	EL	66%	72%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	73%	79%	91%	*	67%	95%	*	*	-	*	*	91%	*	90%	*	91%	-	-	-	-	*
	Female	79%	84%	97%	*	100%	100%	-	*	-	*	-	97%	*	97%	-	-	97%	-	-	-	-
Mathematics	All Students	68%	70%	97%	80%	100%	97%	*	100%	-	*	*	97%	100%	97%	*	97%	97%	-	-	-	*
	CWD	42%	38%	100%	-	-	*	*	-	-	*	-	100%	100%	-	-	*	*	-	-	-	-
	CWOD	73%	73%	97%	80%	100%	97%	-	100%	-	*	*	97%	-	97%	*	97%	97%	-	-	-	*
	EL	63%	60%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	70%	73%	97%	*	100%	95%	*	*	-	*	*	97%	*	97%	*	97%	-	-	-	-	*
	Female	67%	67%	97%	*	100%	100%	-	*	-	*	-	97%	*	97%	-	-	97%	-	-	-	-
Grade 5																						
Reading	All Students	80%	84%	88%	63%	89%	90%	-	100%	-	*	*	87%	50%	91%	*	89%	87%	-	-	-	*
	CWD	50%	50%	50%	*	-	*	-	-	-	-	-	50%	50%	-	-	*	*	-	-	-	-
	CWOD	85%	88%	91%	100%	89%	89%	-	100%	-	*	*	91%	-	91%	*	92%	91%	-	-	-	*
	EL	71%	74%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	77%	81%	89%	*	*	94%	-	*	-	*	*	88%	*	92%	*	89%	-	-	-	-	-
	Female	83%	87%	87%	67%	100%	88%	-	*	-	*	*	87%	*	91%	*	-	87%	-	-	-	*
Mathematics	All Students	76%	76%	84%	50%	67%	90%	-	100%	-	*	*	85%	67%	85%	*	93%	79%	-	-	-	*
	CWD	50%	49%	67%	*	-	*	-	-	-	-	-	67%	67%	-	-	*	*	-	-	-	-
	CWOD	80%	78%	85%	60%	67%	89%	-	100%	-	*	*	86%	-	85%	*	92%	81%	-	-	-	*
	EL	70%	70%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	75%	76%	93%	*	*	94%	-	*	-	*	*	92%	*	92%	*	93%	-	-	-	-	-
	Female	76%	76%	79%	33%	60%	88%	-	*	-	*	*	80%	*	81%	*	-	79%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	65%	65%	74%	25%	67%	81%	-	100%	-	*	*	76%	50%	76%	*	81%	70%	-	-	-	*
	CWD	40%	35%	50%	*	-	*	-	-	-	-	-	50%	50%	-	-	*	*	-	-	-	-
	CWOD	69%	68%	76%	40%	67%	80%	-	100%	-	*	*	78%	-	76%	*	84%	71%	-	-	-	*
	EL	52%	46%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	67%	66%	81%	*	*	88%	-	*	-	*	*	81%	*	84%	*	81%	-	-	-	-	-
	Female	63%	64%	70%	17%	80%	77%	-	*	-	*	*	73%	*	71%	*	-	70%	-	-	-	*
Grade 6																						
Reading	All Students	69%	77%	81%	60%	67%	83%	*	100%	-	80%	*	83%	62%	84%	40%	73%	87%	-	-	-	-
	CWD	38%	47%	62%	*	*	67%	-	-	-	*	*	67%	62%	-	*	60%	63%	-	-	-	-
	CWOD	74%	80%	84%	*	71%	85%	*	100%	-	*	*	85%	-	84%	*	75%	91%	-	-	-	-
	EL	53%	57%	40%	-	*	*	-	*	-	-	*	*	*	*	40%	*	*	-	-	-	-
	Male	66%	74%	73%	*	80%	73%	-	*	-	*	*	75%	60%	75%	*	73%	-	-	-	-	-
	Female	72%	80%	87%	*	*	90%	*	*	-	*	*	88%	63%	91%	*	-	87%	-	-	-	-
Mathematics	All Students	72%	76%	88%	60%	89%	88%	*	100%	-	100%	*	89%	54%	94%	80%	88%	89%	-	-	-	-
	CWD	47%	49%	54%	*	*	44%	-	-	-	*	*	58%	54%	-	*	60%	50%	-	-	-	-
	CWOD	76%	78%	94%	*	86%	95%	*	100%	-	*	*	94%	-	94%	*	92%	96%	-	-	-	-
	EL	61%	63%	80%	-	*	*	-	*	-	-	*	*	*	*	80%	*	*	-	-	-	-
	Male	73%	77%	88%	*	100%	87%	-	*	-	*	*	90%	60%	92%	*	88%	-	-	-	-	-
	Female	72%	74%	89%	*	*	90%	*	*	-	*	*	88%	50%	96%	*	-	89%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	55%	59%	*	64%	57%	-	67%	-	*	*	57%	33%	64%	*	58%	59%	-	-	-	-
	CWD	30%	34%	33%	-	*	22%	-	-	-	-	-	33%	33%	-	-	20%	43%	-	-	-	-
	CWOD	54%	58%	64%	*	63%	66%	-	67%	-	*	*	63%	-	64%	*	64%	63%	-	-	-	-
	EL	37%	44%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	49%	54%	58%	*	80%	56%	-	*	-	*	-	58%	20%	64%	*	58%	-	-	-	-	-
	Female	52%	56%	59%	*	50%	59%	-	60%	-	*	*	57%	43%	63%	*	-	59%	-	-	-	-
Mathematics	All Students	42%	38%	34%	*	18%	36%	-	17%	-	*	*	35%	8%	40%	*	45%	24%	-	-	-	-
	CWD	27%	21%	8%	-	*	11%	-	-	-	-	-	8%	8%	-	-	0%	14%	-	-	-	-
	CWOD	45%	40%	40%	*	25%	42%	-	17%	-	*	*	41%	-	40%	*	54%	27%	-	-	-	-
	EL	35%	32%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	45%	42%	45%	*	40%	44%	-	*	-	*	-	45%	0%	54%	*	45%	-	-	-	-	-
	Female	39%	34%	24%	*	0%	27%	-	0%	-	*	*	26%	14%	27%	*	-	24%	-	-	-	-
Grade 4																						
Reading	All Students	53%	56%	68%	80%	50%	71%	*	83%	-	*	*	69%	80%	67%	*	59%	78%	-	-	-	*
	CWD	29%	29%	80%	-	-	*	*	-	-	*	-	80%	80%	-	-	*	*	-	-	-	-
	CWOD	57%	58%	67%	80%	50%	72%	-	83%	-	*	*	68%	-	67%	*	57%	77%	-	-	-	*
	EL	41%	44%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	51%	55%	59%	*	17%	60%	*	*	-	*	*	59%	*	57%	*	59%	-	-	-	-	-

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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	Female	55%	57%	78%	*	70%	87%	-	*	-	*	-	78%	*	77%	-	-	78%	-	-	-	-
Mathematics	All Students	42%	37%	64%	40%	63%	63%	*	83%	-	*	*	63%	80%	62%	*	62%	66%	-	-	-	*
	CWD	25%	20%	80%	-	-	*	*	-	-	*	-	80%	80%	-	-	*	*	-	-	-	-
	CWOD	45%	38%	62%	40%	63%	63%	-	83%	-	*	*	61%	-	62%	*	60%	65%	-	-	-	*
	EL	34%	25%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	45%	41%	62%	*	50%	55%	*	*	-	*	*	59%	*	60%	*	62%	-	-	-	-	*
	Female	38%	32%	66%	*	70%	73%	-	*	-	*	-	66%	*	65%	-	-	66%	-	-	-	-
Grade 5																						
Reading	All Students	57%	62%	69%	50%	56%	71%	-	100%	-	*	*	69%	33%	72%	*	70%	68%	-	-	-	*
	CWD	29%	29%	33%	*	-	*	-	-	-	-	-	33%	33%	-	-	*	*	-	-	-	-
	CWOD	61%	66%	72%	80%	56%	72%	-	100%	-	*	*	72%	-	72%	*	76%	70%	-	-	-	*
	EL	43%	49%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	53%	58%	70%	*	*	65%	-	*	-	*	*	69%	*	76%	*	70%	-	-	-	-	-
	Female	60%	66%	68%	50%	40%	75%	-	*	-	*	*	69%	*	70%	*	-	68%	-	-	-	*
Mathematics	All Students	47%	43%	51%	13%	56%	55%	-	60%	-	*	*	52%	33%	53%	*	67%	43%	-	-	-	*
	CWD	25%	23%	33%	*	-	*	-	-	-	-	-	33%	33%	-	-	*	*	-	-	-	-
	CWOD	50%	45%	53%	20%	56%	54%	-	60%	-	*	*	54%	-	53%	*	72%	42%	-	-	-	*
	EL	38%	33%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	48%	43%	67%	*	*	65%	-	*	-	*	*	65%	*	72%	*	67%	-	-	-	-	-
	Female	46%	42%	43%	0%	40%	50%	-	*	-	*	*	44%	*	42%	*	-	43%	-	-	-	*
Science	All Students	38%	35%	36%	25%	11%	42%	-	20%	-	*	*	37%	33%	36%	*	56%	24%	-	-	-	*
	CWD	23%	24%	33%	*	-	*	-	-	-	-	-	33%	33%	-	-	*	*	-	-	-	-
	CWOD	40%	36%	36%	40%	11%	40%	-	20%	-	*	*	38%	-	36%	*	60%	21%	-	-	-	*
	EL	24%	17%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	41%	38%	56%	*	*	65%	-	*	-	*	*	58%	*	60%	*	56%	-	-	-	-	-
	Female	34%	31%	24%	17%	0%	29%	-	*	-	*	*	25%	*	21%	*	-	24%	-	-	-	*
Grade 6																						
Reading	All Students	42%	46%	53%	40%	22%	57%	*	67%	-	60%	*	53%	38%	55%	40%	37%	65%	-	-	-	-
	CWD	21%	19%	38%	*	*	44%	-	-	-	*	*	42%	38%	-	*	40%	38%	-	-	-	-
	CWOD	46%	49%	55%	*	29%	58%	*	67%	-	*	*	55%	-	55%	*	36%	70%	-	-	-	-
	EL	24%	26%	40%	-	*	*	-	*	-	-	*	*	*	*	40%	*	*	-	-	-	-
	Male	40%	42%	37%	*	40%	37%	-	*	-	*	*	38%	40%	36%	*	37%	-	-	-	-	-
	Female	45%	50%	65%	*	*	72%	*	*	-	*	*	65%	38%	70%	*	-	65%	-	-	-	-
Mathematics	All Students	38%	36%	56%	20%	44%	59%	*	67%	-	60%	*	57%	31%	60%	20%	54%	57%	-	-	-	-
	CWD	20%	15%	31%	*	*	33%	-	-	-	*	*	33%	31%	-	*	40%	25%	-	-	-	-
	CWOD	41%	39%	60%	*	57%	63%	*	67%	-	*	*	60%	-	60%	*	56%	63%	-	-	-	-
	EL	24%	23%	20%	-	*	*	-	*	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	40%	40%	54%	*	60%	53%	-	*	-	*	*	55%	40%	56%	*	54%	-	-	-	-	-
	Female	36%	33%	57%	*	*	64%	*	*	-	*	*	58%	25%	63%	*	-	57%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	33%	39%	*	18%	40%	-	50%	-	*	*	37%	17%	43%	*	39%	38%	-	-	-	-
	CWD	12%	16%	17%	-	*	11%	-	-	-	-	-	17%	17%	-	-	0%	29%	-	-	-	-
	CWOD	32%	35%	43%	*	13%	47%	-	50%	-	*	*	41%	-	43%	*	46%	40%	-	-	-	-
	EL	19%	17%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	28%	31%	39%	*	20%	44%	-	*	-	*	-	39%	0%	46%	*	39%	-	-	-	-	-
	Female	31%	35%	38%	*	17%	36%	-	40%	-	*	*	34%	29%	40%	*	-	38%	-	-	-	-
Mathematics	All Students	20%	15%	16%	*	0%	21%	-	17%	-	*	*	16%	0%	19%	*	27%	5%	-	-	-	-
	CWD	10%	7%	0%	-	*	0%	-	-	-	-	-	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	22%	16%	19%	*	0%	26%	-	17%	-	*	*	20%	-	19%	*	32%	7%	-	-	-	-
	EL	15%	11%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	23%	17%	27%	*	0%	32%	-	*	-	*	-	27%	0%	32%	*	27%	-	-	-	-	-
	Female	18%	13%	5%	*	0%	9%	-	0%	-	*	*	6%	0%	7%	*	-	5%	-	-	-	-
Grade 4																						
Reading	All Students	28%	29%	29%	20%	31%	23%	*	83%	-	*	*	30%	0%	31%	*	21%	38%	-	-	-	*
	CWD	10%	7%	0%	-	-	*	*	-	-	*	-	0%	0%	-	-	*	*	-	-	-	-
	CWOD	31%	31%	31%	20%	31%	25%	-	83%	-	*	*	32%	-	31%	*	23%	39%	-	-	-	*
	EL	18%	22%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	26%	27%	21%	*	17%	15%	*	*	-	*	*	22%	*	23%	*	21%	-	-	-	-	*
	Female	29%	32%	38%	*	40%	33%	-	*	-	*	-	38%	*	39%	-	-	38%	-	-	-	-
Mathematics	All Students	22%	20%	44%	20%	25%	51%	*	67%	-	*	*	44%	60%	43%	*	44%	44%	-	-	-	*
	CWD	10%	10%	60%	-	-	*	*	-	-	*	-	60%	60%	-	-	*	*	-	-	-	-
	CWOD	25%	21%	43%	20%	25%	53%	-	67%	-	*	*	42%	-	43%	*	40%	45%	-	-	-	*
	EL	16%	12%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	25%	23%	44%	*	17%	45%	*	*	-	*	*	44%	*	40%	*	44%	-	-	-	-	*
	Female	19%	18%	44%	*	30%	60%	-	*	-	*	-	44%	*	45%	-	-	44%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	34%	38%	11%	39%	-	20%	-	*	*	34%	17%	35%	*	26%	38%	-	-	-	*
	CWD	12%	15%	17%	*	-	*	-	-	-	-	-	17%	17%	-	-	*	*	-	-	-	-
	CWOD	40%	41%	35%	60%	11%	39%	-	20%	-	*	*	35%	-	35%	*	28%	40%	-	-	-	*
	EL	23%	20%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	32%	32%	26%	*	*	29%	-	*	-	*	*	27%	*	28%	*	26%	-	-	-	-	-
	Female	39%	44%	38%	33%	20%	44%	-	*	-	*	*	38%	*	40%	*	-	38%	-	-	-	*
Mathematics	All Students	24%	21%	20%	0%	22%	22%	-	20%	-	*	*	21%	0%	22%	*	22%	19%	-	-	-	*
	CWD	9%	8%	0%	*	-	*	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	-
	CWOD	26%	23%	22%	0%	22%	24%	-	20%	-	*	*	23%	-	22%	*	24%	21%	-	-	-	*
	EL	17%	14%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	25%	23%	22%	*	*	24%	-	*	-	*	*	23%	*	24%	*	22%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	23%	20%	19%	0%	20%	22%	-	*	-	*	*	20%	*	21%	*	-	19%	-	-	-	*
Science	All Students	17%	14%	16%	13%	0%	21%	-	0%	-	*	*	17%	0%	18%	*	30%	9%	-	-	-	*
	CWD	9%	9%	0%	*	-	*	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	-
	CWOD	19%	14%	18%	20%	0%	22%	-	0%	-	*	*	19%	-	18%	*	32%	10%	-	-	-	*
	EL	9%	7%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	20%	16%	30%	*	*	35%	-	*	-	*	*	31%	*	32%	*	30%	-	-	-	-	-
	Female	15%	12%	9%	0%	0%	13%	-	*	-	*	*	9%	*	10%	*	-	9%	-	-	-	*
Grade 6																						
Reading	All Students	23%	23%	23%	0%	11%	23%	*	33%	-	60%	*	23%	15%	24%	0%	20%	26%	-	-	-	-
	CWD	8%	7%	15%	*	*	11%	-	-	-	*	*	17%	15%	-	*	20%	13%	-	-	-	-
	CWOD	25%	25%	24%	*	14%	25%	*	33%	-	*	*	24%	-	24%	*	19%	28%	-	-	-	-
	EL	9%	14%	0%	-	*	*	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	21%	21%	20%	*	20%	20%	-	*	-	*	*	20%	20%	19%	*	20%	-	-	-	-	-
	Female	25%	25%	26%	*	*	26%	*	*	-	*	*	25%	13%	28%	*	-	26%	-	-	-	-
Mathematics	All Students	16%	13%	17%	0%	11%	16%	*	50%	-	20%	*	17%	23%	16%	0%	24%	11%	-	-	-	-
	CWD	8%	7%	23%	*	*	33%	-	-	-	*	*	25%	23%	-	*	40%	13%	-	-	-	-
	CWOD	17%	14%	16%	*	14%	13%	*	50%	-	*	*	16%	-	16%	*	22%	11%	-	-	-	-
	EL	7%	5%	0%	-	*	*	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	17%	14%	24%	*	20%	23%	-	*	-	*	*	25%	40%	22%	*	24%	-	-	-	-	-
	Female	14%	12%	11%	*	*	10%	*	*	-	*	*	12%	13%	11%	*	-	11%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	79%	85%	62%	81%	86%	*	100%	-	87%	74%	85%	62%	88%	73%	85%	85%	-	-	-	100%
	CWD	44%	49%	62%	9%	70%	67%	*	-	-	*	*	63%	62%	-	*	68%	57%	-	-	-	-
	CWOD	77%	81%	88%	77%	82%	89%	*	100%	-	85%	81%	88%	-	88%	81%	87%	89%	-	-	-	100%
	EL	59%	62%	73%	-	45%	*	-	100%	-	-	67%	76%	*	81%	73%	72%	75%	-	-	-	-
	Male	71%	79%	85%	67%	80%	85%	*	100%	-	88%	78%	85%	68%	87%	72%	85%	-	-	-	-	*
	Female	75%	79%	85%	61%	82%	87%	*	100%	-	87%	71%	85%	57%	89%	75%	-	85%	-	-	-	*
Reading	All Students	74%	84%	86%	71%	82%	87%	*	100%	-	86%	80%	86%	64%	89%	69%	82%	89%	-	-	-	*
	CWD	43%	54%	64%	*	60%	71%	*	-	-	*	*	66%	64%	-	*	69%	60%	-	-	-	-
	CWOD	78%	87%	89%	88%	85%	89%	*	100%	-	83%	89%	89%	-	89%	82%	84%	93%	-	-	-	*
	EL	57%	67%	69%	-	40%	*	-	100%	-	-	*	78%	*	82%	69%	63%	80%	-	-	-	-
	Male	70%	82%	82%	60%	75%	84%	*	100%	-	71%	*	82%	69%	84%	63%	82%	-	-	-	-	*
	Female	78%	86%	89%	75%	88%	90%	*	100%	-	100%	83%	90%	60%	93%	80%	-	89%	-	-	-	*
Mathematics	All Students	71%	74%	86%	67%	82%	87%	*	100%	-	93%	80%	86%	61%	90%	77%	88%	85%	-	-	-	*
	CWD	44%	45%	61%	*	80%	58%	*	-	-	*	*	63%	61%	-	*	69%	55%	-	-	-	-
	CWOD	75%	76%	90%	76%	83%	91%	*	100%	-	92%	89%	90%	-	90%	82%	91%	89%	-	-	-	*
	EL	61%	60%	77%	-	60%	*	-	100%	-	-	*	78%	*	82%	77%	75%	80%	-	-	-	-
	Male	71%	76%	88%	80%	90%	86%	*	100%	-	100%	*	89%	69%	91%	75%	88%	-	-	-	-	*

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**FOUNDERS CLASSICAL ACADEMY CORINTH (221801064) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	71%	72%	<b>85%</b>	63%	76%	88%	*	100%	-	86%	83%	85%	55%	89%	80%	-	85%	-	-	-	*
Science	All Students	74%	77%	<b>74%</b>	25%	67%	81%	-	100%	-	*	*	76%	50%	76%	*	81%	70%	-	-	-	*
	CWD	47%	49%	<b>50%</b>	*	-	*	-	-	-	-	-	50%	50%	-	-	*	*	-	-	-	-
	CWOD	78%	80%	<b>76%</b>	40%	67%	80%	-	100%	-	*	*	78%	-	76%	*	84%	71%	-	-	-	*
	EL	58%	54%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	74%	79%	<b>81%</b>	*	*	88%	-	*	-	*	*	81%	*	84%	*	81%	-	-	-	-	-
	Female	75%	76%	<b>70%</b>	17%	80%	77%	-	*	-	*	*	73%	*	71%	*	-	70%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	<b>54%</b>	40%	44%	56%	*	63%	-	61%	43%	55%	36%	57%	33%	55%	53%	-	-	-	60%
	CWD	23%	24%	<b>36%</b>	0%	20%	39%	*	-	-	*	*	37%	36%	-	*	32%	39%	-	-	-	-
	CWOD	50%	53%	<b>57%</b>	51%	47%	59%	*	63%	-	56%	48%	57%	-	57%	38%	58%	55%	-	-	-	60%
	EL	29%	31%	<b>33%</b>	-	0%	*	-	60%	-	-	33%	33%	*	38%	33%	33%	33%	-	-	-	-
	Male	45%	50%	<b>55%</b>	33%	50%	54%	*	77%	-	69%	56%	55%	32%	58%	33%	55%	-	-	-	-	*
	Female	48%	51%	<b>53%</b>	42%	40%	59%	*	52%	-	53%	36%	54%	39%	55%	33%	-	53%	-	-	-	*
Reading	All Students	52%	61%	<b>61%</b>	57%	49%	63%	*	78%	-	57%	60%	61%	42%	64%	46%	54%	67%	-	-	-	*
	CWD	24%	29%	<b>42%</b>	*	40%	42%	*	-	-	*	*	43%	42%	-	*	38%	45%	-	-	-	-
	CWOD	56%	64%	<b>64%</b>	71%	50%	66%	*	78%	-	50%	67%	64%	-	64%	55%	56%	70%	-	-	-	*
	EL	31%	38%	<b>46%</b>	-	0%	*	-	100%	-	-	*	44%	*	55%	46%	38%	60%	-	-	-	-
	Male	47%	57%	<b>54%</b>	40%	50%	52%	*	80%	-	57%	*	54%	38%	56%	38%	54%	-	-	-	-	*
	Female	56%	64%	<b>67%</b>	63%	48%	72%	*	77%	-	57%	67%	67%	45%	70%	60%	-	67%	-	-	-	*
Mathematics	All Students	41%	39%	<b>51%</b>	29%	47%	54%	*	57%	-	64%	40%	52%	31%	54%	31%	56%	48%	-	-	-	*
	CWD	22%	18%	<b>31%</b>	*	0%	33%	*	-	-	*	*	31%	31%	-	*	31%	30%	-	-	-	-
	CWOD	44%	41%	<b>54%</b>	35%	53%	56%	*	57%	-	58%	44%	55%	-	54%	36%	60%	50%	-	-	-	*
	EL	29%	25%	<b>31%</b>	-	0%	*	-	50%	-	-	*	33%	*	36%	31%	38%	20%	-	-	-	-
	Male	42%	41%	<b>56%</b>	20%	55%	53%	*	90%	-	71%	*	56%	31%	60%	38%	56%	-	-	-	-	*
	Female	40%	37%	<b>48%</b>	31%	40%	54%	*	31%	-	57%	17%	49%	30%	50%	20%	-	48%	-	-	-	*
Science	All Students	46%	49%	<b>36%</b>	25%	11%	42%	-	20%	-	*	*	37%	33%	36%	*	56%	24%	-	-	-	*
	CWD	23%	27%	<b>33%</b>	*	-	*	-	-	-	-	-	33%	33%	-	-	*	*	-	-	-	-
	CWOD	49%	51%	<b>36%</b>	40%	11%	40%	-	20%	-	*	*	38%	-	36%	*	60%	21%	-	-	-	*
	EL	25%	23%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	47%	52%	<b>56%</b>	*	*	65%	-	*	-	*	*	58%	*	60%	*	56%	-	-	-	-	-
	Female	45%	46%	<b>24%</b>	17%	0%	29%	-	*	-	*	*	25%	*	21%	*	-	24%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						



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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	22%	24%	<b>26%</b>	16%	16%	27%	*	39%	-	29%	22%	26%	14%	27%	7%	28%	24%	-	-	-	20%
	CWD	9%	10%	<b>14%</b>	0%	10%	14%	*	-	-	*	*	14%	14%	-	*	18%	11%	-	-	-	-
	CWOD	24%	25%	<b>27%</b>	21%	17%	29%	*	39%	-	26%	24%	27%	-	27%	8%	29%	26%	-	-	-	20%
	EL	12%	12%	<b>7%</b>	-	0%	*	-	7%	-	-	11%	5%	*	8%	7%	6%	8%	-	-	-	-
	Male	21%	23%	<b>28%</b>	17%	14%	29%	*	50%	-	25%	11%	28%	18%	29%	6%	28%	-	-	-	-	*
	Female	23%	25%	<b>24%</b>	16%	18%	26%	*	31%	-	33%	29%	24%	11%	26%	8%	-	24%	-	-	-	*
Reading	All Students	25%	31%	<b>30%</b>	29%	20%	31%	*	48%	-	36%	40%	30%	14%	33%	8%	26%	34%	-	-	-	*
	CWD	9%	11%	<b>14%</b>	*	20%	13%	*	-	-	*	*	14%	14%	-	*	6%	20%	-	-	-	-
	CWOD	27%	33%	<b>33%</b>	35%	20%	34%	*	48%	-	33%	44%	32%	-	33%	9%	29%	36%	-	-	-	*
	EL	13%	16%	<b>8%</b>	-	0%	*	-	17%	-	-	*	0%	*	9%	8%	0%	20%	-	-	-	-
	Male	22%	27%	<b>26%</b>	20%	15%	27%	*	50%	-	14%	*	27%	6%	29%	0%	26%	-	-	-	-	*
	Female	28%	35%	<b>34%</b>	31%	24%	34%	*	46%	-	57%	67%	33%	20%	36%	20%	-	34%	-	-	-	*
Mathematics	All Students	20%	18%	<b>23%</b>	5%	16%	25%	*	39%	-	21%	10%	24%	17%	24%	8%	30%	18%	-	-	-	*
	CWD	9%	7%	<b>17%</b>	*	0%	17%	*	-	-	*	*	17%	17%	-	*	31%	5%	-	-	-	-
	CWOD	21%	19%	<b>24%</b>	6%	18%	26%	*	39%	-	17%	11%	25%	-	24%	9%	29%	20%	-	-	-	*
	EL	12%	10%	<b>8%</b>	-	0%	*	-	0%	-	-	*	11%	*	9%	8%	13%	0%	-	-	-	-
	Male	21%	19%	<b>30%</b>	0%	15%	30%	*	60%	-	29%	*	30%	31%	29%	13%	30%	-	-	-	-	*
	Female	19%	16%	<b>18%</b>	6%	16%	20%	*	23%	-	14%	0%	19%	5%	20%	0%	-	18%	-	-	-	*
Science	All Students	20%	19%	<b>16%</b>	13%	0%	21%	-	0%	-	*	*	17%	0%	18%	*	30%	9%	-	-	-	*
	CWD	8%	11%	<b>0%</b>	*	-	*	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	-
	CWOD	22%	20%	<b>18%</b>	20%	0%	22%	-	0%	-	*	*	19%	-	18%	*	32%	10%	-	-	-	*
	EL	7%	8%	<b>*</b>	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	22%	21%	<b>30%</b>	*	*	35%	-	*	-	*	*	31%	*	32%	*	30%	-	-	-	-	-
	Female	19%	17%	<b>9%</b>	0%	0%	13%	-	*	-	*	*	9%	*	10%	*	-	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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	66	62	66	63	*	88	-	83	67	60	90
CWD	60	*	*	38	*	-	-	*	*	60	*
CWOD	67	50	65	65	*	88	-	81	60	-	88
EL ◇	90	-	*	*	-	100	-	-	*	*	90
Male	63	*	61	57	*	89	-	70	*	70	100
Female	68	58	69	67	*	88	-	*	*	50	*
<b>Mathematics</b>											
All Students	67	74	72	65	*	76	-	44	58	70	60
CWD	70	*	*	64	*	-	-	*	*	70	*
CWOD	66	73	72	65	*	76	-	38	70	-	69
EL ◇	60	-	*	*	-	80	-	-	*	*	60
Male	66	*	68	66	*	89	-	40	*	85	58
Female	67	81	75	65	*	63	-	*	*	58	*

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
◇	◇	◇

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	55	39	47	56	*	67	-	59	46	37	38
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y						Y	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	N						Y	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		N	N						N	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N						N	
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	N						Y	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		Y	N						N	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N						N	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N						N	
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	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%	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%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	*	-	-	*	*	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	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%	-
<b>Mathematics</b>	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	*	-	-	*	*	100%	100%	-	*	100%	100%	-
		100%	*	100%	100%	*	-	-	*	*	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	100%	-	-	*	100%	*	100%	100%	100%	100%	-
		100%	-	100%	*	-	100%	-	-	*	100%	*	100%	100%	100%	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	Male	100%	100%	100%	100%	*	100%	-	100%	*	100%	100%	100%	100%	100%	-	-
		100%	100%	100%	100%	*	100%	-	100%	*	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
		100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	-	-	*	*	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	0%	-	-	0%	0%	*	0%	0%	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%	0%	-
	CWD	0%	*	0%	0%	*	-	-	*	*	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	0%	-	-	*	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	*	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	*	-	-	*	*	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	0%	-	-	*	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	*	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	0%	-	*	*	0%	0%	0%	*	0%	0%	-
	CWD	0%	*	-	*	-	-	-	-	-	0%	0%	-	-	*	*	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	*	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-
	Male	0%	*	*	0%	-	*	-	*	*	0%	*	0%	*	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	*	0%	*	0%	*	-	0%	-

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**FOUNDERS CLASSICAL ACADEMY CORINTH (221801064) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	8	0	1	6	0	0	0	1	0		
	Female	4	1	1	2	0	0	0	0	0		
	Total	12	1	2	8	0	0	0	1	0		
<b>Out-of-School Suspensions</b>												
	Male	10	1	1	6	0	0	0	2	0		
	Female	7	2	2	3	0	0	0	0	0		
	Total	17	3	3	9	0	0	0	2	0		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	4	2	0	1	1	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	2	0	1	1	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	3	1	1	1	0	0	0	0	0		0
	Female	1	0	1	0	0	0	0	0	0		0
	Total	4	1	2	1	0	0	0	0	0		0
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												



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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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	4	-8	1	3	-8	-8	-8	-8	-8	2	-8
	Female	11	2	2	7	-8	-8	-8	-8	-8	1	-8
	Total	15	2	3	10	-8	-8	-8	-8	-8	3	-8

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.5	24.4%
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	0.0	-

- Indicates there are no data available in the group.
- Blank cell indicates there are no data available in the group.

## Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

## Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

## Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

**Part (xiv): Additional Information - Chronic Absenteeism**

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	2%	2%	2%	2%	*	0%	-	0%	7%	2%	0%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.



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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

				African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	83%	81%	83%	*	*	-	-	-	43%	93%	*	82%	*	89%	75%	-	-	-	*
	CWD	52%	60%	*	*	-	-	*	-	-	-	-	*	*	-	-	*	*	-	-	-	*
	CWOD	80%	82%	82%	81%	83%	*	-	-	-	-	43%	92%	-	82%	*	89%	73%	-	-	-	-
	EL	66%	70%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	74%	81%	89%	88%	*	-	-	-	-	-	*	94%	*	89%	*	89%	-	-	-	-	-
	Female	78%	80%	75%	70%	*	*	*	-	-	-	50%	90%	*	73%	*	-	75%	-	-	-	*
Mathematics	All Students	70%	70%	74%	70%	83%	*	*	-	-	-	57%	79%	*	76%	*	79%	69%	-	-	-	*
	CWD	46%	46%	*	*	-	-	*	-	-	-	-	*	*	-	-	*	*	-	-	-	*
	CWOD	74%	73%	76%	73%	83%	*	-	-	-	-	57%	81%	-	76%	*	83%	67%	-	-	-	-
	EL	64%	59%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	72%	75%	79%	76%	*	-	-	-	-	-	*	83%	*	83%	*	79%	-	-	-	-	-
	Female	68%	67%	69%	60%	*	*	*	-	-	-	67%	70%	*	67%	*	-	69%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	76%	82%	53%	54%	60%	*	-	*	-	-	50%	54%	*	58%	*	27%	74%	-	-	-	-
	CWD	48%	52%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	81%	84%	58%	61%	60%	*	-	*	-	-	60%	58%	-	58%	*	33%	74%	-	-	-	-
	EL	66%	72%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	73%	79%	27%	33%	*	-	-	*	-	-	*	31%	*	33%	*	27%	-	-	-	-	-
	Female	79%	84%	74%	71%	*	*	-	-	-	-	*	73%	-	74%	*	-	74%	-	-	-	-
Mathematics	All Students	68%	70%	41%	42%	40%	*	-	*	-	-	67%	36%	*	45%	*	33%	47%	-	-	-	-
	CWD	42%	38%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	73%	73%	45%	48%	40%	*	-	*	-	-	80%	38%	-	45%	*	42%	47%	-	-	-	-
	EL	63%	60%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	70%	73%	33%	33%	*	-	-	*	-	-	*	31%	*	42%	*	33%	-	-	-	-	-
	Female	67%	67%	47%	50%	*	*	-	-	-	-	*	40%	-	47%	*	-	47%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	84%	64%	56%	86%	-	-	*	-	-	43%	69%	*	68%	*	47%	81%	-	-	-	*
	CWD	50%	50%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	85%	88%	68%	61%	86%	-	-	*	-	-	43%	75%	-	68%	*	50%	87%	-	-	-	*
	EL	71%	74%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	77%	81%	47%	43%	*	-	-	-	-	-	*	46%	*	50%	*	47%	-	-	-	-	*
	Female	83%	87%	81%	73%	*	-	-	*	-	-	*	92%	*	87%	*	-	81%	-	-	-	-
Mathematics	All Students	76%	76%	45%	40%	57%	-	-	*	-	-	43%	46%	*	48%	*	41%	50%	-	-	-	*
	CWD	50%	49%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	80%	78%	48%	43%	57%	-	-	*	-	-	43%	50%	-	48%	*	44%	53%	-	-	-	*
	EL	70%	70%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	75%	76%	41%	36%	*	-	-	-	-	-	*	38%	*	44%	*	41%	-	-	-	-	*
	Female	76%	76%	50%	45%	*	-	-	*	-	-	*	54%	*	53%	*	-	50%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	65%	65%	33%	28%	43%	-	-	*	-	-	29%	35%	*	35%	*	18%	50%	-	-	-	*	
	CWD	40%	35%	*	*	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-	-	
	CWOD	69%	68%	35%	30%	43%	-	-	*	-	-	29%	38%	-	35%	*	19%	53%	-	-	-	*	
	EL	52%	46%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	67%	66%	18%	14%	*	-	-	-	-	-	*	15%	*	19%	*	18%	-	-	-	-	*	
	Female	63%	64%	50%	45%	*	-	-	*	-	-	*	54%	*	53%	*	-	50%	-	-	-	-	
Grade 6																							
Reading	All Students	69%	77%	72%	73%	67%	-	-	-	-	*	79%	65%	*	79%	*	65%	78%	-	-	-	-	
	CWD	38%	47%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	74%	80%	79%	76%	86%	-	-	-	-	*	88%	69%	-	79%	*	73%	82%	-	-	-	-	
	EL	53%	57%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	66%	74%	65%	64%	60%	-	-	-	-	*	63%	67%	*	73%	*	65%	-	-	-	-	-	
	Female	72%	80%	78%	79%	*	-	-	-	-	-	90%	63%	*	82%	*	-	78%	-	-	-	-	
Mathematics	All Students	72%	76%	75%	77%	67%	-	-	-	-	*	63%	88%	*	82%	*	76%	72%	-	-	-	-	
	CWD	47%	49%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	76%	78%	82%	80%	86%	-	-	-	-	*	71%	94%	-	82%	*	87%	76%	-	-	-	-	
	EL	61%	63%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	73%	77%	76%	82%	60%	-	-	-	-	*	50%	100%	*	87%	*	76%	-	-	-	-	-	
	Female	72%	74%	72%	71%	*	-	-	-	-	-	70%	75%	*	76%	*	-	72%	-	-	-	-	
Grade 7																							
Reading	All Students	79%	86%	73%	75%	63%	*	-	-	-	-	71%	74%	33%	81%	80%	53%	89%	-	-	-	*	
	CWD	47%	55%	33%	40%	*	-	-	-	-	-	*	*	33%	-	-	20%	*	-	-	-	*	
	CWOD	83%	89%	81%	84%	71%	*	-	-	-	-	75%	87%	-	81%	80%	70%	88%	-	-	-	*	
	EL	63%	74%	80%	-	*	*	-	-	-	-	*	*	-	80%	80%	*	*	-	-	-	-	
	Male	75%	83%	53%	58%	*	-	-	-	-	-	*	55%	20%	70%	*	53%	-	-	-	-	*	
	Female	83%	89%	89%	92%	80%	*	-	-	-	-	80%	100%	*	88%	*	-	89%	-	-	-	-	
Mathematics	All Students	60%	66%	24%	33%	0%	*	-	-	-	-	7%	37%	33%	22%	0%	33%	17%	-	-	-	*	
	CWD	36%	36%	33%	40%	*	-	-	-	-	-	*	*	33%	-	-	40%	*	-	-	-	*	
	CWOD	63%	68%	22%	32%	0%	*	-	-	-	-	8%	33%	-	22%	0%	30%	18%	-	-	-	*	
	EL	45%	51%	0%	-	*	*	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-	
	Male	60%	68%	33%	42%	*	-	-	-	-	-	*	36%	40%	30%	*	33%	-	-	-	-	*	
	Female	59%	64%	17%	25%	0%	*	-	-	-	-	0%	38%	*	18%	*	-	17%	-	-	-	-	
Grade 8																							
Reading	All Students	82%	88%	84%	77%	100%	-	-	-	-	-	83%	88%	*	90%	100%	78%	92%	-	-	-	-	
	CWD	50%	60%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	86%	90%	90%	85%	100%	-	-	-	-	-	86%	100%	-	90%	100%	82%	100%	-	-	-	-	
	EL	65%	65%	100%	-	100%	-	-	-	-	-	*	*	-	100%	100%	*	*	-	-	-	-	
	Male	78%	86%	78%	69%	100%	-	-	-	-	-	79%	*	*	82%	*	78%	-	-	-	-	-	
	Female	86%	90%	92%	89%	*	-	-	-	-	-	89%	*	*	100%	*	-	92%	-	-	-	-	

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Mathematics	All Students	70%	69%	<b>58%</b>	55%	63%	-	-	-	-	-	57%	63%	*	62%	40%	56%	62%	-	-	-	-
	CWD	40%	40%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	74%	73%	<b>62%</b>	60%	63%	-	-	-	-	-	59%	71%	-	62%	40%	59%	67%	-	-	-	-
	EL	57%	57%	<b>40%</b>	-	40%	-	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	68%	73%	<b>56%</b>	54%	60%	-	-	-	-	-	50%	*	*	59%	*	56%	-	-	-	-	-
	Female	72%	67%	<b>62%</b>	56%	*	-	-	-	-	-	67%	*	*	67%	*	-	62%	-	-	-	-
Science	All Students	73%	79%	<b>63%</b>	52%	88%	-	-	-	-	-	64%	63%	*	66%	80%	67%	58%	-	-	-	-
	CWD	42%	43%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	77%	82%	<b>66%</b>	55%	88%	-	-	-	-	-	64%	71%	-	66%	80%	71%	58%	-	-	-	-
	EL	54%	52%	<b>80%</b>	-	80%	-	-	-	-	-	*	*	-	80%	80%	*	*	-	-	-	-
	Male	73%	83%	<b>67%</b>	54%	100%	-	-	-	-	-	64%	*	*	71%	*	67%	-	-	-	-	-
	Female	73%	75%	<b>58%</b>	50%	*	-	-	-	-	-	63%	*	-	58%	*	-	58%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	50%	55%	<b>43%</b>	41%	67%	*	*	-	-	-	0%	54%	*	45%	*	58%	25%	-	-	-	*
	CWD	30%	34%	*	*	-	-	*	-	-	-	-	*	*	-	-	*	*	-	-	-	*
	CWOD	54%	58%	<b>45%</b>	42%	67%	*	-	-	-	-	0%	58%	-	45%	*	61%	27%	-	-	-	-
	EL	37%	44%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	49%	54%	<b>58%</b>	53%	*	-	-	-	-	-	*	61%	*	61%	*	58%	-	-	-	-	-
	Female	52%	56%	<b>25%</b>	20%	*	*	*	-	-	-	0%	40%	*	27%	*	-	25%	-	-	-	*
Mathematics	All Students	42%	38%	<b>43%</b>	37%	67%	*	*	-	-	-	14%	50%	*	42%	*	47%	38%	-	-	-	*
	CWD	27%	21%	*	*	-	-	*	-	-	-	-	*	*	-	-	*	*	-	-	-	*
	CWOD	45%	40%	<b>42%</b>	38%	67%	*	-	-	-	-	14%	50%	-	42%	*	50%	33%	-	-	-	-
	EL	35%	32%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	45%	42%	<b>47%</b>	47%	*	-	-	-	-	-	*	50%	*	50%	*	47%	-	-	-	-	-
	Female	39%	34%	<b>38%</b>	20%	*	*	*	-	-	-	17%	50%	*	33%	*	-	38%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	53%	56%	<b>38%</b>	42%	40%	*	-	*	-	-	33%	39%	*	42%	*	20%	53%	-	-	-	-
	CWD	29%	29%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	57%	58%	<b>42%</b>	48%	40%	*	-	*	-	-	40%	42%	-	42%	*	25%	53%	-	-	-	-
	EL	41%	44%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	51%	55%	<b>20%</b>	25%	*	-	-	*	-	-	*	23%	*	25%	*	20%	-	-	-	-	-
	Female	55%	57%	<b>53%</b>	57%	*	*	-	-	-	-	*	53%	-	53%	*	-	53%	-	-	-	-
Mathematics	All Students	42%	37%	<b>3%</b>	4%	0%	*	-	*	-	-	0%	4%	*	3%	*	0%	5%	-	-	-	-
	CWD	25%	20%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	45%	38%	<b>3%</b>	4%	0%	*	-	*	-	-	0%	4%	-	3%	*	0%	5%	-	-	-	-
	EL	34%	25%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	45%	41%	<b>0%</b>	0%	*	-	-	*	-	-	*	0%	*	0%	*	0%	-	-	-	-	-
	Female	38%	32%	<b>5%</b>	7%	*	*	-	-	-	-	*	7%	-	5%	*	-	5%	-	-	-	-

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Grade 5																						
Reading	All Students	57%	62%	30%	32%	14%	-	-	*	-	-	29%	31%	*	32%	*	24%	38%	-	-	-	*
	CWD	29%	29%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	61%	66%	32%	35%	14%	-	-	*	-	-	29%	33%	-	32%	*	25%	40%	-	-	-	*
	EL	43%	49%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	53%	58%	24%	21%	*	-	-	-	-	-	*	23%	*	25%	*	24%	-	-	-	-	*
	Female	60%	66%	38%	45%	*	-	-	*	-	-	*	38%	*	40%	*	-	38%	-	-	-	-
Mathematics	All Students	47%	43%	6%	0%	14%	-	-	*	-	-	29%	0%	*	6%	*	6%	6%	-	-	-	*
	CWD	25%	23%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	50%	45%	6%	0%	14%	-	-	*	-	-	29%	0%	-	6%	*	6%	7%	-	-	-	*
	EL	38%	33%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	48%	43%	6%	0%	*	-	-	-	-	-	*	0%	*	6%	*	6%	-	-	-	-	*
	Female	46%	42%	6%	0%	*	-	-	*	-	-	*	0%	*	7%	*	-	6%	-	-	-	-
Science	All Students	38%	35%	15%	12%	14%	-	-	*	-	-	29%	12%	*	16%	*	12%	19%	-	-	-	*
	CWD	23%	24%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	40%	36%	16%	13%	14%	-	-	*	-	-	29%	13%	-	16%	*	13%	20%	-	-	-	*
	EL	24%	17%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	41%	38%	12%	7%	*	-	-	-	-	-	*	8%	*	13%	*	12%	-	-	-	-	*
	Female	34%	31%	19%	18%	*	-	-	*	-	-	*	15%	*	20%	*	-	19%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	47%	42%	56%	-	-	-	-	*	58%	35%	*	52%	*	47%	44%	-	-	-	-
	CWD	21%	19%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	46%	49%	52%	44%	71%	-	-	-	-	*	65%	38%	-	52%	*	53%	47%	-	-	-	-
	EL	24%	26%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	40%	42%	47%	36%	60%	-	-	-	-	*	50%	44%	*	53%	*	47%	-	-	-	-	-
	Female	45%	50%	44%	43%	*	-	-	-	-	-	60%	25%	*	47%	*	-	44%	-	-	-	-
Mathematics	All Students	38%	36%	47%	42%	67%	-	-	-	-	*	47%	47%	*	52%	*	53%	39%	-	-	-	-
	CWD	20%	15%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	41%	39%	52%	44%	86%	-	-	-	-	*	53%	50%	-	52%	*	60%	41%	-	-	-	-
	EL	24%	23%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	40%	40%	53%	55%	60%	-	-	-	-	*	50%	56%	*	60%	*	53%	-	-	-	-	-
	Female	36%	33%	39%	29%	*	-	-	-	-	-	40%	38%	*	41%	*	-	39%	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	33%	33%	25%	*	-	-	-	-	29%	37%	17%	37%	40%	13%	50%	-	-	-	*
	CWD	25%	25%	17%	20%	*	-	-	-	-	-	*	*	17%	-	-	20%	*	-	-	-	*
	CWOD	59%	63%	37%	37%	29%	*	-	-	-	-	33%	40%	-	37%	40%	10%	53%	-	-	-	*
	EL	33%	39%	40%	-	*	*	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	50%	57%	13%	17%	*	-	-	-	-	-	*	18%	20%	10%	*	13%	-	-	-	-	*
	Female	60%	64%	50%	50%	40%	*	-	-	-	-	40%	63%	*	53%	*	-	50%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	30%	35%	12%	17%	0%	*	-	-	-	-	0%	21%	17%	11%	0%	13%	11%	-	-	-	*
	CWD	18%	16%	17%	20%	*	-	-	-	-	-	*	*	17%	-	-	20%	*	-	-	-	*
	CWOD	32%	37%	11%	16%	0%	*	-	-	-	-	0%	20%	-	11%	0%	10%	12%	-	-	-	*
	EL	17%	20%	0%	-	*	*	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	31%	36%	13%	17%	*	-	-	-	-	-	*	18%	20%	10%	*	13%	-	-	-	-	*
	Female	29%	34%	11%	17%	0%	*	-	-	-	-	0%	25%	*	12%	*	-	11%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	57%	63%	58%	59%	50%	-	-	-	-	-	57%	63%	*	62%	40%	56%	62%	-	-	-	-
	CWD	25%	30%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	61%	66%	62%	65%	50%	-	-	-	-	-	59%	71%	-	62%	40%	59%	67%	-	-	-	-
	EL	33%	32%	40%	-	40%	-	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	51%	58%	56%	54%	60%	-	-	-	-	-	50%	*	*	59%	*	56%	-	-	-	-	-
	Female	63%	68%	62%	67%	*	-	-	-	-	-	67%	*	*	67%	*	-	62%	-	-	-	-
Mathematics	All Students	39%	34%	26%	32%	13%	-	-	-	-	-	13%	63%	*	28%	0%	33%	15%	-	-	-	-
	CWD	20%	13%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	41%	37%	28%	35%	13%	-	-	-	-	-	14%	71%	-	28%	0%	35%	17%	-	-	-	-
	EL	24%	21%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	38%	38%	33%	38%	20%	-	-	-	-	-	21%	*	*	35%	*	33%	-	-	-	-	-
	Female	40%	32%	15%	22%	*	-	-	-	-	-	0%	*	*	17%	*	-	15%	-	-	-	-
Science	All Students	44%	45%	40%	33%	50%	-	-	-	-	-	36%	50%	*	41%	40%	39%	42%	-	-	-	-
	CWD	22%	19%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	47%	47%	41%	35%	50%	-	-	-	-	-	36%	57%	-	41%	40%	41%	42%	-	-	-	-
	EL	23%	22%	40%	-	40%	-	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	45%	50%	39%	31%	60%	-	-	-	-	-	36%	*	*	41%	*	39%	-	-	-	-	-
	Female	42%	40%	42%	38%	*	-	-	-	-	-	38%	*	-	42%	*	-	42%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	29%	33%	17%	19%	17%	*	*	-	-	-	0%	21%	*	18%	*	21%	13%	-	-	-	*
	CWD	12%	16%	*	*	-	-	*	-	-	-	-	*	*	-	-	*	*	-	-	-	*
	CWOD	32%	35%	18%	19%	17%	*	-	-	-	-	0%	23%	-	18%	*	22%	13%	-	-	-	-
	EL	19%	17%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	28%	31%	21%	24%	*	-	-	-	-	-	*	22%	*	22%	*	21%	-	-	-	-	-
	Female	31%	35%	13%	10%	*	*	*	-	-	-	0%	20%	*	13%	*	-	13%	-	-	-	*
Mathematics	All Students	20%	15%	9%	7%	17%	*	*	-	-	-	0%	11%	*	9%	*	16%	0%	-	-	-	*
	CWD	10%	7%	*	*	-	-	*	-	-	-	-	*	*	-	-	*	*	-	-	-	*
	CWOD	22%	16%	9%	8%	17%	*	-	-	-	-	0%	12%	-	9%	*	17%	0%	-	-	-	-
	EL	15%	11%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	23%	17%	16%	12%	*	-	-	-	-	-	*	17%	*	17%	*	16%	-	-	-	-	-
	Female	18%	13%	0%	0%	*	*	*	-	-	-	0%	0%	*	0%	*	-	0%	-	-	-	*

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Grade 4																						
Reading	All Students	28%	29%	15%	15%	20%	*	-	*	-	-	17%	14%	*	16%	*	7%	21%	-	-	-	-
	CWD	10%	7%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	31%	31%	16%	17%	20%	*	-	*	-	-	20%	15%	-	16%	*	8%	21%	-	-	-	-
	EL	18%	22%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	26%	27%	7%	8%	*	-	-	*	-	-	*	8%	*	8%	*	7%	-	-	-	-	-
	Female	29%	32%	21%	21%	*	*	-	-	-	-	*	20%	-	21%	*	-	21%	-	-	-	-
Mathematics	All Students	22%	20%	0%	0%	0%	*	-	*	-	-	0%	0%	*	0%	*	0%	0%	-	-	-	-
	CWD	10%	10%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	25%	21%	0%	0%	0%	*	-	*	-	-	0%	0%	-	0%	*	0%	0%	-	-	-	-
	EL	16%	12%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	25%	23%	0%	0%	*	-	-	*	-	-	*	0%	*	0%	*	0%	-	-	-	-	-
	Female	19%	18%	0%	0%	*	*	-	-	-	-	*	0%	-	0%	*	-	0%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	6%	8%	0%	-	-	*	-	-	0%	8%	*	6%	*	0%	13%	-	-	-	*
	CWD	12%	15%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	40%	41%	6%	9%	0%	-	-	*	-	-	0%	8%	-	6%	*	0%	13%	-	-	-	*
	EL	23%	20%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	32%	32%	0%	0%	*	-	-	-	-	-	*	0%	*	0%	*	0%	-	-	-	-	*
	Female	39%	44%	13%	18%	*	-	-	*	-	-	*	15%	*	13%	*	-	13%	-	-	-	-
Mathematics	All Students	24%	21%	3%	0%	0%	-	-	*	-	-	14%	0%	*	3%	*	0%	6%	-	-	-	*
	CWD	9%	8%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	26%	23%	3%	0%	0%	-	-	*	-	-	14%	0%	-	3%	*	0%	7%	-	-	-	*
	EL	17%	14%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	25%	23%	0%	0%	*	-	-	-	-	-	*	0%	*	0%	*	0%	-	-	-	-	*
	Female	23%	20%	6%	0%	*	-	-	*	-	-	*	0%	*	7%	*	-	6%	-	-	-	-
Science	All Students	17%	14%	6%	4%	14%	-	-	*	-	-	14%	4%	*	6%	*	6%	6%	-	-	-	*
	CWD	9%	9%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	19%	14%	6%	4%	14%	-	-	*	-	-	14%	4%	-	6%	*	6%	7%	-	-	-	*
	EL	9%	7%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	20%	16%	6%	0%	*	-	-	-	-	-	*	0%	*	6%	*	6%	-	-	-	-	*
	Female	15%	12%	6%	9%	*	-	-	-	*	-	*	8%	*	7%	*	-	6%	-	-	-	-
Grade 6																						
Reading	All Students	23%	23%	31%	23%	44%	-	-	-	-	*	32%	29%	*	33%	*	35%	22%	-	-	-	-
	CWD	8%	7%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	25%	25%	33%	24%	57%	-	-	-	-	*	35%	31%	-	33%	*	40%	24%	-	-	-	-
	EL	9%	14%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	21%	21%	35%	27%	40%	-	-	-	-	*	38%	33%	*	40%	*	35%	-	-	-	-	-
	Female	25%	25%	22%	14%	*	-	-	-	-	-	20%	25%	*	24%	*	-	22%	-	-	-	-

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Mathematics	All Students	16%	13%	22%	23%	22%	-	-	-	-	*	21%	24%	*	24%	*	29%	17%	-	-	-	-
	CWD	8%	7%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	17%	14%	24%	24%	29%	-	-	-	-	*	24%	25%	-	24%	*	33%	18%	-	-	-	-
	EL	7%	5%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	17%	14%	29%	36%	20%	-	-	-	-	*	25%	33%	*	33%	*	29%	-	-	-	-	-
	Female	14%	12%	17%	14%	*	-	-	-	-	-	20%	13%	*	18%	*	-	17%	-	-	-	-
Grade 7																						
Reading	All Students	36%	41%	15%	21%	0%	*	-	-	-	-	0%	26%	17%	15%	0%	13%	17%	-	-	-	*
	CWD	11%	12%	17%	20%	*	-	-	-	-	-	*	*	17%	-	-	20%	*	-	-	-	*
	CWOD	40%	43%	15%	21%	0%	*	-	-	-	-	0%	27%	-	15%	0%	10%	18%	-	-	-	*
	EL	17%	22%	0%	-	*	*	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	32%	37%	13%	17%	*	-	-	-	-	-	*	18%	20%	10%	*	13%	-	-	-	-	*
	Female	41%	45%	17%	25%	0%	*	-	-	-	-	0%	38%	*	18%	*	-	17%	-	-	-	-
Mathematics	All Students	13%	14%	6%	8%	0%	*	-	-	-	-	0%	11%	0%	7%	0%	0%	11%	-	-	-	*
	CWD	7%	7%	0%	0%	*	-	-	-	-	-	*	*	0%	-	-	0%	*	-	-	-	*
	CWOD	14%	14%	7%	11%	0%	*	-	-	-	-	0%	13%	-	7%	0%	0%	12%	-	-	-	*
	EL	6%	7%	0%	-	*	*	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	13%	14%	0%	0%	*	-	-	-	-	-	*	0%	0%	0%	*	0%	-	-	-	-	*
	Female	12%	13%	11%	17%	0%	*	-	-	-	-	0%	25%	*	12%	*	-	11%	-	-	-	-
Grade 8																						
Reading	All Students	37%	42%	42%	36%	50%	-	-	-	-	-	39%	50%	*	45%	40%	33%	54%	-	-	-	-
	CWD	11%	23%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	40%	43%	45%	40%	50%	-	-	-	-	-	41%	57%	-	45%	40%	35%	58%	-	-	-	-
	EL	16%	15%	40%	-	40%	-	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	31%	34%	33%	23%	60%	-	-	-	-	-	29%	*	*	35%	*	33%	-	-	-	-	-
	Female	42%	48%	54%	56%	*	-	-	-	-	-	56%	*	*	58%	*	-	54%	-	-	-	-
Mathematics	All Students	14%	11%	6%	9%	0%	-	-	-	-	-	0%	25%	*	7%	0%	6%	8%	-	-	-	-
	CWD	8%	5%	*	*	-	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	15%	11%	7%	10%	0%	-	-	-	-	-	0%	29%	-	7%	0%	6%	8%	-	-	-	-
	EL	6%	5%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	14%	13%	6%	8%	0%	-	-	-	-	-	0%	*	*	6%	*	6%	-	-	-	-	-
	Female	14%	8%	8%	11%	*	-	-	-	-	-	0%	*	*	8%	*	-	8%	-	-	-	-
Science	All Students	23%	19%	10%	14%	0%	-	-	-	-	-	0%	38%	*	10%	0%	6%	17%	-	-	-	-
	CWD	9%	10%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	24%	20%	10%	15%	0%	-	-	-	-	-	0%	43%	-	10%	0%	6%	17%	-	-	-	-
	EL	8%	9%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	24%	23%	6%	8%	0%	-	-	-	-	-	0%	*	*	6%	*	6%	-	-	-	-	-
	Female	21%	16%	17%	25%	*	-	-	-	-	-	0%	*	-	17%	*	-	17%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						



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All Grades																							
All Subjects	All Students	73%	79%	60%	58%	64%	50%	*	80%	-	*	59%	62%	18%	64%	61%	56%	65%	-	-	-	33%	
	CWD	44%	49%	18%	16%	0%	-	*	-	-	-	8%	22%	18%	-	*	14%	27%	-	-	-	*	
	CWOD	77%	81%	64%	63%	68%	50%	-	80%	-	*	62%	66%	-	64%	63%	61%	67%	-	-	-	20%	
	EL	59%	62%	61%	-	64%	33%	-	-	-	-	59%	63%	*	63%	61%	57%	64%	-	-	-	-	
	Male	71%	79%	56%	54%	60%	-	-	*	-	*	54%	57%	14%	61%	57%	56%	-	-	-	-	14%	
	Female	75%	79%	65%	63%	68%	50%	*	*	-	-	62%	67%	27%	67%	64%	-	65%	-	-	-	*	
Reading	All Students	74%	84%	71%	69%	77%	*	*	*	-	*	70%	72%	22%	76%	81%	61%	81%	-	-	-	*	
	CWD	43%	54%	22%	21%	*	-	*	-	-	-	17%	25%	22%	-	*	15%	40%	-	-	-	*	
	CWOD	78%	87%	76%	74%	83%	*	-	*	-	*	74%	77%	-	76%	84%	68%	83%	-	-	-	*	
	EL	57%	67%	81%	-	83%	*	-	-	-	-	79%	83%	*	84%	81%	64%	93%	-	-	-	-	
	Male	70%	82%	61%	61%	65%	-	-	*	-	*	61%	62%	15%	68%	64%	61%	-	-	-	-	*	
	Female	78%	86%	81%	79%	87%	*	*	*	-	-	76%	84%	40%	83%	93%	-	81%	-	-	-	*	
Mathematics	All Students	71%	74%	53%	53%	51%	*	*	*	-	*	49%	56%	17%	57%	42%	54%	52%	-	-	-	*	
	CWD	44%	45%	17%	14%	*	-	*	-	-	-	0%	25%	17%	-	*	15%	20%	-	-	-	*	
	CWOD	75%	76%	57%	57%	55%	*	-	*	-	*	53%	60%	-	57%	44%	60%	54%	-	-	-	*	
	EL	61%	60%	42%	-	48%	*	-	-	-	-	36%	50%	*	44%	42%	45%	40%	-	-	-	-	
	Male	71%	76%	54%	54%	50%	-	-	*	-	*	45%	59%	15%	60%	45%	54%	-	-	-	-	*	
	Female	71%	72%	52%	51%	52%	*	*	*	-	-	50%	53%	20%	54%	40%	-	52%	-	-	-	*	
Science	All Students	74%	77%	48%	39%	67%	-	-	*	-	-	55%	41%	*	50%	56%	43%	54%	-	-	-	*	
	CWD	47%	49%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-	
	CWOD	78%	80%	50%	42%	67%	-	-	*	-	-	55%	45%	-	50%	56%	45%	56%	-	-	-	*	
	EL	58%	54%	56%	-	56%	-	-	-	-	-	67%	*	-	56%	56%	67%	*	-	-	-	-	
	Male	74%	79%	43%	33%	75%	-	-	-	-	-	56%	29%	*	45%	67%	43%	-	-	-	-	*	
	Female	75%	76%	54%	47%	57%	-	-	*	-	-	55%	53%	*	56%	*	-	54%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	50%	32%	30%	35%	13%	*	60%	-	*	31%	32%	8%	34%	33%	31%	32%	-	-	-	11%	
	CWD	23%	24%	8%	6%	0%	-	*	-	-	-	0%	11%	8%	-	*	7%	9%	-	-	-	*	
	CWOD	50%	53%	34%	33%	37%	13%	-	60%	-	*	34%	34%	-	34%	34%	34%	33%	-	-	-	0%	
	EL	29%	31%	33%	-	35%	17%	-	-	-	-	29%	37%	*	34%	33%	32%	33%	-	-	-	-	
	Male	45%	50%	31%	29%	40%	-	-	*	-	*	31%	31%	7%	34%	32%	31%	-	-	-	-	0%	
	Female	48%	51%	32%	31%	30%	13%	*	*	-	-	31%	32%	9%	33%	33%	-	32%	-	-	-	*	
Reading	All Students	52%	61%	42%	41%	42%	*	*	*	-	*	42%	41%	6%	45%	38%	38%	45%	-	-	-	*	
	CWD	24%	29%	6%	7%	*	-	*	-	-	-	0%	8%	6%	-	*	8%	0%	-	-	-	*	
	CWOD	56%	64%	45%	45%	45%	*	-	*	-	*	46%	45%	-	45%	40%	42%	47%	-	-	-	*	
	EL	31%	38%	38%	-	39%	*	-	-	-	-	36%	42%	*	40%	38%	36%	40%	-	-	-	-	
	Male	47%	57%	38%	35%	45%	-	-	*	-	*	36%	38%	8%	42%	36%	38%	-	-	-	-	*	
	Female	56%	64%	45%	47%	39%	*	*	*	-	-	45%	45%	0%	47%	40%	-	45%	-	-	-	*	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	39%	23%	22%	28%	*	*	*	-	*	20%	25%	11%	24%	31%	27%	19%	-	-	-	*
	CWD	22%	18%	11%	7%	*	-	*	-	-	-	0%	17%	11%	-	*	8%	20%	-	-	-	*
	CWOD	44%	41%	24%	24%	30%	*	-	*	-	*	21%	26%	-	24%	32%	30%	19%	-	-	-	*
	EL	29%	25%	31%	-	35%	*	-	-	-	-	21%	42%	*	32%	31%	27%	33%	-	-	-	-
	Male	42%	41%	27%	27%	30%	-	-	*	-	*	24%	28%	8%	30%	27%	27%	-	-	-	-	*
	Female	40%	37%	19%	16%	26%	*	*	*	-	-	14%	22%	20%	19%	33%	-	19%	-	-	-	*
Science	All Students	46%	49%	27%	22%	33%	-	-	*	-	-	34%	21%	*	28%	22%	26%	29%	-	-	-	*
	CWD	23%	27%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	49%	51%	28%	23%	33%	-	-	*	-	-	34%	23%	-	28%	22%	27%	30%	-	-	-	*
	EL	25%	23%	22%	-	22%	-	-	-	-	-	33%	*	-	22%	22%	33%	*	-	-	-	-
	Male	47%	52%	26%	19%	50%	-	-	-	-	-	33%	18%	*	27%	33%	26%	-	-	-	-	*
	Female	45%	46%	29%	26%	14%	-	-	*	-	-	36%	24%	*	30%	*	-	29%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	13%	13%	14%	0%	*	20%	-	*	12%	14%	3%	14%	10%	13%	14%	-	-	-	0%
	CWD	9%	10%	3%	3%	0%	-	*	-	-	-	0%	4%	3%	-	*	4%	0%	-	-	-	*
	CWOD	24%	25%	14%	14%	15%	0%	-	20%	-	*	13%	15%	-	14%	10%	14%	15%	-	-	-	0%
	EL	12%	12%	10%	-	11%	0%	-	-	-	-	9%	11%	*	10%	10%	14%	6%	-	-	-	-
	Male	21%	23%	13%	11%	17%	-	-	*	-	*	12%	13%	4%	14%	14%	13%	-	-	-	-	0%
	Female	23%	25%	14%	15%	11%	0%	*	*	-	-	12%	16%	0%	15%	6%	-	14%	-	-	-	*
Reading	All Students	25%	31%	21%	20%	23%	*	*	*	-	*	21%	21%	6%	22%	19%	19%	22%	-	-	-	*
	CWD	9%	11%	6%	7%	*	-	*	-	-	-	0%	8%	6%	-	*	8%	0%	-	-	-	*
	CWOD	27%	33%	22%	21%	25%	*	-	*	-	*	23%	22%	-	22%	20%	20%	23%	-	-	-	*
	EL	13%	16%	19%	-	22%	*	-	-	-	-	21%	17%	*	20%	19%	27%	13%	-	-	-	-
	Male	22%	27%	19%	16%	25%	-	-	*	-	*	21%	18%	8%	20%	27%	19%	-	-	-	-	*
	Female	28%	35%	22%	23%	22%	*	*	*	-	-	19%	24%	0%	23%	13%	-	22%	-	-	-	*
Mathematics	All Students	20%	18%	8%	8%	7%	*	*	*	-	*	7%	9%	0%	9%	4%	9%	7%	-	-	-	*
	CWD	9%	7%	0%	0%	*	-	*	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	*
	CWOD	21%	19%	9%	9%	8%	*	-	*	-	*	7%	10%	-	9%	4%	10%	7%	-	-	-	*
	EL	12%	10%	4%	-	4%	*	-	-	-	-	0%	8%	*	4%	4%	9%	0%	-	-	-	-
	Male	21%	19%	9%	9%	10%	-	-	*	-	*	6%	10%	0%	10%	9%	9%	-	-	-	-	*
	Female	19%	16%	7%	7%	4%	*	*	*	-	-	7%	7%	0%	7%	0%	-	7%	-	-	-	*
Science	All Students	20%	19%	8%	9%	7%	-	-	*	-	-	3%	12%	*	8%	0%	6%	11%	-	-	-	*
	CWD	8%	11%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	22%	20%	8%	9%	7%	-	-	*	-	-	3%	13%	-	8%	0%	6%	11%	-	-	-	*
	EL	7%	8%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	22%	21%	6%	4%	13%	-	-	-	-	-	6%	6%	*	6%	0%	6%	-	-	-	-	*
	Female	19%	17%	11%	16%	0%	-	-	*	-	-	0%	18%	*	11%	*	-	11%	-	-	-	-

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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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	86	85	89	*	-	*	-	*	90	81	89
CWD	81	77	*	-	-	-	-	-	100	81	*
CWOD	87	86	88	*	-	*	-	*	89	-	88
EL ◇	89	-	87	*	-	-	-	-	89	*	89
Male	82	81	82	-	-	*	-	*	90	75	80
Female	90	89	94	*	-	*	-	-	91	*	96
<b>Mathematics</b>											
All Students	67	65	72	*	-	*	-	*	61	66	61
CWD	66	65	*	-	-	-	-	-	33	66	*
CWOD	67	65	72	*	-	*	-	*	64	-	64
EL ◇	61	-	61	*	-	-	-	-	61	*	61
Male	68	66	75	-	-	*	-	*	63	63	65
Female	66	64	68	*	-	*	-	-	59	*	58

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

#### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
31	3	10%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	35	34	38	21	*	53	-	*	34	10	35
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status<sup>Δ</sup></b>											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	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%	100%	-
	Male	100%	100%	100%	-	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	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	100%	-	100%	*	-	-	-	-	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%	-
<b>Mathematics</b>	All Students	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	CWD	100%	100%	*	-	*	-	-	-	100%	100%	100%	-	*	100%	100%	-
		100%	100%	*	-	*	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	*	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	*	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
		100%	-	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	-	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
		100%	100%	100%	-	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	-	100%	-
		100%	100%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	*	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	-	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	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%	-
	CWOD	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%	-	-
	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%	-
	CWOD	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%	-	-
	Female	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
<b>Science</b>	All Students	0%	0%	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	*	-	-	-	-	-	-	-	*	*	-	-	*	*	-
	CWOD	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%	-	-
	Female	0%	0%	0%	-	-	*	-	-	0%	0%	*	0%	*	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	5	4	1	0	0	0	0	0	0		
	Female	2	2	0	0	0	0	0	0	0		
	Total	7	6	1	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	3	2	1	0	0	0	0	0	0		
	Female	2	2	0	0	0	0	0	0	0		
	Total	5	4	1	0	0	0	0	0	0		
<b>Expulsions</b>												



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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	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
<b>Out-of-School Suspensions</b>												
	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
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	19	14	4	1	-8	-8	-8	-8	2	2	-8
	Female	23	16	6	-8	-8	1	-8	-8	2	1	-8
	Total	42	30	10	1	-8	1	-8	-8	4	3	-8

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0

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	Total
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	20.7%
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	0.0	-

- Indicates there are no data available in the group.  
Blank cell indicates there are no data available in the group.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	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
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

## Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	3%	3%	2%	*	-	*	-	0%	3%	0%	0%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).



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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	84%	*	88%	82%	-	*	-	*	80%	85%	*	84%	*	90%	80%	-	-	-	82%
	CWD	52%	60%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	80%	82%	84%	*	88%	81%	-	*	-	*	80%	85%	-	84%	*	90%	80%	-	-	-	82%
	EL	66%	70%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	74%	81%	90%	*	100%	88%	-	-	-	-	86%	91%	*	90%	*	90%	-	-	-	-	80%
	Female	78%	80%	80%	*	82%	76%	-	*	-	*	77%	81%	-	80%	*	-	80%	-	-	-	83%
Mathematics	All Students	70%	70%	69%	*	65%	76%	-	*	-	*	60%	72%	*	68%	*	77%	64%	-	-	-	82%
	CWD	46%	46%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	74%	73%	68%	*	65%	75%	-	*	-	*	60%	72%	-	68%	*	76%	64%	-	-	-	82%
	EL	64%	59%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	72%	75%	77%	*	75%	81%	-	-	-	-	71%	78%	*	76%	*	77%	-	-	-	-	80%
	Female	68%	67%	64%	*	59%	71%	-	*	-	*	54%	68%	-	64%	*	-	64%	-	-	-	83%
Grade 4																						
Reading	All Students	76%	82%	85%	50%	79%	96%	-	-	-	100%	79%	88%	63%	88%	*	93%	81%	-	-	-	67%
	CWD	48%	52%	63%	-	*	*	-	-	-	*	*	*	63%	-	-	83%	*	-	-	-	*
	CWOD	81%	84%	88%	50%	87%	96%	-	-	-	100%	85%	89%	-	88%	*	95%	84%	-	-	-	75%
	EL	66%	72%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	73%	79%	93%	*	91%	100%	-	-	-	*	83%	100%	83%	95%	-	93%	-	-	-	-	*
	Female	79%	84%	81%	*	74%	94%	-	-	-	*	75%	83%	*	84%	*	-	81%	-	-	-	50%
Mathematics	All Students	68%	70%	74%	67%	67%	85%	-	-	-	75%	75%	73%	63%	75%	*	88%	66%	-	-	-	56%
	CWD	42%	38%	63%	-	*	*	-	-	-	*	*	*	63%	-	-	83%	*	-	-	-	*
	CWOD	73%	73%	75%	67%	72%	83%	-	-	-	71%	80%	73%	-	75%	*	90%	69%	-	-	-	63%
	EL	63%	60%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	70%	73%	88%	*	73%	100%	-	-	-	*	83%	87%	83%	90%	-	88%	-	-	-	-	*
	Female	67%	67%	66%	*	61%	76%	-	-	-	*	67%	66%	*	69%	*	-	66%	-	-	-	50%
Grade 5																						
Reading	All Students	80%	84%	86%	100%	86%	80%	*	-	-	100%	82%	87%	43%	90%	*	77%	91%	-	-	-	83%
	CWD	50%	50%	43%	-	*	50%	-	-	-	-	*	60%	43%	-	-	*	*	-	-	-	*
	CWOD	85%	88%	90%	100%	89%	86%	*	-	-	100%	90%	90%	-	90%	*	81%	95%	-	-	-	89%
	EL	71%	74%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	77%	81%	77%	-	82%	72%	-	-	-	*	60%	86%	*	81%	-	77%	-	-	-	-	*
	Female	83%	87%	91%	100%	89%	88%	-	-	-	*	100%	88%	*	95%	*	-	91%	-	-	-	78%
Mathematics	All Students	76%	76%	72%	83%	69%	71%	*	-	-	80%	64%	76%	57%	74%	*	71%	73%	-	-	-	75%
	CWD	50%	49%	57%	-	*	67%	-	-	-	-	*	80%	57%	-	-	*	*	-	-	-	*
	CWOD	80%	78%	74%	83%	71%	72%	*	-	-	80%	70%	76%	-	74%	*	74%	73%	-	-	-	78%
	EL	70%	70%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	75%	76%	71%	-	73%	67%	-	-	-	*	70%	71%	*	74%	-	71%	-	-	-	-	*
	Female	76%	76%	73%	83%	67%	76%	-	-	-	*	58%	78%	*	73%	*	-	73%	-	-	-	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	65%	65%	54%	67%	41%	60%	*	-	-	60%	45%	57%	29%	57%	*	52%	55%	-	-	-	58%	
	CWD	40%	35%	29%	-	*	33%	-	-	-	-	*	40%	29%	-	-	*	*	-	-	-	*	
	CWOD	69%	68%	57%	67%	43%	66%	*	-	-	60%	50%	59%	-	57%	*	56%	56%	-	-	-	56%	
	EL	52%	46%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	67%	66%	52%	-	45%	50%	-	-	-	*	50%	52%	*	56%	-	52%	-	-	-	-	*	
	Female	63%	64%	55%	67%	39%	71%	-	-	-	*	42%	59%	*	56%	*	-	55%	-	-	-	44%	
Grade 6																							
Reading	All Students	69%	77%	79%	*	88%	73%	-	-	-	*	94%	73%	*	82%	-	81%	78%	-	-	-	100%	
	CWD	38%	47%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	74%	80%	82%	*	88%	79%	-	-	-	*	100%	75%	-	82%	-	85%	81%	-	-	-	100%	
	EL	53%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	66%	74%	81%	*	88%	70%	-	-	-	*	80%	81%	*	85%	-	81%	-	-	-	-	*	
	Female	72%	80%	78%	*	88%	75%	-	-	-	*	100%	67%	*	81%	-	-	78%	-	-	-	*	
Mathematics	All Students	72%	76%	75%	*	81%	73%	-	-	-	*	69%	78%	*	78%	-	76%	75%	-	-	-	60%	
	CWD	47%	49%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	76%	78%	78%	*	81%	79%	-	-	-	*	73%	81%	-	78%	-	80%	77%	-	-	-	60%	
	EL	61%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	73%	77%	76%	*	88%	60%	-	-	-	*	60%	81%	*	80%	-	76%	-	-	-	-	*	
	Female	72%	74%	75%	*	75%	80%	-	-	-	*	73%	76%	*	77%	-	-	75%	-	-	-	*	
Grade 7																							
Reading	All Students	79%	86%	91%	*	91%	92%	-	*	*	*	88%	89%	50%	96%	*	87%	93%	-	-	-	*	
	CWD	47%	55%	50%	-	*	*	-	-	-	-	-	50%	50%	-	-	*	*	-	-	-	*	
	CWOD	83%	89%	96%	*	94%	100%	-	*	*	*	88%	97%	-	96%	*	95%	96%	-	-	-	*	
	EL	63%	74%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	75%	83%	87%	-	100%	83%	-	*	*	-	100%	81%	*	95%	-	87%	-	-	-	-	*	
	Female	83%	89%	93%	*	79%	100%	-	-	-	*	80%	95%	*	96%	*	-	93%	-	-	-	*	
Mathematics	All Students	60%	66%	57%	*	50%	58%	-	*	*	*	47%	59%	0%	64%	*	52%	60%	-	-	-	*	
	CWD	36%	36%	0%	-	*	*	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	*	
	CWOD	63%	68%	64%	*	61%	63%	-	*	*	*	47%	71%	-	64%	*	60%	67%	-	-	-	*	
	EL	45%	51%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	60%	68%	52%	-	56%	50%	-	*	*	-	43%	56%	*	60%	-	52%	-	-	-	-	*	
	Female	59%	64%	60%	*	43%	64%	-	-	-	*	50%	62%	*	67%	*	-	60%	-	-	-	*	
Grade 8																							
Reading	All Students	82%	88%	78%	*	65%	88%	-	*	-	*	73%	80%	*	83%	*	78%	78%	-	-	-	82%	
	CWD	50%	60%	*	-	*	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	*	
	CWOD	86%	90%	83%	*	73%	91%	-	*	-	*	77%	85%	-	83%	*	78%	87%	-	-	-	90%	
	EL	65%	65%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	
	Male	78%	86%	78%	-	80%	90%	-	*	-	*	75%	80%	-	78%	*	78%	-	-	-	-	80%	
	Female	86%	90%	78%	*	43%	87%	-	-	-	*	71%	80%	*	87%	*	-	78%	-	-	-	83%	

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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	70%	69%	*	-	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	CWD	40%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	73%	*	-	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	EL	57%	57%	*	-	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	68%	73%	*	-	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Female	72%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All Students	73%	79%	<b>74%</b>	*	71%	76%	-	*	-	*	60%	80%	*	80%	*	83%	67%	-	-	-	91%
	CWD	42%	43%	*	-	*	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	*
	CWOD	77%	82%	<b>80%</b>	*	80%	83%	-	*	-	*	69%	85%	-	80%	*	83%	78%	-	-	-	100%
	EL	54%	52%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	73%	83%	<b>83%</b>	-	90%	80%	-	*	-	*	75%	87%	-	83%	*	83%	-	-	-	-	100%
	Female	73%	75%	<b>67%</b>	*	43%	73%	-	-	-	*	43%	75%	*	78%	*	-	67%	-	-	-	83%
<b>End of Course</b>																						
English I	All Students	64%	87%	<b>93%</b>	*	90%	96%	-	*	-	*	86%	95%	*	98%	-	94%	91%	-	-	-	100%
	CWD	29%	54%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	68%	90%	<b>98%</b>	*	100%	96%	-	*	-	*	92%	100%	-	98%	-	100%	95%	-	-	-	100%
	EL	38%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	58%	84%	<b>94%</b>	-	88%	100%	-	*	-	-	89%	96%	*	100%	-	94%	-	-	-	-	*
	Female	70%	90%	<b>91%</b>	*	92%	86%	-	-	-	*	80%	94%	*	95%	-	-	91%	-	-	-	100%
English II	All Students	71%	91%	<b>81%</b>	*	75%	85%	-	-	-	*	75%	80%	*	91%	*	83%	75%	-	-	-	90%
	CWD	33%	55%	*	-	*	-	-	-	-	*	-	*	*	-	*	*	*	-	-	-	*
	CWOD	76%	94%	<b>91%</b>	*	89%	85%	-	-	-	*	75%	94%	-	91%	*	100%	79%	-	-	-	100%
	EL	43%	66%	*	-	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	*
	Male	65%	88%	<b>83%</b>	-	80%	100%	-	-	-	*	*	78%	*	100%	*	83%	-	-	-	-	*
	Female	77%	93%	<b>75%</b>	*	71%	71%	-	-	-	*	60%	82%	*	79%	-	-	75%	-	-	-	100%
Algebra I	All Students	74%	85%	<b>80%</b>	*	77%	84%	-	*	-	*	74%	83%	17%	86%	*	89%	73%	-	-	-	86%
	CWD	46%	52%	<b>17%</b>	-	*	*	-	-	-	-	*	*	17%	-	-	*	*	-	-	-	*
	CWOD	78%	88%	<b>86%</b>	*	84%	90%	-	*	-	*	83%	87%	-	86%	*	91%	81%	-	-	-	92%
	EL	64%	63%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	71%	84%	<b>89%</b>	-	84%	92%	-	*	-	*	73%	100%	*	91%	*	89%	-	-	-	-	100%
	Female	78%	86%	<b>73%</b>	*	69%	78%	-	-	-	*	75%	71%	*	81%	*	-	73%	-	-	-	75%
Biology	All Students	82%	94%	<b>94%</b>	-	88%	100%	-	*	-	*	79%	100%	*	96%	*	94%	95%	-	-	-	100%
	CWD	57%	77%	*	-	*	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-	*
	CWOD	86%	96%	<b>96%</b>	-	91%	100%	-	*	-	*	85%	100%	-	96%	*	97%	95%	-	-	-	100%
	EL	66%	75%	*	-	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	*
	Male	80%	94%	<b>94%</b>	-	87%	100%	-	*	-	*	80%	100%	*	97%	*	94%	-	-	-	-	100%
	Female	85%	95%	<b>95%</b>	-	90%	100%	-	-	-	*	*	100%	-	95%	-	-	95%	-	-	-	100%
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						

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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	50%	55%	<b>68%</b>	*	68%	73%	-	*	-	*	65%	69%	*	67%	*	73%	64%	-	-	-	73%
	CWD	30%	34%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	54%	58%	<b>67%</b>	*	68%	72%	-	*	-	*	65%	68%	-	67%	*	72%	64%	-	-	-	73%
	EL	37%	44%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	49%	54%	<b>73%</b>	*	75%	75%	-	-	-	-	71%	74%	*	72%	*	73%	-	-	-	-	80%
	Female	52%	56%	<b>64%</b>	*	64%	71%	-	*	-	*	62%	65%	-	64%	*	-	64%	-	-	-	67%
Mathematics	All Students	42%	38%	<b>46%</b>	*	44%	55%	-	*	-	*	30%	52%	*	45%	*	43%	48%	-	-	-	36%
	CWD	27%	21%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	45%	40%	<b>45%</b>	*	44%	53%	-	*	-	*	30%	51%	-	45%	*	41%	48%	-	-	-	36%
	EL	35%	32%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	45%	42%	<b>43%</b>	*	42%	50%	-	-	-	-	43%	43%	*	41%	*	43%	-	-	-	-	40%
	Female	39%	34%	<b>48%</b>	*	45%	59%	-	*	-	*	23%	58%	-	48%	*	-	48%	-	-	-	33%
<b>Grade 4</b>																						
Reading	All Students	53%	56%	<b>65%</b>	33%	59%	73%	-	-	-	88%	50%	72%	50%	67%	*	81%	55%	-	-	-	56%
	CWD	29%	29%	<b>50%</b>	-	*	*	-	-	-	*	*	*	50%	-	-	67%	*	-	-	-	*
	CWOD	57%	58%	<b>67%</b>	33%	67%	70%	-	-	-	86%	55%	72%	-	67%	*	86%	58%	-	-	-	63%
	EL	41%	44%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	51%	55%	<b>81%</b>	*	64%	100%	-	-	-	*	75%	87%	67%	86%	-	81%	-	-	-	-	*
	Female	55%	57%	<b>55%</b>	*	57%	59%	-	-	-	*	25%	66%	*	58%	*	-	55%	-	-	-	33%
Mathematics	All Students	42%	37%	<b>32%</b>	0%	30%	42%	-	-	-	25%	25%	35%	25%	32%	*	50%	21%	-	-	-	22%
	CWD	25%	20%	<b>25%</b>	-	*	*	-	-	-	*	*	*	25%	-	-	33%	*	-	-	-	*
	CWOD	45%	38%	<b>32%</b>	0%	34%	43%	-	-	-	14%	30%	33%	-	32%	*	55%	22%	-	-	-	25%
	EL	34%	25%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	45%	41%	<b>50%</b>	*	45%	67%	-	-	-	*	42%	53%	33%	55%	-	50%	-	-	-	-	*
	Female	38%	32%	<b>21%</b>	*	22%	29%	-	-	-	*	8%	26%	*	22%	*	-	21%	-	-	-	17%
<b>Grade 5</b>																						
Reading	All Students	57%	62%	<b>58%</b>	67%	45%	60%	*	-	-	100%	55%	59%	29%	61%	*	48%	64%	-	-	-	67%
	CWD	29%	29%	<b>29%</b>	-	*	33%	-	-	-	-	*	40%	29%	-	-	*	*	-	-	-	*
	CWOD	61%	66%	<b>61%</b>	67%	46%	66%	*	-	-	100%	60%	61%	-	61%	*	52%	66%	-	-	-	67%
	EL	43%	49%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	53%	58%	<b>48%</b>	-	45%	44%	-	-	-	*	40%	52%	*	52%	-	48%	-	-	-	-	*
	Female	60%	66%	<b>64%</b>	67%	44%	76%	-	-	-	*	67%	63%	*	66%	*	-	64%	-	-	-	67%
Mathematics	All Students	47%	43%	<b>36%</b>	33%	28%	43%	*	-	-	40%	32%	37%	14%	38%	*	35%	36%	-	-	-	25%
	CWD	25%	23%	<b>14%</b>	-	*	17%	-	-	-	-	*	20%	14%	-	-	*	*	-	-	-	*
	CWOD	50%	45%	<b>38%</b>	33%	29%	48%	*	-	-	40%	35%	39%	-	38%	*	37%	39%	-	-	-	22%
	EL	38%	33%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	48%	43%	<b>35%</b>	-	27%	33%	-	-	-	*	40%	33%	*	37%	-	35%	-	-	-	-	*
	Female	46%	42%	<b>36%</b>	33%	28%	53%	-	-	-	*	25%	41%	*	39%	*	-	36%	-	-	-	11%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	38%	35%	21%	0%	14%	23%	*	-	-	60%	23%	20%	14%	22%	*	29%	14%	-	-	-	25%	
	CWD	23%	24%	14%	-	*	17%	-	-	-	-	*	20%	14%	-	-	*	*	-	-	-	*	
	CWOD	40%	36%	22%	0%	14%	24%	*	-	-	60%	25%	20%	-	22%	*	30%	15%	-	-	-	22%	
	EL	24%	17%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	41%	38%	29%	-	18%	28%	-	-	-	*	30%	29%	*	30%	-	29%	-	-	-	-	*	
	Female	34%	31%	14%	0%	11%	18%	-	-	-	*	17%	13%	*	15%	*	-	14%	-	-	-	11%	
Grade 6																							
Reading	All Students	42%	46%	40%	*	44%	40%	-	-	-	*	44%	38%	*	41%	-	24%	50%	-	-	-	40%	
	CWD	21%	19%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	46%	49%	41%	*	44%	43%	-	-	-	*	47%	39%	-	41%	-	25%	52%	-	-	-	40%	
	EL	24%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	40%	42%	24%	*	25%	20%	-	-	-	*	20%	25%	*	25%	-	24%	-	-	-	-	*	
	Female	45%	50%	50%	*	63%	50%	-	-	-	*	55%	48%	*	52%	-	-	50%	-	-	-	*	
Mathematics	All Students	38%	36%	21%	*	13%	23%	-	-	-	*	13%	24%	*	22%	-	24%	19%	-	-	-	20%	
	CWD	20%	15%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	41%	39%	22%	*	13%	25%	-	-	-	*	13%	25%	-	22%	-	25%	19%	-	-	-	20%	
	EL	24%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	40%	40%	24%	*	0%	30%	-	-	-	*	20%	25%	*	25%	-	24%	-	-	-	-	*	
	Female	36%	33%	19%	*	25%	20%	-	-	-	*	9%	24%	*	19%	-	-	19%	-	-	-	*	
Grade 7																							
Reading	All Students	55%	61%	49%	*	41%	50%	-	*	*	*	41%	51%	0%	55%	*	43%	53%	-	-	-	*	
	CWD	25%	25%	0%	-	*	*	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	*	
	CWOD	59%	63%	55%	*	50%	54%	-	*	*	*	41%	61%	-	55%	*	50%	59%	-	-	-	*	
	EL	33%	39%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	50%	57%	43%	-	44%	42%	-	*	*	-	43%	44%	*	50%	-	43%	-	-	-	-	*	
	Female	60%	64%	53%	*	36%	57%	-	-	-	*	40%	57%	*	59%	*	-	53%	-	-	-	*	
Mathematics	All Students	30%	35%	19%	*	18%	19%	-	*	*	*	12%	22%	0%	21%	*	13%	23%	-	-	-	*	
	CWD	18%	16%	0%	-	*	*	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	*	
	CWOD	32%	37%	21%	*	22%	21%	-	*	*	*	12%	26%	-	21%	*	15%	26%	-	-	-	*	
	EL	17%	20%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	31%	36%	13%	-	0%	25%	-	*	*	-	0%	19%	*	15%	-	13%	-	-	-	-	*	
	Female	29%	34%	23%	*	29%	14%	-	-	-	*	20%	24%	*	26%	*	-	23%	-	-	-	*	
Grade 8																							
Reading	All Students	57%	63%	56%	*	47%	60%	-	*	-	*	53%	57%	*	59%	*	48%	63%	-	-	-	73%	
	CWD	25%	30%	*	-	*	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	*	
	CWOD	61%	66%	59%	*	53%	61%	-	*	-	*	54%	61%	-	59%	*	48%	70%	-	-	-	80%	
	EL	33%	32%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	
	Male	51%	58%	48%	-	60%	40%	-	*	-	*	50%	47%	-	48%	*	48%	-	-	-	-	60%	
	Female	63%	68%	63%	*	29%	73%	-	-	-	*	57%	65%	*	70%	*	-	63%	-	-	-	83%	

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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	39%	34%	*	-	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	CWD	20%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	41%	37%	*	-	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	EL	24%	21%	*	-	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	38%	38%	*	-	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Female	40%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All Students	44%	45%	<b>42%</b>	*	35%	48%	-	*	-	*	33%	46%	*	46%	*	48%	37%	-	-	-	45%
	CWD	22%	19%	*	-	*	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	*
	CWOD	47%	47%	<b>46%</b>	*	40%	52%	-	*	-	*	38%	48%	-	46%	*	48%	43%	-	-	-	50%
	EL	23%	22%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	45%	50%	<b>48%</b>	-	50%	50%	-	*	-	*	38%	53%	-	48%	*	48%	-	-	-	-	40%
	Female	42%	40%	<b>37%</b>	*	14%	47%	-	-	-	*	29%	40%	*	43%	*	-	37%	-	-	-	50%
<b>End of Course</b>																						
English I	All Students	46%	75%	<b>84%</b>	*	72%	96%	-	*	-	*	71%	88%	*	90%	-	91%	73%	-	-	-	89%
	CWD	17%	28%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	50%	79%	<b>90%</b>	*	84%	96%	-	*	-	*	77%	95%	-	90%	-	97%	80%	-	-	-	100%
	EL	19%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	70%	<b>91%</b>	-	81%	100%	-	*	-	-	78%	96%	*	97%	-	91%	-	-	-	-	*
	Female	53%	79%	<b>73%</b>	*	62%	86%	-	-	-	*	60%	76%	*	80%	-	-	73%	-	-	-	83%
English II	All Students	54%	81%	<b>67%</b>	*	67%	62%	-	-	-	*	75%	60%	*	78%	*	67%	63%	-	-	-	70%
	CWD	21%	40%	*	-	*	-	-	-	-	*	-	*	*	-	*	*	*	-	-	-	*
	CWOD	59%	84%	<b>78%</b>	*	89%	62%	-	-	-	*	75%	75%	-	78%	*	80%	71%	-	-	-	88%
	EL	22%	40%	*	-	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	*
	Male	48%	75%	<b>67%</b>	-	80%	67%	-	-	-	*	*	56%	*	80%	*	67%	-	-	-	-	*
	Female	62%	85%	<b>63%</b>	*	57%	57%	-	-	-	*	60%	64%	*	71%	-	-	63%	-	-	-	67%
Algebra I	All Students	42%	46%	<b>24%</b>	*	14%	32%	-	*	-	*	22%	25%	0%	26%	*	26%	23%	-	-	-	36%
	CWD	19%	16%	<b>0%</b>	-	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	*
	CWOD	45%	49%	<b>26%</b>	*	16%	34%	-	*	-	*	25%	27%	-	26%	*	27%	25%	-	-	-	38%
	EL	28%	21%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	40%	43%	<b>26%</b>	-	16%	38%	-	*	-	*	20%	30%	*	27%	*	26%	-	-	-	-	50%
	Female	45%	49%	<b>23%</b>	*	13%	28%	-	-	-	*	25%	21%	*	25%	*	-	23%	-	-	-	25%
Biology	All Students	54%	76%	<b>77%</b>	-	60%	96%	-	*	-	*	71%	79%	*	80%	*	82%	68%	-	-	-	91%
	CWD	25%	41%	*	-	*	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-	*
	CWOD	57%	79%	<b>80%</b>	-	65%	96%	-	*	-	*	77%	81%	-	80%	*	87%	68%	-	-	-	90%
	EL	26%	36%	*	-	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	*
	Male	52%	74%	<b>82%</b>	-	67%	100%	-	*	-	*	80%	83%	*	87%	*	82%	-	-	-	-	100%
	Female	56%	77%	<b>68%</b>	-	50%	88%	-	-	-	*	*	73%	-	68%	-	-	68%	-	-	-	83%

**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	29%	33%	45%	*	38%	61%	-	*	-	*	45%	44%	*	44%	*	43%	45%	-	-	-	55%
	CWD	12%	16%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	32%	35%	44%	*	38%	59%	-	*	-	*	45%	43%	-	44%	*	41%	45%	-	-	-	55%
	EL	19%	17%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	28%	31%	43%	*	33%	56%	-	-	-	-	29%	48%	*	41%	*	43%	-	-	-	-	60%
	Female	31%	35%	45%	*	41%	65%	-	*	-	*	54%	42%	-	45%	*	-	45%	-	-	-	50%
Mathematics	All Students	20%	15%	15%	*	15%	18%	-	*	-	*	10%	17%	*	14%	*	17%	14%	-	-	-	27%
	CWD	10%	7%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	22%	16%	14%	*	15%	16%	-	*	-	*	10%	15%	-	14%	*	14%	14%	-	-	-	27%
	EL	15%	11%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	23%	17%	17%	*	17%	19%	-	-	-	-	14%	17%	*	14%	*	17%	-	-	-	-	40%
	Female	18%	13%	14%	*	14%	18%	-	*	-	*	8%	16%	-	14%	*	-	14%	-	-	-	17%
<b>Grade 4</b>																						
Reading	All Students	28%	29%	35%	17%	35%	31%	-	-	-	63%	21%	42%	13%	38%	*	37%	34%	-	-	-	33%
	CWD	10%	7%	13%	-	*	*	-	-	-	*	*	*	13%	-	-	17%	*	-	-	-	*
	CWOD	31%	31%	38%	17%	40%	35%	-	-	-	57%	25%	43%	-	38%	*	43%	36%	-	-	-	38%
	EL	18%	22%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	26%	27%	37%	*	36%	33%	-	-	-	*	25%	47%	17%	43%	-	37%	-	-	-	-	*
	Female	29%	32%	34%	*	35%	29%	-	-	-	*	17%	40%	*	36%	*	-	34%	-	-	-	33%
Mathematics	All Students	22%	20%	16%	0%	24%	12%	-	-	-	13%	17%	16%	13%	17%	*	27%	11%	-	-	-	0%
	CWD	10%	10%	13%	-	*	*	-	-	-	*	*	*	13%	-	-	17%	*	-	-	-	*
	CWOD	25%	21%	17%	0%	28%	9%	-	-	-	14%	20%	16%	-	17%	*	30%	11%	-	-	-	0%
	EL	16%	12%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	25%	23%	27%	*	36%	22%	-	-	-	*	33%	20%	17%	30%	-	27%	-	-	-	-	*
	Female	19%	18%	11%	*	17%	6%	-	-	-	*	0%	14%	*	11%	*	-	11%	-	-	-	0%
<b>Grade 5</b>																						
Reading	All Students	36%	38%	33%	0%	28%	43%	*	-	-	40%	32%	33%	14%	35%	*	26%	39%	-	-	-	25%
	CWD	12%	15%	14%	-	*	17%	-	-	-	-	*	20%	14%	-	-	*	*	-	-	-	*
	CWOD	40%	41%	35%	0%	29%	48%	*	-	-	40%	35%	35%	-	35%	*	26%	41%	-	-	-	22%
	EL	23%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	32%	32%	26%	-	18%	22%	-	-	-	*	30%	24%	*	26%	-	26%	-	-	-	-	*
	Female	39%	44%	39%	0%	33%	65%	-	-	-	*	33%	41%	*	41%	*	-	39%	-	-	-	11%
Mathematics	All Students	24%	21%	12%	17%	3%	14%	*	-	-	40%	5%	15%	14%	12%	*	16%	9%	-	-	-	17%
	CWD	9%	8%	14%	-	*	17%	-	-	-	-	*	20%	14%	-	-	*	*	-	-	-	*
	CWOD	26%	23%	12%	17%	4%	14%	*	-	-	40%	5%	14%	-	12%	*	15%	10%	-	-	-	11%
	EL	17%	14%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	25%	23%	16%	-	9%	11%	-	-	-	*	10%	19%	*	15%	-	16%	-	-	-	-	*
	Female	23%	20%	9%	17%	0%	18%	-	-	-	*	0%	13%	*	10%	*	-	9%	-	-	-	0%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	14%	5%	0%	0%	6%	*	-	-	-	40%	0%	7%	14%	4%	*	13%	0%	-	-	17%
	CWD	9%	9%	14%	-	*	17%	-	-	-	-	*	20%	14%	-	-	*	*	-	-	-	*
	CWOD	19%	14%	4%	0%	0%	3%	*	-	-	-	40%	0%	6%	-	4%	*	11%	0%	-	-	11%
	EL	9%	7%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	20%	16%	13%	-	0%	11%	-	-	-	*	0%	19%	*	11%	-	13%	-	-	-	-	*
	Female	15%	12%	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	*	-	0%	-	-	-	0%
Grade 6																						
Reading	All Students	23%	23%	15%	*	25%	13%	-	-	-	*	19%	14%	*	16%	-	14%	16%	-	-	-	0%
	CWD	8%	7%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	25%	25%	16%	*	25%	14%	-	-	-	*	20%	14%	-	16%	-	15%	16%	-	-	-	0%
	EL	9%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	21%	14%	*	25%	10%	-	-	-	*	20%	13%	*	15%	-	14%	-	-	-	-	*
	Female	25%	25%	16%	*	25%	15%	-	-	-	*	18%	14%	*	16%	-	-	16%	-	-	-	*
Mathematics	All Students	16%	13%	6%	*	6%	7%	-	-	-	*	6%	5%	*	6%	-	5%	6%	-	-	-	0%
	CWD	8%	7%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	17%	14%	6%	*	6%	7%	-	-	-	*	7%	6%	-	6%	-	5%	6%	-	-	-	0%
	EL	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	14%	5%	*	0%	10%	-	-	-	*	0%	6%	*	5%	-	5%	-	-	-	-	*
	Female	14%	12%	6%	*	13%	5%	-	-	-	*	9%	5%	*	6%	-	-	6%	-	-	-	*
Grade 7																						
Reading	All Students	36%	41%	25%	*	27%	19%	-	*	*	*	29%	22%	0%	28%	*	9%	37%	-	-	-	*
	CWD	11%	12%	0%	-	*	*	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	*
	CWOD	40%	43%	28%	*	33%	21%	-	*	*	*	29%	26%	-	28%	*	10%	41%	-	-	-	*
	EL	17%	22%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	32%	37%	9%	-	11%	8%	-	*	*	-	14%	6%	*	10%	-	9%	-	-	-	-	*
	Female	41%	45%	37%	*	36%	29%	-	-	-	*	40%	33%	*	41%	*	-	37%	-	-	-	*
Mathematics	All Students	13%	14%	11%	*	9%	15%	-	*	*	*	6%	14%	0%	13%	*	9%	13%	-	-	-	*
	CWD	7%	7%	0%	-	*	*	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	*
	CWOD	14%	14%	13%	*	11%	17%	-	*	*	*	6%	16%	-	13%	*	10%	15%	-	-	-	*
	EL	6%	7%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	13%	14%	9%	-	0%	17%	-	*	*	-	0%	13%	*	10%	-	9%	-	-	-	-	*
	Female	12%	13%	13%	*	14%	14%	-	-	-	*	10%	14%	*	15%	*	-	13%	-	-	-	*
Grade 8																						
Reading	All Students	37%	42%	38%	*	18%	48%	-	*	-	*	33%	40%	*	41%	*	30%	44%	-	-	-	55%
	CWD	11%	23%	*	-	*	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	*
	CWOD	40%	43%	41%	*	20%	52%	-	*	-	*	38%	42%	-	41%	*	30%	52%	-	-	-	60%
	EL	16%	15%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	31%	34%	30%	-	20%	40%	-	*	-	*	25%	33%	-	30%	*	30%	-	-	-	-	40%
	Female	42%	48%	44%	*	14%	53%	-	-	-	*	43%	45%	*	52%	*	-	44%	-	-	-	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
Mathematics	All Students	14%	11%	*	-	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	15%	11%	*	-	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	EL	6%	5%	*	-	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	14%	13%	*	-	-	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Female	14%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All Students	23%	19%	16%	*	6%	20%	-	*	-	*	13%	17%	*	17%	*	13%	19%	-	-	-	18%
	CWD	9%	10%	*	-	*	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	*
	CWOD	24%	20%	17%	*	7%	22%	-	*	-	*	15%	18%	-	17%	*	13%	22%	-	-	-	20%
	EL	8%	9%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	24%	23%	13%	-	0%	20%	-	*	-	*	13%	13%	-	13%	*	13%	-	-	-	-	20%
	Female	21%	16%	19%	*	14%	20%	-	-	-	*	14%	20%	*	22%	*	-	19%	-	-	-	17%
<b>End of Course</b>																						
English I	All Students	10%	21%	20%	*	10%	35%	-	*	-	*	29%	17%	*	22%	-	27%	9%	-	-	-	11%
	CWD	4%	4%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	11%	23%	22%	*	12%	35%	-	*	-	*	31%	18%	-	22%	-	29%	10%	-	-	-	13%
	EL	1%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	8%	18%	27%	-	19%	38%	-	*	-	-	33%	25%	*	29%	-	27%	-	-	-	-	*
	Female	13%	25%	9%	*	0%	29%	-	-	-	*	20%	6%	*	10%	-	-	9%	-	-	-	0%
English II	All Students	9%	15%	15%	*	17%	15%	-	-	-	*	25%	10%	*	17%	*	17%	13%	-	-	-	20%
	CWD	5%	2%	*	-	*	-	-	-	-	*	-	*	*	-	*	*	*	-	-	-	*
	CWOD	9%	16%	17%	*	22%	15%	-	-	-	*	25%	13%	-	17%	*	20%	14%	-	-	-	25%
	EL	1%	1%	*	-	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	*
	Male	7%	10%	17%	-	20%	17%	-	-	-	*	*	11%	*	20%	*	17%	-	-	-	-	*
	Female	11%	18%	13%	*	14%	14%	-	-	-	*	20%	9%	*	14%	-	-	13%	-	-	-	17%
Algebra I	All Students	26%	28%	11%	*	6%	13%	-	*	-	*	15%	8%	0%	12%	*	9%	13%	-	-	-	14%
	CWD	8%	6%	0%	-	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	*
	CWOD	29%	30%	12%	*	6%	14%	-	*	-	*	17%	9%	-	12%	*	9%	14%	-	-	-	15%
	EL	14%	13%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	25%	27%	9%	-	5%	8%	-	*	-	*	13%	5%	*	9%	*	9%	-	-	-	-	17%
	Female	28%	29%	13%	*	6%	17%	-	-	-	*	17%	11%	*	14%	*	-	13%	-	-	-	13%
Biology	All Students	21%	27%	23%	-	16%	33%	-	*	-	*	36%	18%	*	24%	*	30%	11%	-	-	-	18%
	CWD	7%	14%	*	-	*	-	-	-	-	*	*	*	*	-	*	*	-	-	-	-	*
	CWOD	22%	28%	24%	-	17%	33%	-	*	-	*	38%	19%	-	24%	*	33%	11%	-	-	-	20%
	EL	5%	11%	*	-	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	*
	Male	21%	28%	30%	-	20%	44%	-	*	-	*	40%	26%	*	33%	*	30%	-	-	-	-	20%
	Female	21%	27%	11%	-	10%	13%	-	-	-	*	*	7%	-	11%	-	-	11%	-	-	-	17%

**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%	79%	<b>78%</b>	76%	75%	80%	*	70%	*	84%	73%	80%	38%	81%	50%	81%	75%	-	-	-	81%
	CWD	44%	49%	<b>38%</b>	-	25%	45%	-	-	-	*	20%	45%	38%	-	*	49%	24%	-	-	-	50%
	CWOD	77%	81%	<b>81%</b>	76%	79%	83%	*	70%	*	85%	77%	82%	-	81%	50%	84%	78%	-	-	-	85%
	EL	59%	62%	<b>50%</b>	*	65%	-	-	-	-	*	60%	43%	*	50%	50%	60%	43%	-	-	-	*
	Male	71%	79%	<b>81%</b>	75%	82%	80%	-	63%	*	91%	75%	83%	49%	84%	60%	81%	-	-	-	-	91%
	Female	75%	79%	<b>75%</b>	77%	69%	80%	-	*	-	79%	71%	77%	24%	78%	43%	-	75%	-	-	-	75%
Reading	All Students	74%	84%	<b>85%</b>	85%	84%	86%	*	*	*	88%	84%	85%	42%	88%	60%	86%	84%	-	-	-	86%
	CWD	43%	54%	<b>42%</b>	-	33%	50%	-	-	-	*	30%	46%	42%	-	*	47%	35%	-	-	-	56%
	CWOD	78%	87%	<b>88%</b>	85%	89%	89%	*	*	*	91%	88%	89%	-	88%	67%	90%	87%	-	-	-	90%
	EL	57%	67%	<b>60%</b>	*	86%	-	-	-	-	*	*	50%	*	67%	60%	*	67%	-	-	-	*
	Male	70%	82%	<b>86%</b>	67%	89%	87%	-	*	*	90%	82%	88%	47%	90%	*	86%	-	-	-	-	88%
	Female	78%	86%	<b>84%</b>	90%	80%	86%	-	*	-	87%	85%	84%	35%	87%	67%	-	84%	-	-	-	84%
Mathematics	All Students	71%	74%	<b>72%</b>	67%	68%	75%	*	*	*	83%	67%	74%	37%	75%	44%	76%	69%	-	-	-	74%
	CWD	44%	45%	<b>37%</b>	-	15%	50%	-	-	-	*	20%	45%	37%	-	-	53%	15%	-	-	-	33%
	CWOD	75%	76%	<b>75%</b>	67%	73%	78%	*	*	*	82%	71%	77%	-	75%	44%	79%	72%	-	-	-	79%
	EL	61%	60%	<b>44%</b>	*	57%	-	-	-	-	-	*	40%	-	44%	44%	*	33%	-	-	-	-
	Male	71%	76%	<b>76%</b>	83%	77%	75%	-	*	*	89%	70%	80%	53%	79%	*	76%	-	-	-	-	89%
	Female	71%	72%	<b>69%</b>	61%	62%	75%	-	*	-	79%	64%	71%	15%	72%	33%	-	69%	-	-	-	65%
Science	All Students	74%	77%	<b>71%</b>	78%	65%	76%	*	*	-	78%	59%	76%	29%	75%	40%	76%	67%	-	-	-	82%
	CWD	47%	49%	<b>29%</b>	-	20%	25%	-	-	-	*	0%	44%	29%	-	*	43%	14%	-	-	-	60%
	CWOD	78%	80%	<b>75%</b>	78%	68%	82%	*	*	-	75%	65%	79%	-	75%	*	79%	71%	-	-	-	86%
	EL	58%	54%	<b>40%</b>	-	*	-	-	-	-	*	*	*	*	*	40%	*	*	-	-	-	*
	Male	74%	79%	<b>76%</b>	-	75%	75%	-	*	-	*	68%	80%	43%	79%	*	76%	-	-	-	-	100%
	Female	75%	76%	<b>67%</b>	78%	54%	78%	-	-	-	60%	48%	73%	14%	71%	*	-	67%	-	-	-	71%
SAT/ACT All Subjects	All Students	92%	95%	<b>100%</b>	-	*	*	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	CWD	75%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	95%	<b>100%</b>	-	*	*	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	EL	69%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	95%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	92%	96%	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	<b>46%</b>	37%	41%	52%	*	20%	*	58%	40%	49%	18%	49%	33%	50%	44%	-	-	-	52%
	CWD	23%	24%	<b>18%</b>	-	0%	28%	-	-	-	*	8%	22%	18%	-	*	28%	5%	-	-	-	25%
	CWOD	50%	53%	<b>49%</b>	37%	45%	54%	*	20%	*	57%	43%	51%	-	49%	32%	52%	46%	-	-	-	56%
	EL	29%	31%	<b>33%</b>	*	41%	-	-	-	-	*	40%	29%	*	32%	33%	50%	21%	-	-	-	*
	Male	45%	50%	<b>50%</b>	33%	44%	54%	-	13%	*	78%	46%	51%	28%	52%	50%	50%	-	-	-	-	65%
	Female	48%	51%	<b>44%</b>	38%	39%	49%	-	*	-	44%	35%	47%	5%	46%	21%	-	44%	-	-	-	44%

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Reading	All Students	52%	61%	61%	62%	56%	64%	*	*	*	76%	56%	63%	22%	64%	40%	62%	60%	-	-	-	68%
	CWD	24%	29%	22%	-	0%	44%	-	-	-	*	20%	23%	22%	-	*	32%	12%	-	-	-	22%
	CWOD	56%	64%	64%	62%	62%	65%	*	*	*	78%	59%	66%	-	64%	44%	65%	64%	-	-	-	75%
	EL	31%	38%	40%	*	57%	-	-	-	-	*	*	33%	*	44%	40%	*	33%	-	-	-	*
	Male	47%	57%	62%	50%	61%	62%	-	*	*	80%	59%	63%	32%	65%	*	62%	-	-	-	-	76%
	Female	56%	64%	60%	65%	53%	65%	-	*	-	73%	53%	63%	12%	64%	33%	-	60%	-	-	-	64%
Mathematics	All Students	41%	39%	31%	21%	26%	38%	*	*	*	30%	24%	35%	13%	33%	22%	34%	30%	-	-	-	30%
	CWD	22%	18%	13%	-	0%	19%	-	-	-	*	0%	20%	13%	-	-	24%	0%	-	-	-	17%
	CWOD	44%	41%	33%	21%	29%	40%	*	*	*	27%	26%	36%	-	33%	22%	35%	31%	-	-	-	32%
	EL	29%	25%	22%	*	29%	-	-	-	-	-	*	20%	-	22%	22%	*	17%	-	-	-	-
	Male	42%	41%	34%	17%	23%	42%	-	*	*	67%	30%	35%	24%	35%	*	34%	-	-	-	-	47%
	Female	40%	37%	30%	22%	29%	35%	-	*	-	7%	19%	34%	0%	31%	17%	-	30%	-	-	-	21%
Science	All Students	46%	49%	43%	11%	35%	51%	*	*	-	78%	39%	45%	14%	46%	40%	54%	32%	-	-	-	53%
	CWD	23%	27%	14%	-	0%	13%	-	-	-	*	0%	22%	14%	-	*	29%	0%	-	-	-	40%
	CWOD	49%	51%	46%	11%	38%	55%	*	*	-	75%	43%	47%	-	46%	*	56%	35%	-	-	-	55%
	EL	25%	23%	40%	-	*	-	-	-	-	*	*	*	*	*	40%	*	*	-	-	-	*
	Male	47%	52%	54%	-	47%	59%	-	*	-	*	50%	56%	29%	56%	*	54%	-	-	-	-	69%
	Female	45%	46%	32%	11%	23%	43%	-	-	-	60%	26%	34%	0%	35%	*	-	32%	-	-	-	43%
SAT/ACT All Subjects	All Students	64%	73%	100%	-	*	*	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	CWD	43%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	73%	100%	-	*	*	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	74%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	60%	72%	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	20%	14%	17%	24%	*	0%	*	28%	19%	21%	9%	21%	8%	21%	20%	-	-	-	23%
	CWD	9%	10%	9%	-	0%	15%	-	-	-	*	0%	13%	9%	-	*	16%	0%	-	-	-	15%
	CWOD	24%	25%	21%	14%	19%	25%	*	0%	*	28%	21%	21%	-	21%	9%	21%	21%	-	-	-	24%
	EL	12%	12%	8%	*	12%	-	-	-	-	*	10%	7%	*	9%	8%	10%	7%	-	-	-	*
	Male	21%	23%	21%	8%	16%	23%	-	0%	*	52%	20%	21%	16%	21%	10%	21%	-	-	-	-	37%
	Female	23%	25%	20%	15%	18%	24%	-	*	-	12%	19%	20%	0%	21%	7%	-	20%	-	-	-	15%
Reading	All Students	25%	31%	30%	19%	26%	35%	*	*	*	36%	30%	30%	8%	32%	10%	27%	33%	-	-	-	32%
	CWD	9%	11%	8%	-	0%	13%	-	-	-	*	0%	12%	8%	-	*	16%	0%	-	-	-	11%
	CWOD	27%	33%	32%	19%	29%	37%	*	*	*	35%	32%	32%	-	32%	11%	28%	35%	-	-	-	35%
	EL	13%	16%	10%	*	14%	-	-	-	-	*	*	17%	*	11%	10%	*	17%	-	-	-	*
	Male	22%	27%	27%	17%	23%	30%	-	*	*	50%	26%	27%	16%	28%	*	27%	-	-	-	-	44%
	Female	28%	35%	33%	20%	29%	40%	-	*	-	27%	33%	32%	0%	35%	17%	-	33%	-	-	-	25%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	18%	12%	8%	11%	14%	*	*	*	17%	10%	13%	10%	12%	11%	14%	11%	-	-	-	15%
	CWD	9%	7%	10%	-	0%	19%	-	-	-	*	0%	15%	10%	-	-	18%	0%	-	-	-	17%
	CWOD	21%	19%	12%	8%	12%	13%	*	*	*	18%	11%	13%	-	12%	11%	14%	12%	-	-	-	15%
	EL	12%	10%	11%	*	14%	-	-	-	-	-	*	0%	-	11%	11%	*	0%	-	-	-	-
	Male	21%	19%	14%	0%	12%	15%	-	*	*	44%	14%	14%	18%	14%	*	14%	-	-	-	-	32%
	Female	19%	16%	11%	11%	11%	13%	-	*	-	0%	7%	12%	0%	12%	0%	-	11%	-	-	-	6%
Science	All Students	20%	19%	13%	11%	7%	18%	*	*	-	33%	14%	13%	7%	14%	0%	20%	8%	-	-	-	18%
	CWD	8%	11%	7%	-	0%	13%	-	-	-	*	0%	11%	7%	-	*	14%	0%	-	-	-	20%
	CWOD	22%	20%	14%	11%	8%	18%	*	*	-	38%	15%	14%	-	14%	*	20%	8%	-	-	-	17%
	EL	7%	8%	0%	-	*	-	-	-	-	*	*	*	*	*	0%	*	*	-	-	-	*
	Male	22%	21%	20%	-	8%	25%	-	*	-	*	18%	20%	14%	20%	*	20%	-	-	-	-	31%
	Female	19%	17%	8%	11%	6%	10%	-	-	-	0%	9%	7%	0%	8%	*	-	8%	-	-	-	10%
SAT/ACT All Subjects	All Students	13%	9%	20%	-	*	*	-	-	-	-	*	*	-	20%	-	*	*	-	-	-	-
	CWD	11%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	10%	20%	-	*	*	-	-	-	-	*	*	-	20%	-	*	*	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	15%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	10%	4%	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	66	67	64	67	*	*	*	75	61	50	70
CWD	50	-	42	54	-	-	-	*	28	50	-
CWOD	68	67	67	68	*	*	*	73	65	-	70
EL ◇	70	-	*	-	-	-	-	-	*	-	70
Male	67	*	67	67	-	*	*	86	61	65	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	65	71	63	66	-	-	-	67	61	35	*
<b>Mathematics</b>											
All Students	54	62	55	51	*	*	*	60	54	58	20
CWD	58	-	45	67	-	-	-	*	40	58	-
CWOD	53	62	57	49	*	*	*	57	57	-	20
EL ◇	20	-	*	-	-	-	-	-	*	-	20
Male	55	*	54	53	-	*	*	93	54	62	*
Female	52	65	56	49	-	-	-	31	55	55	*

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
◇	◇	◇

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	48	42	44	52	*	30	*	57	44	22	30
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y					Y	Y	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	N					Y	N	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		N	N					Y	N	



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N	N	
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N					N	N	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N	N	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N	N	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N	N	
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

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This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	99%	100%	*	100%	*	100%	99%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	-	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	99%	100%	*	100%	*	100%	99%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	-	-	-	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	99%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	100%	-	*	-	100%	98%	100%	100%	99%	100%	-	99%	-
<b>Reading</b>	All Students	100%	100%	99%	100%	*	*	*	100%	99%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	-	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	99%	99%	*	*	*	100%	98%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	-	-	-	-	*	*	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	99%	-	*	-	100%	97%	100%	100%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	100%	100%	99%	100%	*	*	*	100%	99%	100%	100%	99%	100%	99%	100%	-
		100%	100%	99%	100%	*	*	*	100%	99%	100%	100%	99%	100%	99%	100%	-
	CWD	100%	-	100%	100%	-	-	-	*	100%	100%	100%	-	-	100%	100%	-
		100%	-	100%	100%	-	-	-	*	100%	100%	100%	-	-	100%	100%	-
	CWOD	99%	100%	99%	100%	*	*	*	100%	99%	100%	-	99%	100%	99%	100%	-
		99%	100%	99%	100%	*	*	*	100%	99%	100%	-	99%	100%	99%	100%	-
	EL	100%	*	100%	-	-	-	-	-	*	100%	-	100%	100%	*	100%	-
		100%	*	100%	-	-	-	-	-	*	100%	-	100%	100%	*	100%	-
	Male	99%	100%	99%	100%	-	*	*	100%	100%	99%	100%	99%	*	99%	-	-
		99%	100%	99%	100%	-	*	*	100%	100%	99%	100%	99%	*	99%	-	-
	Female	100%	100%	99%	100%	-	*	-	100%	99%	100%	100%	100%	100%	-	100%	-
		100%	100%	99%	100%	-	*	-	100%	99%	100%	100%	100%	100%	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	100%	-	*	*	-	-	-	-	*	*	-	100%	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	100%	-	*	*	-	-	-	-	*	*	-	100%	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	-	*	-	-	-	-	*	*	-	*	-	*	-	-
	Female	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-
<b>Non-Participation Rate</b>																	

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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
<b>All Subjects</b>	All Students	0%	0%	1%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	1%	0%	*	0%	*	0%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	-	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	0%	-	*	-	0%	2%	0%	0%	1%	0%	-	1%	-
<b>Reading</b>	All Students	0%	0%	1%	0%	*	*	*	0%	1%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	1%	1%	*	*	*	0%	2%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	-	-	-	-	*	*	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	1%	-	*	-	0%	3%	0%	0%	1%	0%	-	1%	-
<b>Mathematics</b>	All Students	0%	0%	1%	0%	*	*	*	0%	1%	0%	0%	1%	0%	1%	0%	-
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-
	CWOD	1%	0%	1%	0%	*	*	*	0%	1%	0%	-	1%	0%	1%	0%	-
	EL	0%	*	0%	-	-	-	-	-	*	0%	-	0%	0%	*	0%	-
	Male	1%	0%	1%	0%	-	*	*	0%	0%	1%	0%	1%	*	1%	-	-
	Female	0%	0%	1%	0%	-	*	-	0%	1%	0%	0%	0%	0%	-	0%	-
<b>Science</b>	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	*	0%	0%	-
	EL	0%	-	*	-	-	-	-	*	*	*	*	*	0%	*	*	-
	Male	0%	-	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	*	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	0%	-	*	*	-	-	-	-	*	*	-	0%	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	-	*	*	-	-	-	-	*	*	-	0%	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	-	*	-	-	-	-	*	*	-	*	-	*	-	-
	Female	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	3	0	1	2	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	0		
	Total	4	0	2	2	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	27	0	11	14	0	0	0	2	0		
	Female	16	0	5	5	2	0	0	4	0		
	Total	43	0	16	19	2	0	0	6	0		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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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
<b>Out-of-School Suspensions</b>												
	Male	3	0	2	1	0	0	0	0	0		0
	Female	2	0	1	1	0	0	0	0	0		0
	Total	5	0	3	2	0	0	0	0	0		0
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	13	-8	5	7	-8	-8	-8	1	-8	1	-8
	Female	13	1	1	9	-8	-8	-8	2	-8	1	-8
	Total	26	1	6	16	-8	-8	-8	3	-8	2	-8

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	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty School		
		All School
		Number Percent
Inexperienced Teachers, Principals, and Other School Leaders		19.4 41.3%
Teachers Teaching with Emergency or Provisional Credentials		1.0 2.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		0.0 -

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.



State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	7%	12%	5%	8%	0%	*	-	10%	11%	10%	0%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	83%	*	80%	82%	*	-	-	-	80%	83%	*	81%	*	92%	75%	-	-	-	-
	CWD	52%	60%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	80%	82%	81%	*	80%	80%	*	-	-	-	80%	82%	-	81%	*	91%	75%	-	-	-	-
	EL	66%	70%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	74%	81%	92%	*	80%	100%	*	-	-	-	*	92%	*	91%	*	92%	-	-	-	-	-
	Female	78%	80%	75%	-	80%	73%	-	-	-	-	*	75%	-	75%	*	-	75%	-	-	-	-
Mathematics	All Students	70%	70%	69%	*	60%	71%	*	-	-	-	80%	67%	*	67%	*	77%	63%	-	-	-	-
	CWD	46%	46%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	74%	73%	67%	*	60%	67%	*	-	-	-	80%	64%	-	67%	*	73%	63%	-	-	-	-
	EL	64%	59%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	72%	75%	77%	*	40%	100%	*	-	-	-	*	75%	*	73%	*	77%	-	-	-	-	-
	Female	68%	67%	63%	-	80%	55%	-	-	-	-	*	58%	-	63%	*	-	63%	-	-	-	-
Grade 4																						
Reading	All Students	76%	82%	73%	*	83%	61%	-	-	*	*	60%	78%	*	73%	-	69%	76%	-	-	-	-
	CWD	48%	52%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	81%	84%	73%	*	90%	59%	-	-	*	*	67%	76%	-	73%	-	71%	75%	-	-	-	-
	EL	66%	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	79%	69%	-	75%	63%	-	-	-	-	60%	73%	*	71%	-	69%	-	-	-	-	-
	Female	79%	84%	76%	*	*	60%	-	-	*	*	60%	83%	*	75%	-	-	76%	-	-	-	-
Mathematics	All Students	68%	70%	64%	*	67%	56%	-	-	*	*	50%	70%	*	67%	-	69%	59%	-	-	-	-
	CWD	42%	38%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	73%	73%	67%	*	80%	53%	-	-	*	*	56%	71%	-	67%	-	71%	63%	-	-	-	-
	EL	63%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	73%	69%	-	63%	75%	-	-	-	-	60%	73%	*	71%	-	69%	-	-	-	-	-
	Female	67%	67%	59%	*	*	40%	-	-	*	*	40%	67%	*	63%	-	-	59%	-	-	-	-
Grade 5																						
Reading	All Students	80%	84%	61%	*	54%	67%	-	-	-	-	41%	81%	*	66%	*	46%	70%	-	-	-	*
	CWD	50%	50%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	85%	88%	66%	*	58%	73%	-	-	-	-	47%	86%	-	66%	*	55%	72%	-	-	-	-
	EL	71%	74%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	77%	81%	46%	*	*	50%	-	-	-	-	17%	71%	*	55%	-	46%	-	-	-	-	*
	Female	83%	87%	70%	*	56%	80%	-	-	-	-	55%	89%	*	72%	*	-	70%	-	-	-	-
Mathematics	All Students	76%	76%	61%	*	54%	67%	-	-	-	-	47%	75%	*	62%	*	54%	65%	-	-	-	*
	CWD	50%	49%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	80%	78%	62%	*	58%	67%	-	-	-	-	47%	79%	-	62%	*	55%	67%	-	-	-	-
	EL	70%	70%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	75%	76%	54%	*	*	63%	-	-	-	-	33%	71%	*	55%	-	54%	-	-	-	-	*
	Female	76%	76%	65%	*	56%	70%	-	-	-	-	55%	78%	*	67%	*	-	65%	-	-	-	-

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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	65%	65%	52%	*	38%	61%	-	-	-	-	41%	63%	*	55%	*	38%	60%	-	-	-	*
	CWD	40%	35%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	69%	68%	55%	*	42%	67%	-	-	-	-	47%	64%	-	55%	*	45%	61%	-	-	-	-
	EL	52%	46%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	67%	66%	38%	*	*	38%	-	-	-	-	17%	57%	*	45%	-	38%	-	-	-	-	*
	Female	63%	64%	60%	*	33%	80%	-	-	-	-	55%	67%	*	61%	*	-	60%	-	-	-	-
<b>Grade 6</b>																						
Reading	All Students	69%	77%	70%	-	56%	76%	-	-	-	*	69%	71%	*	78%	-	62%	79%	-	-	-	-
	CWD	38%	47%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	74%	80%	78%	-	56%	92%	-	-	-	*	73%	83%	-	78%	-	80%	77%	-	-	-	-
	EL	53%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	66%	74%	62%	-	*	63%	-	-	-	*	60%	63%	*	80%	-	62%	-	-	-	-	-
	Female	72%	80%	79%	-	60%	89%	-	-	-	-	75%	83%	*	77%	-	-	79%	-	-	-	-
Mathematics	All Students	72%	76%	56%	-	44%	59%	-	-	-	*	62%	50%	*	52%	-	77%	36%	-	-	-	-
	CWD	47%	49%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	76%	78%	52%	-	44%	54%	-	-	-	*	55%	50%	-	52%	-	80%	31%	-	-	-	-
	EL	61%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	77%	77%	-	*	75%	-	-	-	*	80%	75%	*	80%	-	77%	-	-	-	-	-
	Female	72%	74%	36%	-	20%	44%	-	-	-	-	50%	17%	*	31%	-	-	36%	-	-	-	-
<b>Grade 7</b>																						
Reading	All Students	79%	86%	75%	-	62%	91%	-	-	-	-	100%	67%	*	78%	*	73%	77%	-	*	-	-
	CWD	47%	55%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	83%	89%	78%	-	67%	91%	-	-	-	-	100%	71%	-	78%	*	73%	83%	-	*	-	-
	EL	63%	74%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	75%	83%	73%	-	67%	80%	-	-	-	-	*	63%	-	73%	*	73%	-	-	-	-	-
	Female	83%	89%	77%	-	57%	100%	-	-	-	-	*	70%	*	83%	*	-	77%	-	*	-	-
Mathematics	All Students	60%	66%	33%	-	15%	55%	-	-	-	-	50%	28%	*	35%	*	45%	23%	-	*	-	-
	CWD	36%	36%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	63%	68%	35%	-	17%	55%	-	-	-	-	50%	29%	-	35%	*	45%	25%	-	*	-	-
	EL	45%	51%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	60%	68%	45%	-	17%	80%	-	-	-	-	*	38%	-	45%	*	45%	-	-	-	-	-
	Female	59%	64%	23%	-	14%	33%	-	-	-	-	*	20%	*	25%	*	-	23%	-	*	-	-
<b>Grade 8</b>																						
Reading	All Students	82%	88%	79%	*	90%	67%	-	-	*	*	75%	82%	*	76%	*	100%	60%	-	-	-	*
	CWD	50%	60%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	86%	90%	76%	*	89%	60%	-	-	*	*	71%	80%	-	76%	*	100%	56%	-	-	-	*
	EL	65%	65%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	78%	86%	100%	-	100%	*	-	-	*	-	100%	*	*	100%	*	100%	-	-	-	-	-
	Female	86%	90%	60%	*	80%	*	-	-	-	*	*	71%	*	56%	*	-	60%	-	-	-	*



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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	70%	69%	53%	*	40%	67%	-	-	*	*	38%	64%	*	53%	*	67%	40%	-	-	-	*	
	CWD	40%	40%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	74%	73%	53%	*	44%	60%	-	-	*	*	43%	60%	-	53%	*	75%	33%	-	-	-	*	
	EL	57%	57%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	68%	73%	67%	-	40%	*	-	-	*	-	40%	*	*	75%	*	67%	-	-	-	-	-	
	Female	72%	67%	40%	*	40%	*	-	-	-	*	*	43%	*	33%	*	-	40%	-	-	-	*	
Science	All Students	73%	79%	53%	*	50%	50%	-	-	*	*	50%	55%	*	59%	*	78%	30%	-	-	-	*	
	CWD	42%	43%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	77%	82%	59%	*	56%	60%	-	-	*	*	57%	60%	-	59%	*	88%	33%	-	-	-	*	
	EL	54%	52%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	73%	83%	78%	-	60%	*	-	-	*	-	60%	*	*	88%	*	78%	-	-	-	-	-	
	Female	73%	75%	30%	*	40%	*	-	-	-	*	*	29%	*	33%	*	-	30%	-	-	-	*	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	55%	52%	*	30%	65%	*	-	-	-	20%	58%	*	52%	*	62%	44%	-	-	-	-	
	CWD	30%	34%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	
	CWOD	54%	58%	52%	*	30%	67%	*	-	-	-	20%	59%	-	52%	*	64%	44%	-	-	-	-	
	EL	37%	44%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	49%	54%	62%	*	40%	83%	*	-	-	-	*	58%	*	64%	*	62%	-	-	-	-	-	
	Female	52%	56%	44%	-	20%	55%	-	-	-	-	*	58%	-	44%	*	-	44%	-	-	-	-	
Mathematics	All Students	42%	38%	17%	*	10%	24%	*	-	-	-	0%	21%	*	19%	*	15%	19%	-	-	-	-	
	CWD	27%	21%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	
	CWOD	45%	40%	19%	*	10%	27%	*	-	-	-	0%	23%	-	19%	*	18%	19%	-	-	-	-	
	EL	35%	32%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	45%	42%	15%	*	0%	33%	*	-	-	-	*	17%	*	18%	*	15%	-	-	-	-	-	
	Female	39%	34%	19%	-	20%	18%	-	-	-	-	*	25%	-	19%	*	-	19%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	56%	52%	*	58%	39%	-	-	*	*	50%	52%	*	53%	-	56%	47%	-	-	-	-	
	CWD	29%	29%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	57%	58%	53%	*	70%	35%	-	-	*	*	56%	52%	-	53%	-	57%	50%	-	-	-	-	
	EL	41%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	51%	55%	56%	-	63%	50%	-	-	-	-	60%	55%	*	57%	-	56%	-	-	-	-	-	
	Female	55%	57%	47%	*	*	30%	-	-	*	*	40%	50%	*	50%	-	-	47%	-	-	-	-	
Mathematics	All Students	42%	37%	36%	*	42%	28%	-	-	*	*	30%	39%	*	37%	-	38%	35%	-	-	-	-	
	CWD	25%	20%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	45%	38%	37%	*	50%	24%	-	-	*	*	33%	38%	-	37%	-	36%	38%	-	-	-	-	
	EL	34%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	45%	41%	38%	-	38%	38%	-	-	-	-	40%	36%	*	36%	-	38%	-	-	-	-	-	
	Female	38%	32%	35%	*	*	20%	-	-	*	*	20%	42%	*	38%	-	-	35%	-	-	-	-	

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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
Grade 5																						
Reading	All Students	57%	62%	42%	*	38%	44%	-	-	-	-	29%	56%	*	45%	*	31%	50%	-	-	-	*
	CWD	29%	29%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	61%	66%	45%	*	42%	47%	-	-	-	-	33%	57%	-	45%	*	36%	50%	-	-	-	-
	EL	43%	49%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	53%	58%	31%	*	*	38%	-	-	-	-	17%	43%	*	36%	-	31%	-	-	-	-	*
	Female	60%	66%	50%	*	44%	50%	-	-	-	-	36%	67%	*	50%	*	-	50%	-	-	-	-
Mathematics	All Students	47%	43%	27%	*	23%	28%	-	-	-	-	24%	31%	*	31%	*	23%	30%	-	-	-	*
	CWD	25%	23%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	50%	45%	31%	*	25%	33%	-	-	-	-	27%	36%	-	31%	*	27%	33%	-	-	-	-
	EL	38%	33%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	48%	43%	23%	*	*	25%	-	-	-	-	17%	29%	*	27%	-	23%	-	-	-	-	*
	Female	46%	42%	30%	*	22%	30%	-	-	-	-	27%	33%	*	33%	*	-	30%	-	-	-	-
Science	All Students	38%	35%	15%	*	15%	17%	-	-	-	-	12%	19%	*	17%	*	23%	10%	-	-	-	*
	CWD	23%	24%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	40%	36%	17%	*	17%	20%	-	-	-	-	13%	21%	-	17%	*	27%	11%	-	-	-	-
	EL	24%	17%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	41%	38%	23%	*	*	13%	-	-	-	-	17%	29%	*	27%	-	23%	-	-	-	-	*
	Female	34%	31%	10%	*	0%	20%	-	-	-	-	9%	11%	*	11%	*	-	10%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	30%	-	33%	24%	-	-	-	*	38%	21%	*	35%	-	31%	29%	-	-	-	-
	CWD	21%	19%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	46%	49%	35%	-	33%	31%	-	-	-	*	45%	25%	-	35%	-	40%	31%	-	-	-	-
	EL	24%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	42%	31%	-	*	25%	-	-	-	*	60%	13%	*	40%	-	31%	-	-	-	-	-
	Female	45%	50%	29%	-	40%	22%	-	-	-	-	25%	33%	*	31%	-	-	29%	-	-	-	-
Mathematics	All Students	38%	36%	0%	-	0%	0%	-	-	-	*	0%	0%	*	0%	-	0%	0%	-	-	-	-
	CWD	20%	15%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	41%	39%	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-	-	-	-
	EL	24%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	40%	0%	-	*	0%	-	-	-	*	0%	0%	*	0%	-	0%	-	-	-	-	-
	Female	36%	33%	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	-	-	0%	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	54%	-	31%	82%	-	-	-	-	83%	44%	*	57%	*	55%	54%	-	*	-	-
	CWD	25%	25%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	59%	63%	57%	-	33%	82%	-	-	-	-	83%	47%	-	57%	*	55%	58%	-	*	-	-
	EL	33%	39%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	50%	57%	55%	-	33%	80%	-	-	-	-	*	38%	-	55%	*	55%	-	-	-	-	-
	Female	60%	64%	54%	-	29%	83%	-	-	-	-	*	50%	*	58%	*	-	54%	-	*	-	-

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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	30%	35%	4%	-	0%	9%	-	-	-	-	0%	6%	*	4%	*	9%	0%	-	*	-	-
	CWD	18%	16%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	32%	37%	4%	-	0%	9%	-	-	-	-	0%	6%	-	4%	*	9%	0%	-	*	-	-
	EL	17%	20%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	31%	36%	9%	-	0%	20%	-	-	-	-	*	13%	-	9%	*	9%	-	-	-	-	-
	Female	29%	34%	0%	-	0%	0%	-	-	-	-	-	0%	*	0%	*	-	0%	-	*	-	-
Grade 8																						
Reading	All Students	57%	63%	53%	*	60%	33%	-	-	*	*	50%	55%	*	59%	*	67%	40%	-	-	-	*
	CWD	25%	30%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	61%	66%	59%	*	67%	40%	-	-	*	*	57%	60%	-	59%	*	75%	44%	-	-	-	*
	EL	33%	32%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	51%	58%	67%	-	60%	*	-	-	*	-	60%	*	*	75%	*	67%	-	-	-	-	-
	Female	63%	68%	40%	*	60%	*	-	-	-	*	*	43%	*	44%	*	-	40%	-	-	-	*
Mathematics	All Students	39%	34%	5%	*	0%	17%	-	-	*	*	0%	9%	*	6%	*	11%	0%	-	-	-	*
	CWD	20%	13%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	41%	37%	6%	*	0%	20%	-	-	*	*	0%	10%	-	6%	*	13%	0%	-	-	-	*
	EL	24%	21%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	38%	38%	11%	-	0%	*	-	-	*	-	0%	*	*	13%	*	11%	-	-	-	-	-
	Female	40%	32%	0%	*	0%	*	-	-	-	*	*	0%	*	0%	*	-	0%	-	-	-	*
Science	All Students	44%	45%	16%	*	0%	33%	-	-	*	*	13%	18%	*	18%	*	33%	0%	-	-	-	*
	CWD	22%	19%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	47%	47%	18%	*	0%	40%	-	-	*	*	14%	20%	-	18%	*	38%	0%	-	-	-	*
	EL	23%	22%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	45%	50%	33%	-	0%	*	-	-	*	-	20%	*	*	38%	*	33%	-	-	-	-	-
	Female	42%	40%	0%	*	0%	*	-	-	-	*	*	0%	*	0%	*	-	0%	-	-	-	*
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	33%	31%	*	20%	41%	*	-	-	-	0%	38%	*	30%	*	31%	31%	-	-	-	-
	CWD	12%	16%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	32%	35%	30%	*	20%	40%	*	-	-	-	0%	36%	-	30%	*	27%	31%	-	-	-	-
	EL	19%	17%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	28%	31%	31%	*	20%	50%	*	-	-	-	*	33%	*	27%	*	31%	-	-	-	-	-
	Female	31%	35%	31%	-	20%	36%	-	-	-	-	*	42%	-	31%	*	-	31%	-	-	-	-
Mathematics	All Students	20%	15%	14%	*	10%	18%	*	-	-	-	0%	17%	*	15%	*	15%	13%	-	-	-	-
	CWD	10%	7%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	22%	16%	15%	*	10%	20%	*	-	-	-	0%	18%	-	15%	*	18%	13%	-	-	-	-
	EL	15%	11%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	23%	17%	15%	*	0%	33%	*	-	-	-	*	17%	*	18%	*	15%	-	-	-	-	-
	Female	18%	13%	13%	-	20%	9%	-	-	-	-	*	17%	-	13%	*	-	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
Grade 4																						
Reading	All Students	28%	29%	33%	*	17%	33%	-	-	*	*	40%	30%	*	33%	-	31%	35%	-	-	-	-
	CWD	10%	7%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	31%	31%	33%	*	20%	29%	-	-	*	*	44%	29%	-	33%	-	29%	38%	-	-	-	-
	EL	18%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	26%	27%	31%	-	25%	38%	-	-	-	-	40%	27%	*	29%	-	31%	-	-	-	-	-
	Female	29%	32%	35%	*	*	30%	-	-	*	*	40%	33%	*	38%	-	-	35%	-	-	-	-
Mathematics	All Students	22%	20%	18%	*	8%	17%	-	-	*	*	20%	17%	*	20%	-	19%	18%	-	-	-	-
	CWD	10%	10%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	25%	21%	20%	*	10%	18%	-	-	*	*	22%	19%	-	20%	-	21%	19%	-	-	-	-
	EL	16%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	23%	19%	-	13%	25%	-	-	-	-	20%	18%	*	21%	-	19%	-	-	-	-	-
	Female	19%	18%	18%	*	*	10%	-	-	*	*	20%	17%	*	19%	-	-	18%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	24%	*	8%	33%	-	-	-	-	18%	31%	*	24%	*	8%	35%	-	-	-	*
	CWD	12%	15%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	40%	41%	24%	*	8%	33%	-	-	-	-	20%	29%	-	24%	*	9%	33%	-	-	-	-
	EL	23%	20%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	32%	32%	8%	*	*	13%	-	-	-	-	0%	14%	*	9%	-	8%	-	-	-	-	*
	Female	39%	44%	35%	*	11%	50%	-	-	-	-	27%	44%	*	33%	*	-	35%	-	-	-	-
Mathematics	All Students	24%	21%	6%	*	0%	6%	-	-	-	-	12%	0%	*	7%	*	8%	5%	-	-	-	*
	CWD	9%	8%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	26%	23%	7%	*	0%	7%	-	-	-	-	13%	0%	-	7%	*	9%	6%	-	-	-	-
	EL	17%	14%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	25%	23%	8%	*	*	13%	-	-	-	-	17%	0%	*	9%	-	8%	-	-	-	-	*
	Female	23%	20%	5%	*	0%	0%	-	-	-	-	9%	0%	*	6%	*	-	5%	-	-	-	-
Science	All Students	17%	14%	6%	*	0%	11%	-	-	-	-	6%	6%	*	7%	*	8%	5%	-	-	-	*
	CWD	9%	9%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	19%	14%	7%	*	0%	13%	-	-	-	-	7%	7%	-	7%	*	9%	6%	-	-	-	-
	EL	9%	7%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	20%	16%	8%	*	*	13%	-	-	-	-	17%	0%	*	9%	-	8%	-	-	-	-	*
	Female	15%	12%	5%	*	0%	10%	-	-	-	-	0%	11%	*	6%	*	-	5%	-	-	-	-
Grade 6																						
Reading	All Students	23%	23%	7%	-	22%	0%	-	-	-	*	15%	0%	*	9%	-	8%	7%	-	-	-	-
	CWD	8%	7%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	25%	25%	9%	-	22%	0%	-	-	-	*	18%	0%	-	9%	-	10%	8%	-	-	-	-
	EL	9%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	21%	8%	-	*	0%	-	-	-	*	20%	0%	*	10%	-	8%	-	-	-	-	-
	Female	25%	25%	7%	-	20%	0%	-	-	-	-	13%	0%	*	8%	-	-	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
Mathematics	All Students	16%	13%	0%	-	0%	0%	-	-	-	*	0%	0%	*	0%	-	0%	0%	-	-	-	-
	CWD	8%	7%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	17%	14%	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-	-	-	-
	EL	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	14%	0%	-	*	0%	-	-	-	*	0%	0%	*	0%	-	0%	-	-	-	-	-
	Female	14%	12%	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	-	-	0%	-	-	-	-
Grade 7																						
Reading	All Students	36%	41%	29%	-	8%	55%	-	-	-	-	33%	28%	*	30%	*	36%	23%	-	*	-	-
	CWD	11%	12%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	40%	43%	30%	-	8%	55%	-	-	-	-	33%	29%	-	30%	*	36%	25%	-	*	-	-
	EL	17%	22%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	32%	37%	36%	-	0%	80%	-	-	-	-	*	38%	-	36%	*	36%	-	-	-	-	-
	Female	41%	45%	23%	-	14%	33%	-	-	-	-	*	20%	*	25%	*	-	23%	-	*	-	-
Mathematics	All Students	13%	14%	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	*	0%	0%	-	*	-	-
	CWD	7%	7%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	14%	14%	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	6%	7%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	13%	14%	0%	-	0%	0%	-	-	-	-	*	0%	-	0%	*	0%	-	-	-	-	-
	Female	12%	13%	0%	-	0%	0%	-	-	-	-	*	0%	*	0%	*	-	0%	-	*	-	-
Grade 8																						
Reading	All Students	37%	42%	32%	*	30%	17%	-	-	*	*	25%	36%	*	35%	*	33%	30%	-	-	-	*
	CWD	11%	23%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	40%	43%	35%	*	33%	20%	-	-	*	*	29%	40%	-	35%	*	38%	33%	-	-	-	*
	EL	16%	15%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	31%	34%	33%	-	20%	*	-	-	*	-	20%	*	*	38%	*	33%	-	-	-	-	-
	Female	42%	48%	30%	*	40%	*	-	-	-	*	*	29%	*	33%	*	-	30%	-	-	-	*
Mathematics	All Students	14%	11%	0%	*	0%	0%	-	-	*	*	0%	0%	*	0%	*	0%	0%	-	-	-	*
	CWD	8%	5%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	15%	11%	0%	*	0%	0%	-	-	*	*	0%	0%	-	0%	*	0%	0%	-	-	-	*
	EL	6%	5%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	14%	13%	0%	-	0%	*	-	-	*	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	14%	8%	0%	*	0%	*	-	-	-	*	*	0%	*	0%	*	-	0%	-	-	-	*
Science	All Students	23%	19%	5%	*	0%	17%	-	-	*	*	0%	9%	*	6%	*	11%	0%	-	-	-	*
	CWD	9%	10%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	24%	20%	6%	*	0%	20%	-	-	*	*	0%	10%	-	6%	*	13%	0%	-	-	-	*
	EL	8%	9%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	24%	23%	11%	-	0%	*	-	-	*	-	0%	*	*	13%	*	11%	-	-	-	-	-
	Female	21%	16%	0%	*	0%	*	-	-	-	*	*	0%	*	0%	*	-	0%	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
All Grades																							
All Subjects	All Students	73%	79%	63%	54%	56%	67%	*	-	100%	100%	56%	67%	47%	65%	56%	67%	60%	-	*	-	50%	
	CWD	44%	49%	47%	-	17%	62%	-	-	-	-	33%	57%	47%	-	-	43%	53%	-	-	-	*	
	CWOD	77%	81%	65%	54%	59%	67%	*	-	100%	100%	59%	69%	-	65%	56%	70%	61%	-	*	-	*	
	EL	59%	62%	56%	-	56%	-	-	-	-	-	60%	50%	-	56%	56%	57%	56%	-	-	-	-	
	Male	71%	79%	67%	40%	59%	72%	*	-	*	*	56%	73%	43%	70%	57%	67%	-	-	-	-	*	
	Female	75%	79%	60%	63%	54%	62%	-	-	*	100%	56%	63%	53%	61%	56%	-	60%	-	*	-	*	
Reading	All Students	74%	84%	73%	60%	70%	74%	*	-	*	*	64%	77%	50%	75%	70%	72%	73%	-	*	-	*	
	CWD	43%	54%	50%	-	40%	55%	-	-	-	-	33%	60%	50%	-	-	40%	67%	-	-	-	*	
	CWOD	78%	87%	75%	60%	73%	76%	*	-	*	*	68%	79%	-	75%	70%	77%	74%	-	*	-	*	
	EL	57%	67%	70%	-	70%	-	-	-	-	-	67%	*	-	70%	70%	*	57%	-	-	-	-	
	Male	70%	82%	72%	*	72%	71%	*	-	*	*	64%	76%	40%	77%	*	72%	-	-	-	-	*	
	Female	78%	86%	73%	*	69%	76%	-	-	*	*	65%	79%	67%	74%	57%	-	73%	-	*	-	*	
Mathematics	All Students	71%	74%	57%	60%	46%	62%	*	-	*	*	53%	59%	56%	57%	40%	65%	50%	-	*	-	*	
	CWD	44%	45%	56%	-	0%	82%	-	-	-	-	50%	60%	56%	-	-	60%	50%	-	-	-	*	
	CWOD	75%	76%	57%	60%	50%	59%	*	-	*	*	53%	59%	-	57%	40%	66%	50%	-	*	-	*	
	EL	61%	60%	40%	-	40%	-	-	-	-	-	50%	*	-	40%	40%	*	57%	-	-	-	-	
	Male	71%	76%	65%	*	47%	79%	*	-	*	*	56%	70%	60%	66%	*	65%	-	-	-	-	*	
	Female	71%	72%	50%	*	46%	49%	-	-	*	*	50%	50%	50%	50%	57%	-	50%	-	*	-	*	
Science	All Students	74%	77%	52%	*	43%	58%	-	-	*	*	44%	59%	17%	57%	60%	55%	50%	-	-	-	*	
	CWD	47%	49%	17%	-	*	*	-	-	-	-	*	*	17%	-	-	*	*	-	-	-	*	
	CWOD	78%	80%	57%	*	48%	65%	-	-	*	*	50%	63%	-	57%	60%	63%	52%	-	-	-	*	
	EL	58%	54%	60%	-	60%	-	-	-	-	-	*	*	-	60%	60%	*	*	-	-	-	-	
	Male	74%	79%	55%	*	56%	55%	-	-	*	-	36%	73%	*	63%	*	55%	-	-	-	-	*	
	Female	75%	76%	50%	*	36%	62%	-	-	-	*	50%	50%	*	52%	*	-	50%	-	-	-	*	
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	50%	30%	38%	25%	31%	*	-	60%	57%	24%	33%	11%	32%	16%	33%	27%	-	*	-	17%	
	CWD	23%	24%	11%	-	0%	15%	-	-	-	-	0%	17%	11%	-	-	13%	7%	-	-	-	*	
	CWOD	50%	53%	32%	38%	27%	34%	*	-	60%	57%	27%	34%	-	32%	16%	36%	29%	-	*	-	*	
	EL	29%	31%	16%	-	16%	-	-	-	-	-	20%	10%	-	16%	16%	14%	17%	-	-	-	-	
	Male	45%	50%	33%	20%	27%	37%	*	-	*	*	31%	33%	13%	36%	14%	33%	-	-	-	-	*	
	Female	48%	51%	27%	50%	23%	27%	-	-	*	60%	20%	32%	7%	29%	17%	-	27%	-	*	-	*	
Reading	All Students	52%	61%	47%	60%	42%	47%	*	-	*	*	42%	49%	19%	50%	40%	49%	44%	-	*	-	*	
	CWD	24%	29%	19%	-	0%	27%	-	-	-	-	0%	30%	19%	-	-	20%	17%	-	-	-	*	
	CWOD	56%	64%	50%	60%	45%	50%	*	-	*	*	47%	51%	-	50%	40%	54%	46%	-	*	-	*	
	EL	31%	38%	40%	-	40%	-	-	-	-	-	50%	*	-	40%	40%	*	43%	-	-	-	-	
	Male	47%	57%	49%	*	44%	53%	*	-	*	*	56%	46%	20%	54%	*	49%	-	-	-	-	*	
	Female	56%	64%	44%	*	40%	43%	-	-	*	*	32%	52%	17%	46%	43%	-	44%	-	*	-	*	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	39%	17%	40%	13%	18%	*	-	*	*	12%	20%	6%	18%	0%	17%	17%	-	*	-	*
	CWD	22%	18%	6%	-	0%	9%	-	-	-	-	0%	10%	6%	-	-	10%	0%	-	-	-	*
	CWOD	44%	41%	18%	40%	15%	20%	*	-	*	*	13%	21%	-	18%	0%	18%	18%	-	*	-	*
	EL	29%	25%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	42%	41%	17%	*	13%	24%	*	-	*	*	12%	20%	10%	18%	*	17%	-	-	-	-	*
	Female	40%	37%	17%	*	14%	14%	-	-	*	*	12%	20%	0%	18%	0%	-	17%	-	*	-	*
Science	All Students	46%	49%	15%	*	9%	21%	-	-	*	*	12%	19%	0%	17%	0%	27%	7%	-	-	-	*
	CWD	23%	27%	0%	-	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	*
	CWOD	49%	51%	17%	*	10%	25%	-	-	*	*	14%	21%	-	17%	0%	32%	7%	-	-	-	*
	EL	25%	23%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	47%	52%	27%	*	22%	27%	-	-	*	-	18%	36%	*	32%	*	27%	-	-	-	-	*
	Female	45%	46%	7%	*	0%	15%	-	-	-	*	7%	6%	*	7%	*	-	7%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	15%	31%	8%	18%	*	-	40%	43%	13%	17%	8%	16%	0%	15%	15%	-	*	-	17%
	CWD	9%	10%	8%	-	0%	12%	-	-	-	-	0%	13%	8%	-	-	9%	7%	-	-	-	*
	CWOD	24%	25%	16%	31%	9%	19%	*	-	40%	43%	14%	17%	-	16%	0%	16%	16%	-	*	-	*
	EL	12%	12%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	21%	23%	15%	0%	8%	22%	*	-	*	*	13%	16%	9%	16%	0%	15%	-	-	-	-	*
	Female	23%	25%	15%	50%	8%	15%	-	-	*	60%	12%	17%	7%	16%	0%	-	15%	-	*	-	*
Reading	All Students	25%	31%	26%	40%	16%	30%	*	-	*	*	22%	28%	19%	27%	0%	24%	28%	-	*	-	*
	CWD	9%	11%	19%	-	0%	27%	-	-	-	-	0%	30%	19%	-	-	20%	17%	-	-	-	*
	CWOD	27%	33%	27%	40%	18%	30%	*	-	*	*	25%	28%	-	27%	0%	25%	29%	-	*	-	*
	EL	13%	16%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	22%	27%	24%	*	16%	32%	*	-	*	*	20%	26%	20%	25%	*	24%	-	-	-	-	*
	Female	28%	35%	28%	*	17%	29%	-	-	*	*	24%	30%	17%	29%	0%	-	28%	-	*	-	*
Mathematics	All Students	20%	18%	7%	40%	3%	8%	*	-	*	*	7%	8%	0%	8%	0%	8%	7%	-	*	-	*
	CWD	9%	7%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	*
	CWOD	21%	19%	8%	40%	3%	9%	*	-	*	*	8%	8%	-	8%	0%	9%	7%	-	*	-	*
	EL	12%	10%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	21%	19%	8%	*	3%	13%	*	-	*	*	8%	8%	0%	9%	*	8%	-	-	-	-	*
	Female	19%	16%	7%	*	3%	4%	-	-	*	*	6%	7%	0%	7%	0%	-	7%	-	*	-	*
Science	All Students	20%	19%	6%	*	0%	13%	-	-	*	*	4%	7%	0%	7%	0%	9%	3%	-	-	-	*
	CWD	8%	11%	0%	-	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	*
	CWOD	22%	20%	7%	*	0%	15%	-	-	*	*	5%	8%	-	7%	0%	11%	4%	-	-	-	*
	EL	7%	8%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	22%	21%	9%	*	0%	18%	-	-	*	-	9%	9%	*	11%	*	9%	-	-	-	-	*
	Female	19%	17%	3%	*	0%	8%	-	-	-	*	0%	6%	*	4%	*	-	3%	-	-	-	*

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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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	66	*	68	61	-	-	*	*	64	57	60
CWD	57	-	60	56	-	-	-	-	83	57	-
CWOD	67	*	68	63	-	-	*	*	61	-	60
EL ◇	60	-	60	-	-	-	-	-	*	-	60
Male	59	*	70	50	-	-	*	-	71	63	*
Female	71	*	66	70	-	-	*	*	60	50	*
<b>Mathematics</b>											
All Students	38	*	35	38	-	-	*	*	41	54	20
CWD	54	-	40	61	-	-	-	-	67	54	-
CWOD	35	*	35	33	-	-	*	*	36	-	20
EL ◇	20	-	20	-	-	-	-	-	*	-	20
Male	32	*	30	36	-	-	*	-	44	50	*
Female	42	*	39	39	-	-	*	*	38	58	*

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.



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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

#### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
◇	◇	◇

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

#### Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	36	41	30	39	*	-	67	67	31	22	24
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	N					Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					Y		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N		
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N					N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	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%	100%	-
	EL	100%	-	100%	-	-	-	-	-	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%	-	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
<b>Reading</b>	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%	-	-
	Female	100%	*	100%	100%	-	-	*	*	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	100%	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	-	100%	100%	-
		100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	-	100%	100%	-
	CWOD	100%	100%	100%	100%	*	-	*	*	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	*	-	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	*	100%	-
		100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	*	100%	-
	Male	100%	*	100%	100%	*	-	*	*	100%	100%	100%	100%	*	100%	-	-
		100%	*	100%	100%	*	-	*	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	*	100%	100%	-	-	*	*	100%	100%	100%	100%	100%	-	100%	-
		100%	*	100%	100%	-	-	*	*	100%	100%	100%	100%	100%	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-
	CWOD	0%	0%	0%	0%	*	-	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	-	0%	-
<b>Reading</b>	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%	-	-

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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
<b>Reading</b>	Female	0%	*	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	-	0%	-
<b>Mathematics</b>	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%	-	-
	Female	0%	*	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	-	0%	-
<b>Science</b>	All Students	0%	*	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	*	*	-	-	-	-	*	*	0%	-	-	*	*	-
	CWOD	0%	*	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-
	Male	0%	*	0%	0%	-	-	*	-	0%	0%	*	0%	*	0%	-	-
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	*	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

**There is no data for this campus.**

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

There is no data for this campus.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	16.5	80.5%
Teachers Teaching with Emergency or Provisional Credentials	1.0	5.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

## Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	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
		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



State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	9%	10%	8%	9%	-	-	*	33%	18%	18%	13%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	98%	100%	100%	97%	-	97%	-	100%	*	98%	100%	97%	100%	94%	100%	-	-	-	*
	CWD	52%	60%	100%	-	*	*	-	-	-	-	-	100%	100%	-	*	*	*	-	-	-	-
	CWOD	80%	82%	97%	100%	100%	96%	-	97%	-	100%	*	97%	-	97%	100%	94%	100%	-	-	-	*
	EL	66%	70%	100%	-	*	*	-	100%	-	-	-	100%	*	100%	100%	100%	*	-	-	-	-
	Male	74%	81%	94%	*	100%	91%	-	93%	-	-	-	94%	*	94%	100%	94%	-	-	-	-	*
	Female	78%	80%	100%	*	*	100%	-	100%	-	100%	*	100%	*	100%	*	-	100%	-	-	-	*
Mathematics	All Students	70%	70%	91%	100%	71%	88%	-	97%	-	100%	*	91%	100%	91%	92%	86%	96%	-	-	-	*
	CWD	46%	46%	100%	-	*	*	-	-	-	-	-	100%	100%	-	*	*	*	-	-	-	-
	CWOD	74%	73%	91%	100%	67%	86%	-	97%	-	100%	*	91%	-	91%	92%	85%	95%	-	-	-	*
	EL	64%	59%	92%	-	*	*	-	100%	-	-	-	92%	*	92%	92%	89%	*	-	-	-	-
	Male	72%	75%	86%	*	60%	82%	-	93%	-	-	-	86%	*	85%	89%	86%	-	-	-	-	*
	Female	68%	67%	96%	*	*	90%	-	100%	-	100%	*	96%	*	95%	*	-	96%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	76%	82%	96%	80%	100%	95%	*	98%	-	*	-	96%	*	97%	90%	98%	95%	-	-	-	-
	CWD	48%	52%	*	*	-	*	-	*	-	*	-	*	*	-	*	*	-	-	-	-	-
	CWOD	81%	84%	97%	78%	100%	95%	*	100%	-	*	-	97%	-	97%	100%	100%	95%	-	-	-	-
	EL	66%	72%	90%	-	-	-	*	89%	-	-	-	90%	*	100%	90%	86%	*	-	-	-	-
	Male	73%	79%	98%	100%	*	100%	-	96%	-	*	-	98%	*	100%	86%	98%	-	-	-	-	-
	Female	79%	84%	95%	60%	*	92%	*	100%	-	*	-	95%	-	95%	*	-	95%	-	-	-	-
Mathematics	All Students	68%	70%	88%	80%	60%	82%	*	93%	-	*	-	88%	*	88%	90%	89%	86%	-	-	-	-
	CWD	42%	38%	*	*	-	*	-	*	-	*	-	*	*	-	*	*	-	-	-	-	-
	CWOD	73%	73%	88%	78%	60%	81%	*	95%	-	*	-	88%	-	88%	100%	90%	86%	-	-	-	-
	EL	63%	60%	90%	-	-	-	*	89%	-	-	-	90%	*	100%	90%	86%	*	-	-	-	-
	Male	70%	73%	89%	100%	*	78%	-	96%	-	*	-	89%	*	90%	86%	89%	-	-	-	-	-
	Female	67%	67%	86%	60%	*	85%	*	87%	-	*	-	86%	-	86%	*	-	86%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	84%	100%	100%	100%	100%	-	100%	-	*	*	100%	*	100%	100%	100%	100%	-	-	-	*
	CWD	50%	50%	*	-	*	*	-	*	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	85%	88%	100%	100%	100%	100%	-	100%	-	*	*	100%	-	100%	*	100%	100%	-	-	-	*
	EL	71%	74%	100%	*	*	*	-	*	-	*	-	100%	*	*	100%	*	*	-	-	-	-
	Male	77%	81%	100%	*	100%	100%	-	100%	-	*	*	100%	*	100%	*	100%	-	-	-	-	*
	Female	83%	87%	100%	100%	100%	100%	-	100%	-	*	-	100%	*	100%	*	-	100%	-	-	-	-
Mathematics	All Students	76%	76%	99%	88%	100%	100%	-	100%	-	*	*	99%	*	99%	100%	100%	98%	-	-	-	*
	CWD	50%	49%	*	-	*	*	-	*	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	80%	78%	99%	88%	100%	100%	-	100%	-	*	*	99%	-	99%	*	100%	98%	-	-	-	*
	EL	70%	70%	100%	*	*	*	-	*	-	*	-	100%	*	*	100%	*	*	-	-	-	-
	Male	75%	76%	100%	*	100%	100%	-	100%	-	*	*	100%	*	100%	*	100%	-	-	-	-	*
	Female	76%	76%	98%	80%	100%	100%	-	100%	-	*	-	98%	*	98%	*	-	98%	-	-	-	-

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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	65%	65%	98%	88%	100%	100%	-	97%	-	*	*	98%	*	98%	100%	100%	96%	-	-	-	*
	CWD	40%	35%	*	-	*	*	-	*	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	69%	68%	98%	88%	100%	100%	-	96%	-	*	*	98%	-	98%	*	100%	95%	-	-	-	*
	EL	52%	46%	100%	*	*	*	-	*	-	*	-	100%	*	*	100%	*	*	-	-	-	-
	Male	67%	66%	100%	*	100%	100%	-	100%	-	*	*	100%	*	100%	*	100%	-	-	-	-	*
	Female	63%	64%	96%	80%	100%	100%	-	94%	-	*	-	96%	*	95%	*	-	96%	-	-	-	-
Grade 6																						
Reading	All Students	69%	77%	85%	54%	93%	84%	-	95%	-	100%	*	84%	100%	84%	*	85%	83%	-	-	-	*
	CWD	38%	47%	100%	*	*	*	-	-	-	-	-	100%	100%	-	*	*	*	-	-	-	-
	CWOD	74%	80%	84%	50%	92%	84%	-	95%	-	100%	*	83%	-	84%	*	84%	83%	-	-	-	*
	EL	53%	57%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	66%	74%	85%	*	100%	83%	-	92%	-	*	*	85%	*	84%	*	85%	-	-	-	-	*
	Female	72%	80%	83%	60%	86%	88%	-	100%	-	*	*	83%	*	83%	*	-	83%	-	-	-	*
Mathematics	All Students	72%	76%	93%	77%	100%	91%	-	100%	-	100%	*	93%	60%	95%	*	93%	93%	-	-	-	*
	CWD	47%	49%	60%	*	*	*	-	-	-	-	-	60%	60%	-	*	*	*	-	-	-	-
	CWOD	76%	78%	95%	83%	100%	93%	-	100%	-	100%	*	94%	-	95%	*	94%	95%	-	-	-	*
	EL	61%	63%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	73%	77%	93%	*	100%	90%	-	100%	-	*	*	92%	*	94%	*	93%	-	-	-	-	*
	Female	72%	74%	93%	80%	100%	94%	-	100%	-	*	*	93%	*	95%	*	-	93%	-	-	-	*
Grade 7																						
Reading	All Students	79%	86%	98%	89%	100%	97%	-	100%	-	100%	-	98%	83%	99%	83%	98%	98%	-	-	-	-
	CWD	47%	55%	83%	*	*	*	-	*	-	-	-	83%	83%	-	*	*	*	-	-	-	-
	CWOD	83%	89%	99%	100%	100%	97%	-	100%	-	100%	-	99%	-	99%	*	98%	100%	-	-	-	-
	EL	63%	74%	83%	*	*	*	-	*	-	-	-	83%	*	*	83%	*	*	-	-	-	-
	Male	75%	83%	98%	*	-	95%	-	100%	-	*	-	98%	*	98%	*	98%	-	-	-	-	-
	Female	83%	89%	98%	86%	100%	100%	-	100%	-	*	-	98%	*	100%	*	-	98%	-	-	-	-
Mathematics	All Students	60%	66%	89%	67%	64%	94%	-	94%	-	100%	-	89%	50%	91%	33%	95%	83%	-	-	-	-
	CWD	36%	36%	50%	*	*	*	-	*	-	-	-	50%	50%	-	*	*	*	-	-	-	-
	CWOD	63%	68%	91%	71%	67%	94%	-	97%	-	100%	-	91%	-	91%	*	98%	86%	-	-	-	-
	EL	45%	51%	33%	*	*	*	-	*	-	-	-	33%	*	*	33%	*	*	-	-	-	-
	Male	60%	68%	95%	*	-	95%	-	94%	-	*	-	95%	*	98%	*	95%	-	-	-	-	-
	Female	59%	64%	83%	57%	64%	93%	-	94%	-	*	-	83%	*	86%	*	-	83%	-	-	-	-
Grade 8																						
Reading	All Students	82%	88%	97%	100%	93%	95%	-	100%	-	100%	100%	96%	*	97%	*	96%	97%	-	-	-	*
	CWD	50%	60%	*	-	-	*	-	-	-	*	-	*	*	-	*	*	*	-	-	-	-
	CWOD	86%	90%	97%	100%	93%	95%	-	100%	-	100%	100%	96%	-	97%	*	96%	97%	-	-	-	*
	EL	65%	65%	*	*	*	*	-	-	-	*	-	*	*	*	*	*	*	-	-	-	-
	Male	78%	86%	96%	*	*	92%	-	100%	-	*	*	96%	*	96%	*	96%	-	-	-	-	*
	Female	86%	90%	97%	100%	91%	96%	-	100%	-	*	*	97%	*	97%	*	-	97%	-	-	-	-

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**FOUNDERS CLASSICAL ACADEMY - FRISCO (221801068) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	69%	40%	*	*	*	-	-	-	-	*	*	-	40%	*	*	*	-	-	-	-
	CWD	40%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	73%	40%	*	*	*	-	-	-	-	*	*	-	40%	*	*	*	-	-	-	-
	EL	57%	57%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	68%	73%	*	*	-	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	72%	67%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Science	All Students	73%	79%	93%	100%	87%	90%	-	100%	-	100%	100%	93%	*	94%	*	100%	90%	-	-	-	*
	CWD	42%	43%	*	-	-	*	-	-	-	*	-	*	*	-	*	*	*	-	-	-	-
	CWOD	77%	82%	94%	100%	87%	93%	-	100%	-	100%	100%	94%	-	94%	*	100%	92%	-	-	-	*
	EL	54%	52%	*	*	*	*	-	-	-	*	-	*	*	*	*	*	*	-	-	-	-
	Male	73%	83%	100%	*	*	100%	-	100%	-	*	*	100%	*	100%	*	100%	-	-	-	-	*
	Female	73%	75%	90%	100%	82%	86%	-	100%	-	*	*	90%	*	92%	*	-	90%	-	-	-	-
<b>End of Course</b>																						
English I	All Students	64%	87%	88%	63%	77%	97%	-	90%	-	*	88%	88%	50%	95%	*	84%	92%	-	-	-	-
	CWD	29%	54%	50%	*	*	*	-	-	-	*	*	43%	50%	-	*	*	50%	-	-	-	-
	CWOD	68%	90%	95%	*	90%	97%	-	90%	-	*	100%	94%	-	95%	*	89%	100%	-	-	-	-
	EL	38%	49%	*	-	*	-	-	*	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	58%	84%	84%	*	75%	93%	-	*	-	*	*	83%	*	89%	*	84%	-	-	-	-	-
	Female	70%	90%	92%	*	80%	100%	-	100%	-	*	80%	94%	50%	100%	*	-	92%	-	-	-	-
English II	All Students	71%	91%	95%	71%	100%	96%	-	*	-	*	71%	100%	78%	100%	-	100%	91%	-	-	-	-
	CWD	33%	55%	78%	*	-	80%	-	*	-	*	*	100%	78%	-	-	*	67%	-	-	-	-
	CWOD	76%	94%	100%	80%	100%	100%	-	*	-	*	*	100%	-	100%	-	100%	94%	-	-	-	-
	EL	43%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	65%	88%	100%	*	-	100%	-	-	-	*	*	100%	*	100%	-	100%	-	-	-	-	-
	Female	77%	93%	91%	*	100%	91%	-	*	-	*	60%	100%	67%	94%	-	-	91%	-	-	-	-
Algebra I	All Students	74%	85%	93%	85%	86%	95%	-	100%	-	100%	100%	93%	20%	98%	*	93%	93%	-	-	-	*
	CWD	46%	52%	20%	*	*	*	-	-	-	*	-	20%	20%	-	*	*	*	-	-	-	-
	CWOD	78%	88%	98%	100%	92%	97%	-	100%	-	100%	100%	98%	-	98%	*	100%	97%	-	-	-	*
	EL	64%	63%	*	*	-	*	-	-	-	*	-	*	*	*	*	*	*	-	-	-	-
	Male	71%	84%	93%	*	80%	100%	-	100%	-	*	*	93%	*	100%	*	93%	-	-	-	-	*
	Female	78%	86%	93%	90%	89%	93%	-	100%	-	*	*	93%	*	97%	*	-	93%	-	-	-	-
Biology	All Students	82%	94%	97%	100%	85%	100%	-	100%	-	*	86%	98%	75%	100%	*	97%	97%	-	-	-	-
	CWD	57%	77%	75%	*	*	*	-	-	-	*	*	83%	75%	-	*	*	*	-	-	-	-
	CWOD	86%	96%	100%	*	100%	100%	-	100%	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	66%	75%	*	-	*	-	-	*	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	80%	94%	97%	*	88%	100%	-	*	-	*	*	96%	*	100%	*	97%	-	-	-	-	-
	Female	85%	95%	97%	*	80%	100%	-	100%	-	*	*	100%	*	100%	*	-	97%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						



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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	50%	55%	76%	67%	71%	69%	-	81%	-	100%	*	77%	100%	74%	62%	60%	87%	-	-	-	*
	CWD	30%	34%	100%	-	*	*	-	-	-	-	-	100%	100%	-	*	*	*	-	-	-	-
	CWOD	54%	58%	74%	67%	67%	64%	-	81%	-	100%	*	75%	-	74%	58%	58%	86%	-	-	-	*
	EL	37%	44%	62%	-	*	*	-	60%	-	-	-	62%	*	58%	62%	56%	*	-	-	-	-
	Male	49%	54%	60%	*	60%	45%	-	73%	-	-	-	60%	*	58%	56%	60%	-	-	-	-	*
	Female	52%	56%	87%	*	*	81%	-	88%	-	100%	*	89%	*	86%	*	-	87%	-	-	-	-
Mathematics	All Students	42%	38%	61%	33%	43%	53%	-	75%	-	80%	*	62%	80%	60%	69%	60%	62%	-	-	-	*
	CWD	27%	21%	80%	-	*	*	-	-	-	-	-	80%	80%	-	*	*	*	-	-	-	-
	CWOD	45%	40%	60%	33%	50%	46%	-	75%	-	80%	*	61%	-	60%	75%	61%	59%	-	-	-	*
	EL	35%	32%	69%	-	*	*	-	80%	-	-	-	69%	*	75%	69%	78%	*	-	-	-	-
	Male	45%	42%	60%	*	40%	45%	-	87%	-	-	-	60%	*	61%	78%	60%	-	-	-	-	*
	Female	39%	34%	62%	*	*	57%	-	65%	-	80%	*	63%	*	59%	*	-	62%	-	-	-	-
Grade 4																						
Reading	All Students	53%	56%	72%	60%	60%	68%	*	73%	-	*	-	72%	*	71%	60%	77%	65%	-	-	-	-
	CWD	29%	29%	*	*	-	*	-	*	-	*	-	*	*	-	*	*	-	-	-	-	-
	CWOD	57%	58%	71%	56%	60%	67%	*	74%	-	*	-	71%	-	71%	67%	78%	65%	-	-	-	-
	EL	41%	44%	60%	-	-	-	*	56%	-	-	-	60%	*	67%	60%	57%	*	-	-	-	-
	Male	51%	55%	77%	100%	*	89%	-	72%	-	*	-	77%	*	78%	57%	77%	-	-	-	-	-
	Female	55%	57%	65%	20%	*	54%	*	73%	-	*	-	65%	-	65%	*	-	65%	-	-	-	-
Mathematics	All Students	42%	37%	41%	10%	40%	5%	*	65%	-	*	-	41%	*	42%	50%	45%	35%	-	-	-	-
	CWD	25%	20%	*	*	-	*	-	*	-	*	-	*	*	-	*	*	-	-	-	-	-
	CWOD	45%	38%	42%	0%	40%	5%	*	67%	-	*	-	42%	-	42%	56%	48%	35%	-	-	-	-
	EL	34%	25%	50%	-	-	-	*	56%	-	-	-	50%	*	56%	50%	57%	*	-	-	-	-
	Male	45%	41%	45%	20%	*	11%	-	68%	-	*	-	45%	*	48%	57%	45%	-	-	-	-	-
	Female	38%	32%	35%	0%	*	0%	*	60%	-	*	-	35%	-	35%	*	-	35%	-	-	-	-
Grade 5																						
Reading	All Students	57%	62%	92%	75%	93%	97%	-	90%	-	*	*	92%	*	94%	100%	90%	93%	-	-	-	*
	CWD	29%	29%	*	-	*	*	-	*	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	61%	66%	94%	75%	100%	96%	-	93%	-	*	*	94%	-	94%	*	92%	95%	-	-	-	*
	EL	43%	49%	100%	*	*	*	-	*	-	*	-	100%	*	*	100%	*	*	-	-	-	-
	Male	53%	58%	90%	*	100%	100%	-	73%	-	*	*	89%	*	92%	*	90%	-	-	-	-	*
	Female	60%	66%	93%	80%	86%	93%	-	100%	-	*	-	93%	*	95%	*	-	93%	-	-	-	-
Mathematics	All Students	47%	43%	93%	63%	100%	100%	-	90%	-	*	*	93%	*	93%	80%	95%	91%	-	-	-	*
	CWD	25%	23%	*	-	*	*	-	*	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	50%	45%	93%	63%	100%	100%	-	89%	-	*	*	93%	-	93%	*	94%	91%	-	-	-	*
	EL	38%	33%	80%	*	*	*	-	*	-	*	-	80%	*	*	80%	*	*	-	-	-	-
	Male	48%	43%	95%	*	100%	100%	-	91%	-	*	*	95%	*	94%	*	95%	-	-	-	-	*
	Female	46%	42%	91%	60%	100%	100%	-	89%	-	*	-	91%	*	91%	*	-	91%	-	-	-	-

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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	38%	35%	82%	50%	73%	93%	-	83%	-	*	*	83%	*	83%	80%	82%	82%	-	-	-	*
	CWD	23%	24%	*	-	*	*	-	*	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	40%	36%	83%	50%	79%	93%	-	81%	-	*	*	84%	-	83%	*	81%	84%	-	-	-	*
	EL	24%	17%	80%	*	*	*	-	*	-	*	-	80%	*	*	80%	*	*	-	-	-	-
	Male	41%	38%	82%	*	75%	93%	-	82%	-	*	*	84%	*	81%	*	82%	-	-	-	-	*
	Female	34%	31%	82%	60%	71%	93%	-	83%	-	*	-	82%	*	84%	*	-	82%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	49%	31%	60%	47%	-	68%	-	20%	*	50%	20%	51%	*	55%	43%	-	-	-	*
	CWD	21%	19%	20%	*	*	*	-	-	-	-	-	20%	20%	-	*	*	*	-	-	-	-
	CWOD	46%	49%	51%	33%	62%	49%	-	68%	-	20%	*	52%	-	51%	*	57%	44%	-	-	-	*
	EL	24%	26%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	40%	42%	55%	*	75%	45%	-	77%	-	*	*	55%	*	57%	*	55%	-	-	-	-	*
	Female	45%	50%	43%	40%	43%	50%	-	50%	-	*	*	44%	*	44%	*	-	43%	-	-	-	*
Mathematics	All Students	38%	36%	53%	23%	53%	53%	-	74%	-	40%	*	52%	0%	55%	*	62%	40%	-	-	-	*
	CWD	20%	15%	0%	*	*	*	-	-	-	-	-	0%	0%	-	*	*	*	-	-	-	-
	CWOD	41%	39%	55%	25%	62%	56%	-	74%	-	40%	*	55%	-	55%	*	67%	41%	-	-	-	*
	EL	24%	23%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	40%	40%	62%	*	63%	55%	-	85%	-	*	*	62%	*	67%	*	62%	-	-	-	-	*
	Female	36%	33%	40%	30%	43%	50%	-	50%	-	*	*	39%	*	41%	*	-	40%	-	-	-	*
Grade 7																						
Reading	All Students	55%	61%	74%	78%	27%	76%	-	86%	-	71%	-	74%	17%	78%	33%	81%	69%	-	-	-	-
	CWD	25%	25%	17%	*	*	*	-	*	-	-	-	17%	17%	-	*	*	*	-	-	-	-
	CWOD	59%	63%	78%	86%	33%	78%	-	89%	-	71%	-	78%	-	78%	*	85%	72%	-	-	-	-
	EL	33%	39%	33%	*	*	*	-	*	-	-	-	33%	*	*	33%	*	*	-	-	-	-
	Male	50%	57%	81%	*	-	74%	-	89%	-	*	-	81%	*	85%	*	81%	-	-	-	-	-
	Female	60%	64%	69%	71%	27%	79%	-	83%	-	*	-	69%	*	72%	*	-	69%	-	-	-	-
Mathematics	All Students	30%	35%	64%	56%	9%	61%	-	81%	-	86%	-	64%	17%	67%	17%	74%	56%	-	-	-	-
	CWD	18%	16%	17%	*	*	*	-	*	-	-	-	17%	17%	-	*	*	*	-	-	-	-
	CWOD	32%	37%	67%	57%	11%	63%	-	83%	-	86%	-	67%	-	67%	*	78%	58%	-	-	-	-
	EL	17%	20%	17%	*	*	*	-	*	-	-	-	17%	*	*	17%	*	*	-	-	-	-
	Male	31%	36%	74%	*	-	63%	-	89%	-	*	-	74%	*	78%	*	74%	-	-	-	-	-
	Female	29%	34%	56%	57%	9%	57%	-	72%	-	*	-	56%	*	58%	*	-	56%	-	-	-	-
Grade 8																						
Reading	All Students	57%	63%	76%	80%	73%	71%	-	78%	-	100%	100%	74%	*	76%	*	64%	81%	-	-	-	*
	CWD	25%	30%	*	-	-	*	-	-	-	*	-	*	*	-	*	*	*	-	-	-	-
	CWOD	61%	66%	76%	80%	73%	73%	-	78%	-	100%	100%	74%	-	76%	*	63%	82%	-	-	-	*
	EL	33%	32%	*	*	*	*	-	-	-	*	-	*	*	*	*	*	*	-	-	-	-
	Male	51%	58%	64%	*	*	54%	-	71%	-	*	*	62%	*	63%	*	64%	-	-	-	-	*
	Female	63%	68%	81%	88%	73%	79%	-	82%	-	*	*	79%	*	82%	*	-	81%	-	-	-	-

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**FOUNDERS CLASSICAL ACADEMY - FRISCO (221801068) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	39%	34%	20%	*	*	*	-	-	-	-	*	*	-	20%	*	*	*	-	-	-	-
	CWD	20%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	41%	37%	20%	*	*	*	-	-	-	-	*	*	-	20%	*	*	*	-	-	-	-
	EL	24%	21%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	38%	38%	*	*	-	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	40%	32%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Science	All Students	44%	45%	56%	50%	47%	51%	-	72%	-	67%	67%	55%	*	56%	*	61%	53%	-	-	-	*
	CWD	22%	19%	*	-	-	*	-	-	-	*	-	*	*	-	*	*	*	-	-	-	-
	CWOD	47%	47%	56%	50%	47%	53%	-	72%	-	60%	67%	55%	-	56%	*	59%	54%	-	-	-	*
	EL	23%	22%	*	*	*	*	-	-	-	*	-	*	*	*	*	*	*	-	-	-	-
	Male	45%	50%	61%	*	*	54%	-	71%	-	*	*	62%	*	59%	*	61%	-	-	-	-	*
	Female	42%	40%	53%	50%	45%	50%	-	73%	-	*	*	52%	*	54%	*	-	53%	-	-	-	-
<b>End of Course</b>																						
English I	All Students	46%	75%	78%	50%	54%	88%	-	90%	-	*	75%	78%	40%	84%	*	69%	86%	-	-	-	-
	CWD	17%	28%	40%	*	*	*	-	-	-	*	*	43%	40%	-	*	*	33%	-	-	-	-
	CWOD	50%	79%	84%	*	60%	87%	-	90%	-	*	100%	83%	-	84%	*	71%	97%	-	-	-	-
	EL	19%	23%	*	-	*	-	-	*	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	40%	70%	69%	*	38%	80%	-	*	-	*	*	66%	*	71%	*	69%	-	-	-	-	-
	Female	53%	79%	86%	*	80%	94%	-	100%	-	*	60%	90%	33%	97%	*	-	86%	-	-	-	-
English II	All Students	54%	81%	88%	43%	100%	92%	-	*	-	*	71%	91%	67%	94%	-	89%	87%	-	-	-	-
	CWD	21%	40%	67%	*	-	80%	-	*	-	*	*	83%	67%	-	-	*	50%	-	-	-	-
	CWOD	59%	84%	94%	60%	100%	95%	-	*	-	*	*	93%	-	94%	-	88%	94%	-	-	-	-
	EL	22%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	48%	75%	89%	*	-	93%	-	-	-	*	*	88%	*	88%	-	89%	-	-	-	-	-
	Female	62%	85%	87%	*	100%	91%	-	*	-	*	60%	94%	50%	94%	-	-	87%	-	-	-	-
Algebra I	All Students	42%	46%	75%	46%	71%	75%	-	94%	-	83%	100%	73%	20%	78%	*	73%	75%	-	-	-	*
	CWD	19%	16%	20%	*	*	*	-	-	-	*	-	20%	20%	-	*	*	*	-	-	-	-
	CWOD	45%	49%	78%	55%	77%	77%	-	94%	-	80%	100%	77%	-	78%	*	78%	78%	-	-	-	*
	EL	28%	21%	*	*	-	*	-	-	-	*	-	*	*	*	*	*	*	-	-	-	-
	Male	40%	43%	73%	*	60%	77%	-	86%	-	*	*	71%	*	78%	*	73%	-	-	-	-	*
	Female	45%	49%	75%	50%	78%	74%	-	100%	-	*	*	74%	*	78%	*	-	75%	-	-	-	-
Biology	All Students	54%	76%	86%	40%	69%	94%	-	100%	-	*	86%	86%	50%	91%	*	81%	91%	-	-	-	-
	CWD	25%	41%	50%	*	*	*	-	-	-	*	*	50%	50%	-	*	*	*	-	-	-	-
	CWOD	57%	79%	91%	*	80%	94%	-	100%	-	*	100%	90%	-	91%	*	85%	97%	-	-	-	-
	EL	26%	36%	*	-	*	-	-	*	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	52%	74%	81%	*	63%	87%	-	*	-	*	*	79%	*	85%	*	81%	-	-	-	-	-
	Female	56%	77%	91%	*	80%	100%	-	100%	-	*	*	93%	*	97%	*	-	91%	-	-	-	-

**STAAR Percent at Masters Grade Level**

**Grade 3**

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**FOUNDERS CLASSICAL ACADEMY - FRISCO (221801068) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	29%	33%	48%	33%	14%	44%	-	59%	-	60%	*	48%	40%	48%	38%	34%	57%	-	-	-	*
	CWD	12%	16%	40%	-	*	*	-	-	-	-	-	40%	40%	-	*	*	*	-	-	-	-
	CWOD	32%	35%	48%	33%	17%	43%	-	59%	-	60%	*	49%	-	48%	42%	33%	59%	-	-	-	*
	EL	19%	17%	38%	-	*	*	-	40%	-	-	-	38%	*	42%	38%	33%	*	-	-	-	-
	Male	28%	31%	34%	*	20%	45%	-	40%	-	-	-	34%	*	33%	33%	34%	-	-	-	-	*
	Female	31%	35%	57%	*	*	43%	-	76%	-	60%	*	59%	*	59%	*	-	57%	-	-	-	*
Mathematics	All Students	20%	15%	29%	0%	14%	31%	-	34%	-	40%	*	30%	60%	27%	23%	23%	34%	-	-	-	*
	CWD	10%	7%	60%	-	*	*	-	-	-	-	-	60%	60%	-	*	*	*	-	-	-	-
	CWOD	22%	16%	27%	0%	17%	25%	-	34%	-	40%	*	28%	-	27%	25%	24%	30%	-	-	-	*
	EL	15%	11%	23%	-	*	*	-	30%	-	-	-	23%	*	25%	23%	22%	*	-	-	-	-
	Male	23%	17%	23%	*	20%	18%	-	33%	-	-	-	23%	*	24%	22%	23%	-	-	-	-	*
	Female	18%	13%	34%	*	*	38%	-	35%	-	40%	*	35%	*	30%	*	-	34%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	28%	29%	36%	20%	40%	14%	*	45%	-	*	-	36%	*	35%	20%	32%	41%	-	-	-	-
	CWD	10%	7%	*	*	-	*	-	*	-	*	-	*	*	-	*	*	-	-	-	-	-
	CWOD	31%	31%	35%	11%	40%	14%	*	46%	-	*	-	35%	-	35%	22%	30%	41%	-	-	-	-
	EL	18%	22%	20%	-	-	-	*	22%	-	-	-	20%	*	22%	20%	14%	*	-	-	-	-
	Male	26%	27%	32%	40%	*	0%	-	40%	-	*	-	32%	*	30%	14%	32%	-	-	-	-	-
	Female	29%	32%	41%	0%	*	23%	*	53%	-	*	-	41%	-	41%	*	-	41%	-	-	-	-
Mathematics	All Students	22%	20%	20%	10%	20%	0%	*	30%	-	*	-	20%	*	19%	30%	18%	22%	-	-	-	-
	CWD	10%	10%	*	*	-	*	-	*	-	*	-	*	*	-	*	*	-	-	-	-	-
	CWOD	25%	21%	19%	0%	20%	0%	*	31%	-	*	-	19%	-	19%	33%	18%	22%	-	-	-	-
	EL	16%	12%	30%	-	-	-	*	33%	-	-	-	30%	*	33%	30%	29%	*	-	-	-	-
	Male	25%	23%	18%	20%	*	0%	-	28%	-	*	-	18%	*	18%	29%	18%	-	-	-	-	-
	Female	19%	18%	22%	0%	*	0%	*	33%	-	*	-	22%	-	22%	*	-	22%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	36%	38%	67%	25%	73%	76%	-	66%	-	*	*	68%	*	69%	20%	62%	71%	-	-	-	*
	CWD	12%	15%	*	-	*	*	-	*	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	40%	41%	69%	25%	79%	79%	-	67%	-	*	*	70%	-	69%	*	64%	73%	-	-	-	*
	EL	23%	20%	20%	*	*	*	-	*	-	*	-	20%	*	*	20%	*	*	-	-	-	-
	Male	32%	32%	62%	*	63%	73%	-	64%	-	*	*	63%	*	64%	*	62%	-	-	-	-	*
	Female	39%	44%	71%	40%	86%	79%	-	67%	-	*	-	71%	*	73%	*	-	71%	-	-	-	-
Mathematics	All Students	24%	21%	66%	38%	53%	66%	-	76%	-	*	*	67%	*	67%	40%	64%	67%	-	-	-	*
	CWD	9%	8%	*	-	*	*	-	*	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	26%	23%	67%	38%	57%	64%	-	78%	-	*	*	68%	-	67%	*	64%	68%	-	-	-	*
	EL	17%	14%	40%	*	*	*	-	*	-	*	-	40%	*	*	40%	*	*	-	-	-	-
	Male	25%	23%	64%	*	50%	73%	-	73%	-	*	*	66%	*	64%	*	64%	-	-	-	-	*
	Female	23%	20%	67%	60%	57%	57%	-	78%	-	*	-	67%	*	68%	*	-	67%	-	-	-	-

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**FOUNDERS CLASSICAL ACADEMY - FRISCO (221801068) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	14%	49%	25%	60%	55%	-	38%	-	*	*	50%	*	49%	40%	49%	49%	-	-	-	*
	CWD	9%	9%	*	-	*	*	-	*	-	-	-	*	*	-	*	*	*	-	-	-	-
	CWOD	19%	14%	49%	25%	64%	57%	-	33%	-	*	*	50%	-	49%	*	47%	50%	-	-	-	*
	EL	9%	7%	40%	*	*	*	-	*	-	*	-	40%	*	*	40%	*	*	-	-	-	-
	Male	20%	16%	49%	*	50%	60%	-	36%	-	*	*	50%	*	47%	*	49%	-	-	-	-	*
	Female	15%	12%	49%	40%	71%	50%	-	39%	-	*	-	49%	*	50%	*	-	49%	-	-	-	-
Grade 6																						
Reading	All Students	23%	23%	27%	8%	27%	24%	-	53%	-	0%	*	27%	0%	28%	*	29%	24%	-	-	-	*
	CWD	8%	7%	0%	*	*	*	-	-	-	-	-	0%	0%	-	*	*	*	-	-	-	-
	CWOD	25%	25%	28%	8%	31%	26%	-	53%	-	0%	*	28%	-	28%	*	31%	24%	-	-	-	*
	EL	9%	14%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	21%	21%	29%	*	38%	21%	-	54%	-	*	*	28%	*	31%	*	29%	-	-	-	-	*
	Female	25%	25%	24%	10%	14%	31%	-	50%	-	*	*	24%	*	24%	*	-	24%	-	-	-	*
Mathematics	All Students	16%	13%	24%	8%	13%	22%	-	53%	-	0%	*	23%	0%	25%	*	27%	19%	-	-	-	*
	CWD	8%	7%	0%	*	*	*	-	-	-	-	-	0%	0%	-	*	*	*	-	-	-	-
	CWOD	17%	14%	25%	8%	15%	23%	-	53%	-	0%	*	25%	-	25%	*	29%	20%	-	-	-	*
	EL	7%	5%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	17%	14%	27%	*	13%	21%	-	62%	-	*	*	28%	*	29%	*	27%	-	-	-	-	*
	Female	14%	12%	19%	10%	14%	25%	-	33%	-	*	*	17%	*	20%	*	-	19%	-	-	-	*
Grade 7																						
Reading	All Students	36%	41%	54%	56%	9%	55%	-	67%	-	57%	-	54%	17%	57%	17%	52%	56%	-	-	-	-
	CWD	11%	12%	17%	*	*	*	-	*	-	-	-	17%	17%	-	*	*	*	-	-	-	-
	CWOD	40%	43%	57%	57%	11%	56%	-	69%	-	57%	-	57%	-	57%	*	55%	58%	-	-	-	-
	EL	17%	22%	17%	*	*	*	-	*	-	-	-	17%	*	*	17%	*	*	-	-	-	-
	Male	32%	37%	52%	*	-	42%	-	61%	-	*	-	52%	*	55%	*	52%	-	-	-	-	-
	Female	41%	45%	56%	57%	9%	71%	-	72%	-	*	-	56%	*	58%	*	-	56%	-	-	-	-
Mathematics	All Students	13%	14%	33%	33%	0%	27%	-	47%	-	43%	-	33%	17%	34%	17%	40%	28%	-	-	-	-
	CWD	7%	7%	17%	*	*	*	-	*	-	-	-	17%	17%	-	*	*	*	-	-	-	-
	CWOD	14%	14%	34%	29%	0%	28%	-	49%	-	43%	-	34%	-	34%	*	43%	28%	-	-	-	-
	EL	6%	7%	17%	*	*	*	-	*	-	-	-	17%	*	*	17%	*	*	-	-	-	-
	Male	13%	14%	40%	*	-	26%	-	61%	-	*	-	40%	*	43%	*	40%	-	-	-	-	-
	Female	12%	13%	28%	43%	0%	29%	-	33%	-	*	-	28%	*	28%	*	-	28%	-	-	-	-
Grade 8																						
Reading	All Students	37%	42%	56%	30%	53%	54%	-	67%	-	83%	83%	54%	*	56%	*	43%	61%	-	-	-	*
	CWD	11%	23%	*	-	-	*	-	-	-	*	-	*	*	-	*	*	*	-	-	-	-
	CWOD	40%	43%	56%	30%	53%	55%	-	67%	-	80%	83%	54%	-	56%	*	41%	62%	-	-	-	*
	EL	16%	15%	*	*	*	*	-	-	-	*	-	*	*	*	*	*	*	-	-	-	-
	Male	31%	34%	43%	*	*	38%	-	57%	-	*	*	42%	*	41%	*	43%	-	-	-	-	*
	Female	42%	48%	61%	38%	55%	61%	-	73%	-	*	*	59%	*	62%	*	-	61%	-	-	-	-

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**FOUNDERS CLASSICAL ACADEMY - FRISCO (221801068) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	14%	11%	0%	*	*	*	-	-	-	-	*	*	-	0%	*	*	*	-	-	-	-
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	15%	11%	0%	*	*	*	-	-	-	-	*	*	-	0%	*	*	*	-	-	-	-
	EL	6%	5%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	14%	13%	*	*	-	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	14%	8%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Science	All Students	23%	19%	22%	0%	27%	20%	-	28%	-	50%	33%	21%	*	22%	*	29%	19%	-	-	-	*
	CWD	9%	10%	*	-	-	*	-	-	-	*	-	*	*	-	*	*	*	-	-	-	-
	CWOD	24%	20%	22%	0%	27%	20%	-	28%	-	40%	33%	21%	-	22%	*	26%	20%	-	-	-	*
	EL	8%	9%	*	*	*	*	-	-	-	*	-	*	*	*	*	*	*	-	-	-	-
	Male	24%	23%	29%	*	*	23%	-	29%	-	*	*	31%	*	26%	*	29%	-	-	-	-	*
	Female	21%	16%	19%	0%	27%	18%	-	27%	-	*	*	17%	*	20%	*	-	19%	-	-	-	-
<b>End of Course</b>																						
English I	All Students	10%	21%	26%	0%	23%	30%	-	40%	-	*	38%	25%	10%	29%	*	28%	25%	-	-	-	-
	CWD	4%	4%	10%	*	*	*	-	-	-	*	*	0%	10%	-	*	*	0%	-	-	-	-
	CWOD	11%	23%	29%	*	20%	32%	-	40%	-	*	40%	28%	-	29%	*	29%	30%	-	-	-	-
	EL	1%	3%	*	-	*	-	-	*	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	8%	18%	28%	*	13%	33%	-	*	-	*	*	28%	*	29%	*	28%	-	-	-	-	-
	Female	13%	25%	25%	*	40%	28%	-	29%	-	*	40%	23%	0%	30%	*	-	25%	-	-	-	-
English II	All Students	9%	15%	19%	14%	33%	20%	-	*	-	*	43%	14%	0%	24%	-	11%	26%	-	-	-	-
	CWD	5%	2%	0%	*	-	0%	-	*	-	*	*	0%	0%	-	-	*	0%	-	-	-	-
	CWOD	9%	16%	24%	20%	33%	25%	-	*	-	*	*	17%	-	24%	-	13%	33%	-	-	-	-
	EL	1%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	7%	10%	11%	*	-	7%	-	-	-	*	*	6%	*	13%	-	11%	-	-	-	-	-
	Female	11%	18%	26%	*	33%	36%	-	*	-	*	40%	22%	0%	33%	-	-	26%	-	-	-	-
Algebra I	All Students	26%	28%	45%	15%	43%	45%	-	61%	-	67%	60%	44%	20%	47%	*	57%	39%	-	-	-	*
	CWD	8%	6%	20%	*	*	*	-	-	-	*	-	20%	20%	-	*	*	*	-	-	-	-
	CWOD	29%	30%	47%	18%	46%	46%	-	61%	-	60%	60%	46%	-	47%	*	59%	41%	-	-	-	*
	EL	14%	13%	*	*	-	*	-	-	-	*	-	*	*	*	*	*	*	-	-	-	-
	Male	25%	27%	57%	*	20%	62%	-	71%	-	*	*	57%	*	59%	*	57%	-	-	-	-	*
	Female	28%	29%	39%	10%	56%	37%	-	55%	-	*	*	38%	*	41%	*	-	39%	-	-	-	-
Biology	All Students	21%	27%	43%	40%	23%	48%	-	40%	-	*	43%	43%	25%	46%	*	48%	38%	-	-	-	-
	CWD	7%	14%	25%	*	*	*	-	-	-	*	*	17%	25%	-	*	*	*	-	-	-	-
	CWOD	22%	28%	46%	*	20%	52%	-	40%	-	*	40%	46%	-	46%	*	48%	43%	-	-	-	-
	EL	5%	11%	*	-	*	-	-	*	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	21%	28%	48%	*	25%	53%	-	*	-	*	*	46%	*	48%	*	48%	-	-	-	-	-
	Female	21%	27%	38%	*	20%	44%	-	43%	-	*	*	40%	*	43%	*	-	38%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

**All Grades**

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**FOUNDERS CLASSICAL ACADEMY - FRISCO (221801068) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	79%	<b>94%</b>	84%	89%	94%	*	97%	-	100%	92%	94%	75%	95%	83%	94%	93%	-	-	-	94%
	CWD	44%	49%	<b>75%</b>	50%	70%	87%	-	73%	-	100%	50%	78%	75%	-	67%	82%	67%	-	-	-	-
	CWOD	77%	81%	<b>95%</b>	89%	92%	94%	*	98%	-	100%	100%	95%	-	95%	88%	95%	95%	-	-	-	94%
	EL	59%	62%	<b>83%</b>	75%	60%	81%	*	91%	-	100%	*	85%	67%	88%	83%	92%	70%	-	-	-	-
	Male	71%	79%	<b>94%</b>	89%	91%	94%	-	97%	-	100%	100%	94%	82%	95%	92%	94%	-	-	-	-	90%
	Female	75%	79%	<b>93%</b>	81%	88%	94%	*	98%	-	100%	87%	94%	67%	95%	70%	-	93%	-	-	-	100%
Reading	All Students	74%	84%	<b>95%</b>	83%	94%	95%	*	98%	-	100%	88%	95%	80%	96%	87%	94%	95%	-	-	-	86%
	CWD	43%	54%	<b>80%</b>	50%	78%	94%	-	80%	-	*	50%	85%	80%	-	73%	87%	73%	-	-	-	-
	CWOD	78%	87%	<b>96%</b>	88%	96%	95%	*	98%	-	100%	100%	95%	-	96%	91%	94%	97%	-	-	-	86%
	EL	57%	67%	<b>87%</b>	*	78%	86%	*	91%	-	*	*	89%	73%	91%	87%	93%	78%	-	-	-	-
	Male	70%	82%	<b>94%</b>	88%	95%	93%	-	96%	-	100%	100%	94%	87%	94%	93%	94%	-	-	-	-	*
	Female	78%	86%	<b>95%</b>	79%	94%	96%	*	100%	-	100%	81%	96%	73%	97%	78%	-	95%	-	-	-	*
Mathematics	All Students	71%	74%	<b>92%</b>	81%	83%	92%	*	97%	-	100%	100%	91%	66%	93%	81%	92%	91%	-	-	-	100%
	CWD	44%	45%	<b>66%</b>	33%	71%	80%	-	*	-	*	-	66%	66%	-	56%	72%	55%	-	-	-	-
	CWOD	75%	76%	<b>93%</b>	87%	84%	93%	*	98%	-	100%	100%	93%	-	93%	88%	94%	92%	-	-	-	100%
	EL	61%	60%	<b>81%</b>	*	50%	86%	*	90%	-	*	-	81%	56%	88%	81%	88%	71%	-	-	-	-
	Male	71%	76%	<b>92%</b>	86%	83%	92%	-	97%	-	100%	100%	92%	72%	94%	88%	92%	-	-	-	-	*
	Female	71%	72%	<b>91%</b>	79%	82%	93%	*	96%	-	100%	100%	91%	55%	92%	71%	-	91%	-	-	-	*
Science	All Students	74%	77%	<b>96%</b>	96%	91%	96%	-	98%	-	100%	93%	96%	79%	97%	75%	99%	94%	-	-	-	*
	CWD	47%	49%	<b>79%</b>	*	*	*	-	*	-	*	*	83%	79%	-	*	88%	67%	-	-	-	-
	CWOD	78%	80%	<b>97%</b>	95%	95%	97%	-	98%	-	100%	100%	97%	-	97%	75%	100%	95%	-	-	-	*
	EL	58%	54%	<b>75%</b>	*	*	*	-	*	-	*	*	82%	*	75%	75%	100%	40%	-	-	-	-
	Male	74%	79%	<b>99%</b>	100%	95%	100%	-	100%	-	100%	100%	99%	88%	100%	100%	99%	-	-	-	-	*
	Female	75%	76%	<b>94%</b>	93%	87%	93%	-	97%	-	100%	88%	94%	67%	95%	40%	-	94%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	<b>70%</b>	50%	62%	69%	*	80%	-	81%	75%	70%	48%	72%	55%	71%	70%	-	-	-	63%
	CWD	23%	24%	<b>48%</b>	22%	25%	65%	-	55%	-	88%	38%	49%	48%	-	38%	53%	41%	-	-	-	-
	CWOD	50%	53%	<b>72%</b>	53%	66%	70%	*	81%	-	81%	81%	71%	-	72%	60%	72%	71%	-	-	-	63%
	EL	29%	31%	<b>55%</b>	50%	25%	63%	*	58%	-	100%	*	56%	38%	60%	55%	68%	35%	-	-	-	-
	Male	45%	50%	<b>71%</b>	49%	66%	68%	-	79%	-	87%	81%	70%	53%	72%	68%	71%	-	-	-	-	70%
	Female	48%	51%	<b>70%</b>	50%	60%	71%	*	80%	-	78%	70%	70%	41%	71%	35%	-	70%	-	-	-	50%
Reading	All Students	52%	61%	<b>74%</b>	61%	67%	74%	*	81%	-	84%	73%	74%	51%	76%	58%	72%	76%	-	-	-	71%
	CWD	24%	29%	<b>51%</b>	20%	33%	71%	-	40%	-	*	33%	54%	51%	-	36%	61%	41%	-	-	-	-
	CWOD	56%	64%	<b>76%</b>	68%	71%	74%	*	82%	-	82%	85%	76%	-	76%	65%	73%	78%	-	-	-	71%
	EL	31%	38%	<b>58%</b>	*	33%	71%	*	55%	-	*	*	59%	36%	65%	58%	59%	56%	-	-	-	-
	Male	47%	57%	<b>72%</b>	65%	68%	70%	-	76%	-	86%	90%	71%	61%	73%	59%	72%	-	-	-	-	*
	Female	56%	64%	<b>76%</b>	58%	66%	78%	*	85%	-	83%	63%	77%	41%	78%	56%	-	76%	-	-	-	*



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**FOUNDERS CLASSICAL ACADEMY - FRISCO (221801068) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	39%	64%	37%	57%	60%	*	78%	-	77%	82%	63%	38%	65%	50%	67%	61%	-	-	-	57%
	CWD	22%	18%	38%	33%	14%	50%	-	*	-	*	-	38%	38%	-	22%	33%	45%	-	-	-	-
	CWOD	44%	41%	65%	38%	61%	61%	*	79%	-	79%	82%	65%	-	65%	58%	70%	62%	-	-	-	57%
	EL	29%	25%	50%	*	13%	57%	*	62%	-	*	-	50%	22%	58%	50%	68%	24%	-	-	-	-
	Male	42%	41%	67%	29%	63%	61%	-	82%	-	80%	80%	67%	33%	70%	68%	67%	-	-	-	-	*
	Female	40%	37%	61%	42%	51%	59%	*	74%	-	75%	83%	61%	45%	62%	24%	-	61%	-	-	-	*
Science	All Students	46%	49%	73%	48%	63%	77%	-	82%	-	85%	71%	73%	57%	74%	58%	76%	72%	-	-	-	*
	CWD	23%	27%	57%	*	*	*	-	*	-	*	*	58%	57%	-	*	75%	33%	-	-	-	-
	CWOD	49%	51%	74%	52%	67%	77%	-	82%	-	82%	75%	74%	-	74%	50%	76%	73%	-	-	-	*
	EL	25%	23%	58%	*	*	*	-	*	-	*	*	64%	*	50%	58%	100%	0%	-	-	-	-
	Male	47%	52%	76%	50%	65%	79%	-	81%	-	100%	67%	76%	75%	76%	100%	76%	-	-	-	-	*
	Female	45%	46%	72%	47%	61%	75%	-	83%	-	71%	75%	71%	33%	73%	0%	-	72%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	40%	20%	33%	37%	*	50%	-	53%	41%	40%	24%	41%	25%	38%	41%	-	-	-	13%
	CWD	9%	10%	24%	22%	10%	19%	-	36%	-	63%	25%	24%	24%	-	21%	31%	15%	-	-	-	-
	CWOD	24%	25%	41%	20%	36%	38%	*	50%	-	51%	44%	40%	-	41%	27%	39%	42%	-	-	-	13%
	EL	12%	12%	25%	13%	10%	25%	*	27%	-	75%	*	26%	21%	27%	25%	32%	15%	-	-	-	-
	Male	21%	23%	38%	15%	31%	35%	-	49%	-	57%	33%	38%	31%	39%	32%	38%	-	-	-	-	20%
	Female	23%	25%	41%	23%	35%	39%	*	52%	-	50%	47%	40%	15%	42%	15%	-	41%	-	-	-	0%
Reading	All Students	25%	31%	44%	23%	37%	40%	*	57%	-	51%	46%	43%	18%	45%	24%	38%	48%	-	-	-	14%
	CWD	9%	11%	18%	20%	11%	12%	-	20%	-	*	17%	18%	18%	-	9%	26%	9%	-	-	-	-
	CWOD	27%	33%	45%	24%	40%	42%	*	58%	-	52%	55%	45%	-	45%	29%	39%	51%	-	-	-	14%
	EL	13%	16%	24%	*	11%	29%	*	27%	-	*	*	25%	9%	29%	24%	26%	22%	-	-	-	-
	Male	22%	27%	38%	15%	35%	33%	-	51%	-	43%	40%	38%	26%	39%	26%	38%	-	-	-	-	*
	Female	28%	35%	48%	28%	38%	47%	*	63%	-	57%	50%	48%	9%	51%	22%	-	48%	-	-	-	*
Mathematics	All Students	20%	18%	36%	17%	26%	33%	*	48%	-	47%	36%	36%	28%	36%	24%	37%	35%	-	-	-	14%
	CWD	9%	7%	28%	33%	0%	40%	-	*	-	*	-	28%	28%	-	22%	22%	36%	-	-	-	-
	CWOD	21%	19%	36%	15%	29%	32%	*	48%	-	46%	36%	36%	-	36%	24%	38%	35%	-	-	-	14%
	EL	12%	10%	24%	*	0%	29%	*	29%	-	*	-	24%	22%	24%	24%	32%	12%	-	-	-	-
	Male	21%	19%	37%	10%	23%	33%	-	49%	-	50%	20%	37%	22%	38%	32%	37%	-	-	-	-	*
	Female	19%	16%	35%	21%	28%	32%	*	46%	-	45%	50%	35%	36%	35%	12%	-	35%	-	-	-	*
Science	All Students	20%	19%	38%	17%	37%	39%	-	35%	-	69%	36%	38%	36%	38%	33%	43%	33%	-	-	-	*
	CWD	8%	11%	36%	*	*	*	-	*	-	*	*	33%	36%	-	*	63%	0%	-	-	-	-
	CWOD	22%	20%	38%	19%	38%	40%	-	33%	-	64%	33%	38%	-	38%	25%	41%	35%	-	-	-	*
	EL	7%	8%	33%	*	*	*	-	*	-	*	*	36%	*	25%	33%	57%	0%	-	-	-	-
	Male	22%	21%	43%	25%	35%	47%	-	33%	-	100%	33%	43%	63%	41%	57%	43%	-	-	-	-	*
	Female	19%	17%	33%	13%	39%	33%	-	36%	-	43%	38%	33%	0%	35%	0%	-	33%	-	-	-	-



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**FOUNDERS CLASSICAL ACADEMY - FRISCO (221801068) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	76	76	83	70	*	83	-	71	85	87	89
CWD	87	92	90	81	-	*	-	*	*	87	88
CWOD	76	74	82	69	*	84	-	66	82	-	89
EL ◇	89	*	*	*	*	94	-	*	-	88	89
Male	74	85	83	69	-	75	-	61	*	81	90
Female	79	71	83	71	*	91	-	80	78	95	86
<b>Mathematics</b>											
All Students	67	75	58	58	*	78	-	76	79	57	59
CWD	57	40	42	58	-	*	-	*	-	57	63
CWOD	68	80	60	58	*	78	-	73	79	-	57
EL ◇	59	*	40	*	*	67	-	*	-	63	59
Male	66	72	48	57	-	81	-	69	*	66	80
Female	68	77	65	60	*	75	-	83	80	36	19

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

#### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
82	31	38%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	68	51	61	67	*	76	-	78	69	49	54
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		Y		Y		Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y		Y		Y		Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	Y	Y	Y		N		Y		Y	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y	N	Y	N		N		Y		N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y		N		Y		Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	N	Y	N		N		Y		Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	N	N	N		N		Y		N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N		Y		N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
<b>Federal Graduation Status<sup>Δ</sup></b>											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	98%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	98%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	97%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	100%	97%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	97%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	100%	*	100%	-	*	*	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	96%	100%	100%	*	100%	-	100%	100%	99%	100%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	100%	98%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
		100%	98%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-

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**FOUNDERS CLASSICAL ACADEMY - FRISCO (221801068) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	CWD	100%	100%	100%	100%	-	*	-	*	-	100%	100%	-	100%	100%	100%	-
		100%	100%	100%	100%	-	*	-	*	-	100%	100%	-	100%	100%	100%	-
	CWOD	100%	98%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
		100%	98%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	*	100%	-	*	-	100%	100%	100%	100%	100%	100%	-
		100%	*	100%	100%	*	100%	-	*	-	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
		100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	97%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
		100%	97%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	2%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	2%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	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%	3%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	3%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	3%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	1%	-
	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	1%	4%	0%	0%	*	0%	-	0%	0%	1%	0%	1%	0%	-	1%	-
Mathematics	All Students	0%	2%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	-	0%	0%	-	0%	0%	0%	-
	CWOD	0%	2%	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%	3%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-

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**FOUNDERS CLASSICAL ACADEMY - FRISCO (221801068) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		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
<b>Science</b>	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	*	-	*	-	*	*	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	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%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

**There is no data for this campus.**

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

**There is no data for this campus.**

### Part (ix): Teacher Quality Data

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**FOUNDERS CLASSICAL ACADEMY - FRISCO (221801068) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	17.4	29.9%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	*	2%
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	*	0%
Reading	48,805	1%	25	0%	*	0%
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

## Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1



State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	1%	3%	1%	1%	*	0%	-	2%	3%	2%	1%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

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**WESTCHASE CLASSICAL ACADEMY (221801069) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR 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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

**WESTCHASE CLASSICAL ACADEMY (221801069) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

WESTCHASE CLASSICAL ACADEMY (221801069) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY

**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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**WESTCHASE CLASSICAL ACADEMY (221801069) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	<b>59%</b>	75%	50%	-	*	-	-	*	55%	83%	0%	68%	38%	65%	55%	-	-	-	-
	CWD	52%	60%	<b>0%</b>	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	80%	82%	<b>68%</b>	82%	60%	-	*	-	-	*	62%	100%	-	68%	46%	85%	57%	-	-	-	-
	EL	66%	70%	<b>38%</b>	*	29%	-	-	-	-	-	33%	*	*	46%	38%	20%	45%	-	-	-	-
	Male	74%	81%	<b>65%</b>	80%	55%	-	-	-	-	-	62%	*	*	85%	20%	65%	-	-	-	-	-
	Female	78%	80%	<b>55%</b>	71%	46%	-	*	-	-	*	50%	*	*	57%	45%	-	55%	-	-	-	-
Mathematics	All Students	70%	70%	<b>69%</b>	92%	58%	-	*	-	-	*	70%	67%	40%	74%	38%	76%	64%	-	-	-	-
	CWD	46%	46%	<b>40%</b>	*	*	-	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-
	CWOD	74%	73%	<b>74%</b>	91%	65%	-	*	-	-	*	72%	80%	-	74%	38%	85%	67%	-	-	-	-
	EL	64%	59%	<b>38%</b>	*	36%	-	-	-	-	-	40%	*	*	38%	38%	40%	36%	-	-	-	-
	Male	72%	75%	<b>76%</b>	100%	73%	-	-	-	-	-	85%	*	*	85%	40%	76%	-	-	-	-	-
	Female	68%	67%	<b>64%</b>	86%	46%	-	*	-	-	*	60%	*	*	67%	36%	-	64%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	82%	<b>90%</b>	*	85%	*	*	*	-	-	88%	100%	*	95%	78%	92%	89%	-	-	-	*
	CWD	48%	52%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	81%	84%	<b>95%</b>	*	92%	*	*	*	-	-	93%	100%	-	95%	88%	100%	89%	-	-	-	*
	EL	66%	72%	<b>78%</b>	-	78%	-	-	-	-	-	75%	*	*	88%	78%	*	80%	-	-	-	-
	Male	73%	79%	<b>92%</b>	*	86%	*	*	*	-	-	90%	*	*	100%	*	92%	-	-	-	-	*
	Female	79%	84%	<b>89%</b>	*	83%	-	-	*	-	-	83%	*	-	89%	80%	-	89%	-	-	-	-
Mathematics	All Students	68%	70%	<b>86%</b>	*	77%	*	*	*	-	-	81%	100%	*	90%	67%	92%	78%	-	-	-	*
	CWD	42%	38%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	73%	73%	<b>90%</b>	*	83%	*	*	*	-	-	87%	100%	-	90%	75%	100%	78%	-	-	-	*
	EL	63%	60%	<b>67%</b>	-	67%	-	-	-	-	-	63%	*	*	75%	67%	*	60%	-	-	-	-
	Male	70%	73%	<b>92%</b>	*	86%	*	*	*	-	-	90%	*	*	100%	*	92%	-	-	-	-	*
	Female	67%	67%	<b>78%</b>	*	67%	-	-	*	-	-	67%	*	-	78%	60%	-	78%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	84%	<b>100%</b>	*	*	-	-	*	-	*	100%	*	-	100%	*	*	100%	-	-	-	-
	CWD	50%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	85%	88%	<b>100%</b>	*	*	-	-	*	-	*	100%	*	-	100%	*	*	100%	-	-	-	-
	EL	71%	74%	*	*	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	Male	77%	81%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	-	-	-	-	-
	Female	83%	87%	<b>100%</b>	*	*	-	-	*	-	-	*	*	-	100%	*	-	100%	-	-	-	-
Mathematics	All Students	76%	76%	<b>100%</b>	*	*	-	-	*	-	*	100%	*	-	100%	*	*	100%	-	-	-	-
	CWD	50%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	80%	78%	<b>100%</b>	*	*	-	-	*	-	*	100%	*	-	100%	*	*	100%	-	-	-	-
	EL	70%	70%	*	*	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	Male	75%	76%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	-	-	-	-	-
	Female	76%	76%	<b>100%</b>	*	*	-	-	*	-	-	*	*	-	100%	*	-	100%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	65%	65%	71%	*	*	-	-	*	-	*	67%	*	-	71%	*	*	80%	-	-	-	-	
	CWD	40%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	69%	68%	71%	*	*	-	-	*	-	*	67%	*	-	71%	*	*	80%	-	-	-	-	
	EL	52%	46%	*	*	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-	
	Male	67%	66%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	-	-	-	-	-	
	Female	63%	64%	80%	*	*	-	-	*	-	-	*	*	-	80%	*	-	80%	-	-	-	-	
Grade 6																							
Reading	All Students	69%	77%	64%	*	64%	-	-	-	-	-	75%	*	*	67%	50%	71%	57%	-	-	-	-	
	CWD	38%	47%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	74%	80%	67%	*	60%	-	-	-	-	-	80%	*	-	67%	50%	83%	50%	-	-	-	-	
	EL	53%	57%	50%	-	50%	-	-	-	-	-	*	*	-	50%	50%	*	*	-	-	-	-	
	Male	66%	74%	71%	*	80%	-	-	-	-	-	71%	-	*	83%	*	71%	-	-	-	-	-	
	Female	72%	80%	57%	*	50%	-	-	-	-	-	80%	*	*	50%	*	-	57%	-	-	-	-	
Mathematics	All Students	72%	76%	50%	*	45%	-	-	-	-	-	58%	*	*	42%	33%	57%	43%	-	-	-	-	
	CWD	47%	49%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	76%	78%	42%	*	40%	-	-	-	-	-	50%	*	-	42%	33%	50%	33%	-	-	-	-	
	EL	61%	63%	33%	-	33%	-	-	-	-	-	*	*	-	33%	33%	*	*	-	-	-	-	
	Male	73%	77%	57%	*	40%	-	-	-	-	-	57%	-	*	50%	*	57%	-	-	-	-	-	
	Female	72%	74%	43%	*	50%	-	-	-	-	-	60%	*	*	33%	*	-	43%	-	-	-	-	
Grade 7																							
Reading	All Students	79%	86%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	
	CWD	47%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	83%	89%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	
	EL	63%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	75%	83%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	83%	89%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	
Mathematics	All Students	60%	66%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	
	CWD	36%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	63%	68%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	
	EL	45%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	60%	68%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	59%	64%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	55%	36%	42%	33%	-	*	-	-	*	30%	67%	0%	41%	19%	41%	32%	-	-	-	-	
	CWD	30%	34%	0%	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-	
	CWOD	54%	58%	41%	45%	40%	-	*	-	-	*	34%	80%	-	41%	23%	54%	33%	-	-	-	-	
	EL	37%	44%	19%	*	14%	-	-	-	-	-	20%	*	*	23%	19%	0%	27%	-	-	-	-	
	Male	49%	54%	41%	60%	36%	-	-	-	-	-	38%	*	*	54%	0%	41%	-	-	-	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	Female	52%	56%	<b>32%</b>	29%	31%	-	*	-	-	*	25%	*	*	33%	27%	-	32%	-	-	-	-
Mathematics	All Students	42%	38%	<b>33%</b>	50%	25%	-	*	-	-	*	27%	67%	0%	38%	19%	41%	27%	-	-	-	-
	CWD	27%	21%	<b>0%</b>	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	45%	40%	<b>38%</b>	55%	30%	-	*	-	-	*	31%	80%	-	38%	23%	54%	29%	-	-	-	-
	EL	35%	32%	<b>19%</b>	*	14%	-	-	-	-	-	20%	*	*	23%	19%	0%	27%	-	-	-	-
	Male	45%	42%	<b>41%</b>	60%	36%	-	-	-	-	-	38%	*	*	54%	0%	41%	-	-	-	-	-
	Female	39%	34%	<b>27%</b>	43%	15%	-	*	-	-	*	20%	*	*	29%	27%	-	27%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	53%	56%	<b>67%</b>	*	54%	*	*	*	-	-	69%	60%	*	70%	44%	75%	56%	-	-	-	*
	CWD	29%	29%	<b>*</b>	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	57%	58%	<b>70%</b>	*	58%	*	*	*	-	-	73%	60%	-	70%	50%	82%	56%	-	-	-	*
	EL	41%	44%	<b>44%</b>	-	44%	-	-	-	-	-	50%	*	*	50%	44%	*	40%	-	-	-	-
	Male	51%	55%	<b>75%</b>	*	71%	*	*	*	-	-	70%	*	*	82%	*	75%	-	-	-	-	*
	Female	55%	57%	<b>56%</b>	*	33%	-	-	*	-	-	67%	*	-	56%	40%	-	56%	-	-	-	-
Mathematics	All Students	42%	37%	<b>52%</b>	*	38%	*	*	*	-	-	50%	60%	*	55%	33%	67%	33%	-	-	-	*
	CWD	25%	20%	<b>*</b>	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	45%	38%	<b>55%</b>	*	42%	*	*	*	-	-	53%	60%	-	55%	38%	73%	33%	-	-	-	*
	EL	34%	25%	<b>33%</b>	-	33%	-	-	-	-	-	38%	*	*	38%	33%	*	20%	-	-	-	-
	Male	45%	41%	<b>67%</b>	*	57%	*	*	*	-	-	60%	*	*	73%	*	67%	-	-	-	-	*
	Female	38%	32%	<b>33%</b>	*	17%	-	-	*	-	-	33%	*	-	33%	20%	-	33%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	57%	62%	<b>100%</b>	*	*	-	-	*	-	*	100%	*	-	100%	*	*	100%	-	-	-	-
	CWD	29%	29%	<b>-</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	66%	<b>100%</b>	*	*	-	-	*	-	*	100%	*	-	100%	*	*	100%	-	-	-	-
	EL	43%	49%	<b>*</b>	*	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	Male	53%	58%	<b>*</b>	-	*	-	-	-	-	*	*	-	-	*	*	*	-	-	-	-	-
	Female	60%	66%	<b>100%</b>	*	*	-	-	*	-	-	*	*	-	100%	*	-	100%	-	-	-	-
Mathematics	All Students	47%	43%	<b>57%</b>	*	*	-	-	*	-	*	50%	*	-	57%	*	*	80%	-	-	-	-
	CWD	25%	23%	<b>-</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	45%	<b>57%</b>	*	*	-	-	*	-	*	50%	*	-	57%	*	*	80%	-	-	-	-
	EL	38%	33%	<b>*</b>	*	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	Male	48%	43%	<b>*</b>	-	*	-	-	-	-	*	*	-	-	*	*	*	-	-	-	-	-
	Female	46%	42%	<b>80%</b>	*	*	-	-	*	-	-	*	*	-	80%	*	-	80%	-	-	-	-
Science	All Students	38%	35%	<b>57%</b>	*	*	-	-	*	-	*	67%	*	-	57%	*	*	60%	-	-	-	-
	CWD	23%	24%	<b>-</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	36%	<b>57%</b>	*	*	-	-	*	-	*	67%	*	-	57%	*	*	60%	-	-	-	-
	EL	24%	17%	<b>*</b>	*	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	Male	41%	38%	<b>*</b>	-	*	-	-	-	-	*	*	-	-	*	*	*	-	-	-	-	-
	Female	34%	31%	<b>60%</b>	*	*	-	-	*	-	-	*	*	-	60%	*	-	60%	-	-	-	-



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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
Grade 6																						
Reading	All Students	42%	46%	36%	*	27%	-	-	-	-	-	42%	*	*	42%	17%	29%	43%	-	-	-	-
	CWD	21%	19%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	46%	49%	42%	*	30%	-	-	-	-	-	50%	*	-	42%	17%	33%	50%	-	-	-	-
	EL	24%	26%	17%	-	17%	-	-	-	-	-	*	*	-	17%	17%	*	*	-	-	-	-
	Male	40%	42%	29%	*	20%	-	-	-	-	-	29%	-	*	33%	*	29%	-	-	-	-	-
	Female	45%	50%	43%	*	33%	-	-	-	-	-	60%	*	*	50%	*	-	43%	-	-	-	-
Mathematics	All Students	38%	36%	29%	*	27%	-	-	-	-	-	33%	*	*	33%	17%	29%	29%	-	-	-	-
	CWD	20%	15%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	41%	39%	33%	*	30%	-	-	-	-	-	40%	*	-	33%	17%	33%	33%	-	-	-	-
	EL	24%	23%	17%	-	17%	-	-	-	-	-	*	*	-	17%	17%	*	*	-	-	-	-
	Male	40%	40%	29%	*	20%	-	-	-	-	-	29%	-	*	33%	*	29%	-	-	-	-	-
	Female	36%	33%	29%	*	33%	-	-	-	-	-	40%	*	*	33%	*	-	29%	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	CWD	25%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	63%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	33%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	50%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	60%	64%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
Mathematics	All Students	30%	35%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	CWD	18%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	32%	37%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	17%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	31%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	29%	34%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	33%	26%	25%	25%	-	*	-	-	*	18%	67%	0%	29%	13%	29%	23%	-	-	-	-
	CWD	12%	16%	0%	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	32%	35%	29%	27%	30%	-	*	-	-	*	21%	80%	-	29%	15%	38%	24%	-	-	-	-
	EL	19%	17%	13%	*	14%	-	-	-	-	-	13%	*	*	15%	13%	0%	18%	-	-	-	-
	Male	28%	31%	29%	40%	27%	-	-	-	-	-	23%	*	*	38%	0%	29%	-	-	-	-	-
	Female	31%	35%	23%	14%	23%	-	*	-	-	*	15%	*	*	24%	18%	-	23%	-	-	-	-
Mathematics	All Students	20%	15%	10%	17%	4%	-	*	-	-	*	6%	33%	0%	12%	0%	12%	9%	-	-	-	-
	CWD	10%	7%	0%	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	22%	16%	12%	18%	5%	-	*	-	-	*	7%	40%	-	12%	0%	15%	10%	-	-	-	-
	EL	15%	11%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	23%	17%	12%	20%	9%	-	-	-	-	-	15%	*	*	15%	0%	12%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	18%	13%	9%	14%	0%	-	*	-	-	*	0%	*	*	10%	0%	-	9%	-	-	-	-
Grade 4																						
Reading	All Students	28%	29%	48%	*	46%	*	*	*	-	-	50%	40%	*	50%	33%	67%	22%	-	-	-	*
	CWD	10%	7%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	31%	31%	50%	*	50%	*	*	*	-	-	53%	40%	-	50%	38%	73%	22%	-	-	-	*
	EL	18%	22%	33%	-	33%	-	-	-	-	-	38%	*	*	38%	33%	*	20%	-	-	-	-
	Male	26%	27%	67%	*	71%	*	*	*	-	-	60%	*	*	73%	*	67%	-	-	-	-	*
	Female	29%	32%	22%	*	17%	-	-	*	-	-	33%	*	-	22%	20%	-	22%	-	-	-	-
Mathematics	All Students	22%	20%	24%	*	23%	*	*	*	-	-	19%	40%	*	25%	11%	33%	11%	-	-	-	*
	CWD	10%	10%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	25%	21%	25%	*	25%	*	*	*	-	-	20%	40%	-	25%	13%	36%	11%	-	-	-	*
	EL	16%	12%	11%	-	11%	-	-	-	-	-	13%	*	*	13%	11%	*	20%	-	-	-	-
	Male	25%	23%	33%	*	29%	*	*	*	-	-	20%	*	*	36%	*	33%	-	-	-	-	*
	Female	19%	18%	11%	*	17%	-	-	*	-	-	17%	*	-	11%	20%	-	11%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	43%	*	*	-	-	*	-	*	33%	*	-	43%	*	*	60%	-	-	-	-
	CWD	12%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	41%	43%	*	*	-	-	*	-	*	33%	*	-	43%	*	*	60%	-	-	-	-
	EL	23%	20%	*	*	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	Male	32%	32%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	-	-	-	-	-
	Female	39%	44%	60%	*	*	-	-	*	-	-	*	*	-	60%	*	-	60%	-	-	-	-
Mathematics	All Students	24%	21%	43%	*	*	-	-	*	-	*	33%	*	-	43%	*	*	60%	-	-	-	-
	CWD	9%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	26%	23%	43%	*	*	-	-	*	-	*	33%	*	-	43%	*	*	60%	-	-	-	-
	EL	17%	14%	*	*	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	Male	25%	23%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	-	-	-	-	-
	Female	23%	20%	60%	*	*	-	-	*	-	-	*	*	-	60%	*	-	60%	-	-	-	-
Science	All Students	17%	14%	14%	*	*	-	-	*	-	*	17%	*	-	14%	*	*	20%	-	-	-	-
	CWD	9%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	19%	14%	14%	*	*	-	-	*	-	*	17%	*	-	14%	*	*	20%	-	-	-	-
	EL	9%	7%	*	*	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	Male	20%	16%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	-	-	-	-	-
	Female	15%	12%	20%	*	*	-	-	*	-	-	*	*	-	20%	*	-	20%	-	-	-	-
Grade 6																						
Reading	All Students	23%	23%	14%	*	9%	-	-	-	-	-	17%	*	*	17%	0%	14%	14%	-	-	-	-
	CWD	8%	7%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	25%	25%	17%	*	10%	-	-	-	-	-	20%	*	-	17%	0%	17%	17%	-	-	-	-
	EL	9%	14%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	21%	21%	14%	*	0%	-	-	-	-	-	14%	-	*	17%	*	14%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	Female	25%	25%	14%	*	17%	-	-	-	-	-	20%	*	*	17%	*	-	14%	-	-	-	-
Mathematics	All Students	16%	13%	7%	*	9%	-	-	-	-	-	8%	*	*	8%	0%	0%	14%	-	-	-	-
	CWD	8%	7%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	17%	14%	8%	*	10%	-	-	-	-	-	10%	*	-	8%	0%	0%	17%	-	-	-	-
	EL	7%	5%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	17%	14%	0%	*	0%	-	-	-	-	-	0%	-	*	0%	*	0%	-	-	-	-	-
	Female	14%	12%	14%	*	17%	-	-	-	-	-	20%	*	*	17%	*	-	14%	-	-	-	-
Grade 7																						
Reading	All Students	36%	41%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	CWD	11%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	43%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	17%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	32%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	41%	45%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
Mathematics	All Students	13%	14%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	CWD	7%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	14%	14%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	6%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	13%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	12%	13%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	79%	73%	85%	64%	*	*	100%	-	100%	72%	77%	31%	77%	54%	77%	69%	-	-	-	*
	CWD	44%	49%	31%	*	25%	-	-	-	-	-	36%	*	31%	-	13%	25%	*	-	-	-	-
	CWOD	77%	81%	77%	89%	68%	*	*	100%	-	100%	76%	83%	-	77%	59%	86%	70%	-	-	-	*
	EL	59%	62%	54%	100%	48%	-	-	-	-	*	56%	38%	13%	59%	54%	59%	50%	-	-	-	-
	Male	71%	79%	77%	89%	69%	*	*	*	-	*	77%	75%	25%	86%	59%	77%	-	-	-	-	*
	Female	75%	79%	69%	83%	59%	*	*	100%	-	*	67%	79%	*	70%	50%	-	69%	-	-	-	-
Reading	All Students	74%	84%	72%	80%	65%	*	*	*	-	*	71%	80%	13%	79%	56%	76%	69%	-	-	-	*
	CWD	43%	54%	13%	*	17%	-	-	-	-	-	14%	*	13%	-	*	0%	*	-	-	-	-
	CWOD	78%	87%	79%	89%	72%	*	*	*	-	*	77%	86%	-	79%	63%	91%	70%	-	-	-	*
	EL	57%	67%	56%	*	50%	-	-	-	-	*	57%	*	*	63%	56%	57%	55%	-	-	-	-
	Male	70%	82%	76%	78%	71%	*	*	*	-	*	75%	83%	0%	91%	57%	76%	-	-	-	-	*
	Female	78%	86%	69%	82%	61%	*	*	*	-	*	67%	78%	*	70%	55%	-	69%	-	-	-	-
Mathematics	All Students	71%	74%	73%	90%	63%	*	*	*	-	*	74%	73%	50%	76%	50%	79%	69%	-	-	-	*
	CWD	44%	45%	50%	*	33%	-	-	-	-	-	57%	*	50%	-	*	50%	*	-	-	-	-
	CWOD	75%	76%	76%	89%	67%	*	*	*	-	*	75%	79%	-	76%	53%	84%	70%	-	-	-	*
	EL	61%	60%	50%	*	47%	-	-	-	-	*	53%	*	*	53%	50%	57%	45%	-	-	-	-
	Male	71%	76%	79%	100%	71%	*	*	*	-	*	81%	67%	50%	84%	57%	79%	-	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	71%	72%	<b>69%</b>	82%	57%	*	*	*	-	*	67%	78%	*	70%	45%	-	69%	-	-	-	-
Science	All Students	74%	77%	<b>71%</b>	*	*	-	-	*	-	*	67%	*	-	71%	*	*	80%	-	-	-	-
	CWD	47%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	80%	<b>71%</b>	*	*	-	-	*	-	*	67%	*	-	71%	*	*	80%	-	-	-	-
	EL	58%	54%	*	*	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	Male	74%	79%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	-	-	-	-	-
	Female	75%	76%	<b>80%</b>	*	*	-	-	*	-	-	*	*	-	80%	*	-	80%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	<b>46%</b>	61%	36%	*	*	80%	-	80%	43%	58%	0%	50%	30%	49%	43%	-	-	-	*
	CWD	23%	24%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	50%	53%	<b>50%</b>	68%	41%	*	*	80%	-	80%	48%	62%	-	50%	33%	58%	45%	-	-	-	*
	EL	29%	31%	<b>30%</b>	100%	23%	-	-	-	-	*	33%	0%	0%	33%	30%	28%	31%	-	-	-	-
	Male	45%	50%	<b>49%</b>	67%	41%	*	*	*	-	*	45%	67%	0%	58%	28%	49%	-	-	-	-	*
	Female	48%	51%	<b>43%</b>	57%	33%	*	*	75%	-	*	41%	53%	*	45%	31%	-	43%	-	-	-	-
Reading	All Students	52%	61%	<b>51%</b>	60%	42%	*	*	*	-	*	49%	60%	0%	56%	32%	53%	49%	-	-	-	*
	CWD	24%	29%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	56%	64%	<b>56%</b>	67%	48%	*	*	*	-	*	54%	64%	-	56%	37%	63%	51%	-	-	-	*
	EL	31%	38%	<b>32%</b>	*	27%	-	-	-	-	*	37%	*	*	37%	32%	29%	35%	-	-	-	-
	Male	47%	57%	<b>53%</b>	67%	46%	*	*	*	-	*	50%	67%	0%	63%	29%	53%	-	-	-	-	*
	Female	56%	64%	<b>49%</b>	55%	39%	*	*	*	-	*	47%	56%	*	51%	35%	-	49%	-	-	-	-
Mathematics	All Students	41%	39%	<b>40%</b>	60%	31%	*	*	*	-	*	35%	60%	0%	44%	24%	45%	36%	-	-	-	*
	CWD	22%	18%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	44%	41%	<b>44%</b>	67%	35%	*	*	*	-	*	39%	64%	-	44%	27%	53%	37%	-	-	-	*
	EL	29%	25%	<b>24%</b>	*	20%	-	-	-	-	*	27%	*	*	27%	24%	21%	25%	-	-	-	-
	Male	42%	41%	<b>45%</b>	67%	38%	*	*	*	-	*	41%	67%	0%	53%	21%	45%	-	-	-	-	*
	Female	40%	37%	<b>36%</b>	55%	25%	*	*	*	-	*	31%	56%	*	37%	25%	-	36%	-	-	-	-
Science	All Students	46%	49%	<b>57%</b>	*	*	-	-	*	-	*	67%	*	-	57%	*	*	60%	-	-	-	-
	CWD	23%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	49%	51%	<b>57%</b>	*	*	-	-	*	-	*	67%	*	-	57%	*	*	60%	-	-	-	-
	EL	25%	23%	*	*	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	Male	47%	52%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	-	-	-	-	-
	Female	45%	46%	<b>60%</b>	*	*	-	-	*	-	-	*	*	-	60%	*	-	60%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						

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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	22%	24%	<b>24%</b>	29%	20%	*	*	40%	-	40%	20%	42%	0%	26%	11%	26%	22%	-	-	-	*
	CWD	9%	10%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	24%	25%	<b>26%</b>	32%	22%	*	*	40%	-	40%	22%	45%	-	26%	13%	30%	23%	-	-	-	*
	EL	12%	12%	<b>11%</b>	40%	10%	-	-	-	-	*	13%	0%	0%	13%	11%	7%	14%	-	-	-	-
	Male	21%	23%	<b>26%</b>	39%	22%	*	*	*	-	*	21%	50%	0%	30%	7%	26%	-	-	-	-	*
	Female	23%	25%	<b>22%</b>	22%	17%	*	*	38%	-	*	18%	37%	*	23%	14%	-	22%	-	-	-	-
Reading	All Students	25%	31%	<b>33%</b>	35%	29%	*	*	*	-	*	28%	53%	0%	36%	15%	37%	29%	-	-	-	*
	CWD	9%	11%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	27%	33%	<b>36%</b>	39%	33%	*	*	*	-	*	31%	57%	-	36%	17%	44%	30%	-	-	-	*
	EL	13%	16%	<b>15%</b>	*	17%	-	-	-	-	*	17%	*	*	17%	15%	14%	15%	-	-	-	-
	Male	22%	27%	<b>37%</b>	56%	33%	*	*	*	-	*	31%	67%	0%	44%	14%	37%	-	-	-	-	*
	Female	28%	35%	<b>29%</b>	18%	25%	*	*	*	-	*	25%	44%	*	30%	15%	-	29%	-	-	-	-
Mathematics	All Students	20%	18%	<b>16%</b>	20%	12%	*	*	*	-	*	12%	33%	0%	17%	6%	16%	16%	-	-	-	*
	CWD	9%	7%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	21%	19%	<b>17%</b>	22%	13%	*	*	*	-	*	13%	36%	-	17%	7%	19%	16%	-	-	-	*
	EL	12%	10%	<b>6%</b>	*	3%	-	-	-	-	*	7%	*	*	7%	6%	0%	10%	-	-	-	-
	Male	21%	19%	<b>16%</b>	22%	13%	*	*	*	-	*	13%	33%	0%	19%	0%	16%	-	-	-	-	*
	Female	19%	16%	<b>16%</b>	18%	11%	*	*	*	-	*	11%	33%	*	16%	10%	-	16%	-	-	-	-
Science	All Students	20%	19%	<b>14%</b>	*	*	-	-	*	-	*	17%	*	-	14%	*	*	20%	-	-	-	-
	CWD	8%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	20%	<b>14%</b>	*	*	-	-	*	-	*	17%	*	-	14%	*	*	20%	-	-	-	-
	EL	7%	8%	*	*	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	Male	22%	21%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	-	-	-	-	-
	Female	19%	17%	<b>20%</b>	*	*	-	-	*	-	-	*	*	-	20%	*	-	20%	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	89	50	96	*	*	-	-	*	89	*	88
CWD	*	*	*	-	-	-	-	-	*	*	*
CWOD	95	*	100	*	*	-	-	*	96	-	93
EL ◇	88	*	93	-	-	-	-	*	85	*	88
Male	89	*	92	*	*	-	-	*	88	*	89
Female	90	*	100	*	-	-	-	-	90	*	86
<b>Mathematics</b>											
All Students	88	100	83	*	*	-	-	*	87	*	77
CWD	*	*	*	-	-	-	-	-	*	*	*
CWOD	90	*	86	*	*	-	-	*	89	-	82
EL ◇	77	*	73	-	-	-	-	*	71	*	77
Male	79	*	71	*	*	-	-	*	78	*	56
Female	97	*	95	*	-	-	-	-	100	*	100

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
84	12	14%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	48	58	40	*	*	73	-	73	45	10	32
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						Y		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						Y		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	*	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	*	-
	CWOD	100%	100%	100%	*	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	-	-	-	-	*	100%	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%	-
<b>Reading</b>	All Students	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	*	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	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%	-
<b>Mathematics</b>	All Students	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	*	100%	*	-
		100%	*	100%	-	-	-	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	*	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	*	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	-	-	-	*	100%	*	*	100%	100%	100%	100%	-
		100%	*	100%	-	-	-	-	*	100%	*	*	100%	100%	100%	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	Male	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
		100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	*	*	-	*	100%	100%	*	100%	100%	-	100%	-
		100%	100%	100%	*	*	*	-	*	100%	100%	*	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	*	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-
	CWOD	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%	-	-
	Female	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%	*	-
	CWOD	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%	-	-
	Female	0%	0%	0%	*	*	*	-	*	0%	0%	*	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	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%	-	-
	Female	0%	0%	0%	*	*	*	-	*	0%	0%	*	0%	0%	-	0%	-
Science	All Students	0%	*	*	-	-	*	-	*	0%	*	-	0%	*	*	0%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	*	*	-	-	*	-	*	0%	*	-	0%	*	*	0%	-
	EL	*	*	*	-	-	-	-	*	*	-	-	*	*	*	*	-
	Male	*	-	*	-	-	-	-	*	*	-	-	*	*	*	-	-
	Female	0%	*	*	-	-	*	-	-	*	*	-	0%	*	-	0%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

**There is no data for this campus.**

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

**There is no data for this campus.**

### 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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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	10.0	61.3%
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	0.0	-

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	23%	30%	19%	20%	*	*	-	*	24%	17%	21%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).



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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	39%	*	40%	-	-	-	-	-	38%	*	-	39%	40%	20%	63%	-	*	-	-
	CWD	52%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	80%	82%	39%	*	40%	-	-	-	-	-	38%	*	-	39%	40%	20%	63%	-	*	-	-
	EL	66%	70%	40%	-	40%	-	-	-	-	-	40%	-	-	40%	40%	*	*	-	-	-	-
	Male	74%	81%	20%	*	25%	-	-	-	-	-	20%	-	-	20%	*	20%	-	-	-	-	-
	Female	78%	80%	63%	*	57%	-	-	-	-	-	67%	*	-	63%	*	-	63%	-	*	-	-
Mathematics	All Students	70%	70%	28%	*	33%	-	-	-	-	-	25%	*	-	28%	20%	10%	50%	-	*	-	-
	CWD	46%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	73%	28%	*	33%	-	-	-	-	-	25%	*	-	28%	20%	10%	50%	-	*	-	-
	EL	64%	59%	20%	-	20%	-	-	-	-	-	20%	-	-	20%	20%	*	*	-	-	-	-
	Male	72%	75%	10%	*	13%	-	-	-	-	-	10%	-	-	10%	*	10%	-	-	-	-	-
	Female	68%	67%	50%	*	57%	-	-	-	-	-	50%	*	-	50%	*	-	50%	-	*	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	82%	44%	*	50%	-	-	-	-	-	38%	*	*	38%	*	*	43%	-	-	-	-
	CWD	48%	52%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	81%	84%	38%	*	43%	-	-	-	-	-	38%	-	-	38%	*	*	43%	-	-	-	-
	EL	66%	72%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	73%	79%	*	-	*	-	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	79%	84%	43%	*	50%	-	-	-	-	-	43%	-	-	43%	*	-	43%	-	-	-	-
Mathematics	All Students	68%	70%	22%	*	25%	-	-	-	-	-	13%	*	*	13%	*	*	14%	-	-	-	-
	CWD	42%	38%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	73%	73%	13%	*	14%	-	-	-	-	-	13%	-	-	13%	*	*	14%	-	-	-	-
	EL	63%	60%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	70%	73%	*	-	*	-	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	67%	67%	14%	*	17%	-	-	-	-	-	14%	-	-	14%	*	-	14%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	84%	33%	*	40%	-	-	-	-	-	*	*	*	40%	*	20%	*	-	*	-	-
	CWD	50%	50%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	85%	88%	40%	*	*	-	-	-	-	-	*	*	-	40%	*	*	*	-	*	-	-
	EL	71%	74%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	77%	81%	20%	*	*	-	-	-	-	-	*	*	*	*	*	20%	-	-	*	-	-
	Female	83%	87%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
Mathematics	All Students	76%	76%	0%	*	0%	-	-	-	-	-	*	*	*	0%	*	0%	*	-	*	-	-
	CWD	50%	49%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	80%	78%	0%	*	*	-	-	-	-	-	*	*	-	0%	*	*	*	-	*	-	-
	EL	70%	70%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	75%	76%	0%	*	*	-	-	-	-	-	*	*	*	*	*	0%	-	-	*	-	-
	Female	76%	76%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	65%	65%	0%	*	0%	-	-	-	-	-	*	*	*	0%	*	0%	*	-	*	-	-
	CWD	40%	35%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	69%	68%	0%	*	*	-	-	-	-	-	*	*	-	0%	*	*	*	-	*	-	-
	EL	52%	46%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	67%	66%	0%	*	*	-	-	-	-	-	*	*	*	*	*	0%	-	-	*	-	-
	Female	63%	64%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
Grade 6																						
Reading	All Students	69%	77%	13%	*	14%	-	-	-	-	-	*	15%	*	14%	18%	15%	*	-	*	-	-
	CWD	38%	47%	*	*	*	-	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-
	CWOD	74%	80%	14%	*	15%	-	-	-	-	-	*	18%	-	14%	20%	18%	*	-	*	-	-
	EL	53%	57%	18%	-	18%	-	-	-	-	-	*	22%	*	20%	18%	22%	*	-	-	-	-
	Male	66%	74%	15%	*	17%	-	-	-	-	-	*	18%	*	18%	22%	15%	-	-	*	-	-
	Female	72%	80%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Mathematics	All Students	72%	76%	38%	*	43%	-	-	-	-	-	*	38%	*	43%	36%	38%	*	-	*	-	-
	CWD	47%	49%	*	*	*	-	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-
	CWOD	76%	78%	43%	*	46%	-	-	-	-	-	*	45%	-	43%	40%	45%	*	-	*	-	-
	EL	61%	63%	36%	-	36%	-	-	-	-	-	*	33%	*	40%	36%	33%	*	-	-	-	-
	Male	73%	77%	38%	*	42%	-	-	-	-	-	*	36%	*	45%	33%	38%	-	-	*	-	-
	Female	72%	74%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Grade 7																						
Reading	All Students	79%	86%	53%	*	50%	-	-	-	-	-	83%	38%	*	53%	60%	44%	60%	-	*	-	-
	CWD	47%	55%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	*	-	*	-	-
	CWOD	83%	89%	53%	*	50%	-	-	-	-	-	83%	36%	-	53%	60%	38%	67%	-	-	-	-
	EL	63%	74%	60%	-	60%	-	-	-	-	-	*	*	-	60%	60%	*	*	-	-	-	-
	Male	75%	83%	44%	*	50%	-	-	-	-	-	*	29%	*	38%	*	44%	-	-	*	-	-
	Female	83%	89%	60%	*	50%	-	-	-	-	-	*	50%	*	67%	*	-	60%	-	-	-	-
Mathematics	All Students	60%	66%	26%	*	19%	-	-	-	-	-	17%	31%	*	29%	60%	22%	30%	-	*	-	-
	CWD	36%	36%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	*	-	*	-	-
	CWOD	63%	68%	29%	*	21%	-	-	-	-	-	17%	36%	-	29%	60%	25%	33%	-	-	-	-
	EL	45%	51%	60%	-	60%	-	-	-	-	-	*	*	-	60%	60%	*	*	-	-	-	-
	Male	60%	68%	22%	*	25%	-	-	-	-	-	*	29%	*	25%	*	22%	-	-	*	-	-
	Female	59%	64%	30%	*	13%	-	-	-	-	-	*	33%	*	33%	*	-	30%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	55%	28%	*	33%	-	-	-	-	-	25%	*	-	28%	40%	20%	38%	-	*	-	-
	CWD	30%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	54%	58%	28%	*	33%	-	-	-	-	-	25%	*	-	28%	40%	20%	38%	-	*	-	-
	EL	37%	44%	40%	-	40%	-	-	-	-	-	40%	-	-	40%	40%	*	*	-	-	-	-
	Male	49%	54%	20%	*	25%	-	-	-	-	-	20%	-	-	20%	*	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	Female	52%	56%	38%	*	43%	-	-	-	-	-	33%	*	-	38%	*	-	38%	-	*	-	-
Mathematics	All Students	42%	38%	6%	*	7%	-	-	-	-	-	6%	*	-	6%	0%	0%	13%	-	*	-	-
	CWD	27%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	40%	6%	*	7%	-	-	-	-	-	6%	*	-	6%	0%	0%	13%	-	*	-	-
	EL	35%	32%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	*	-	-	-	-
	Male	45%	42%	0%	*	0%	-	-	-	-	-	0%	-	-	0%	*	0%	-	-	-	-	-
	Female	39%	34%	13%	*	14%	-	-	-	-	-	17%	*	-	13%	*	-	13%	-	*	-	-
Grade 4																						
Reading	All Students	53%	56%	22%	*	25%	-	-	-	-	-	13%	*	*	13%	*	*	14%	-	-	-	-
	CWD	29%	29%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	57%	58%	13%	*	14%	-	-	-	-	-	13%	-	-	13%	*	*	14%	-	-	-	-
	EL	41%	44%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	51%	55%	*	-	*	-	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	55%	57%	14%	*	17%	-	-	-	-	-	14%	-	-	14%	*	-	14%	-	-	-	-
Mathematics	All Students	42%	37%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	*	*	0%	-	-	-	-
	CWD	25%	20%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	45%	38%	0%	*	0%	-	-	-	-	-	0%	-	-	0%	*	*	0%	-	-	-	-
	EL	34%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	45%	41%	*	-	*	-	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	38%	32%	0%	*	0%	-	-	-	-	-	0%	-	-	0%	*	-	0%	-	-	-	-
Grade 5																						
Reading	All Students	57%	62%	0%	*	0%	-	-	-	-	-	*	*	*	0%	*	0%	*	-	*	-	-
	CWD	29%	29%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	61%	66%	0%	*	*	-	-	-	-	-	*	*	-	0%	*	*	*	-	*	-	-
	EL	43%	49%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	53%	58%	0%	*	*	-	-	-	-	-	*	*	*	*	*	0%	-	-	*	-	-
	Female	60%	66%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
Mathematics	All Students	47%	43%	0%	*	0%	-	-	-	-	-	*	*	*	0%	*	0%	*	-	*	-	-
	CWD	25%	23%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	50%	45%	0%	*	*	-	-	-	-	-	*	*	-	0%	*	*	*	-	*	-	-
	EL	38%	33%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	48%	43%	0%	*	*	-	-	-	-	-	*	*	*	*	*	0%	-	-	*	-	-
	Female	46%	42%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
Science	All Students	38%	35%	0%	*	0%	-	-	-	-	-	*	*	*	0%	*	0%	*	-	*	-	-
	CWD	23%	24%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	40%	36%	0%	*	*	-	-	-	-	-	*	*	-	0%	*	*	*	-	*	-	-
	EL	24%	17%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	41%	38%	0%	*	*	-	-	-	-	-	*	*	*	*	*	0%	-	-	*	-	-
	Female	34%	31%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-

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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
Grade 6																						
Reading	All Students	42%	46%	0%	*	0%	-	-	-	-	-	*	0%	*	0%	0%	0%	*	-	*	-	-
	CWD	21%	19%	*	*	*	-	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-
	CWOD	46%	49%	0%	*	0%	-	-	-	-	-	*	0%	-	0%	0%	0%	*	-	*	-	-
	EL	24%	26%	0%	-	0%	-	-	-	-	-	*	0%	*	0%	0%	0%	*	-	-	-	-
	Male	40%	42%	0%	*	0%	-	-	-	-	-	*	0%	*	0%	0%	0%	-	-	*	-	-
	Female	45%	50%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Mathematics	All Students	38%	36%	0%	*	0%	-	-	-	-	-	*	0%	*	0%	0%	0%	*	-	*	-	-
	CWD	20%	15%	*	*	*	-	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-
	CWOD	41%	39%	0%	*	0%	-	-	-	-	-	*	0%	-	0%	0%	0%	*	-	*	-	-
	EL	24%	23%	0%	-	0%	-	-	-	-	-	*	0%	*	0%	0%	0%	*	-	-	-	-
	Male	40%	40%	0%	*	0%	-	-	-	-	-	*	0%	*	0%	0%	0%	-	-	*	-	-
	Female	36%	33%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	32%	*	31%	-	-	-	-	-	33%	31%	*	29%	40%	22%	40%	-	*	-	-
	CWD	25%	25%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	*	-	*	-	-
	CWOD	59%	63%	29%	*	29%	-	-	-	-	-	33%	27%	-	29%	40%	13%	44%	-	-	-	-
	EL	33%	39%	40%	-	40%	-	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	50%	57%	22%	*	25%	-	-	-	-	-	*	29%	*	13%	*	22%	-	-	*	-	-
	Female	60%	64%	40%	*	38%	-	-	-	-	-	*	33%	*	44%	*	-	40%	-	-	-	-
Mathematics	All Students	30%	35%	11%	*	13%	-	-	-	-	-	0%	15%	*	12%	40%	11%	10%	-	*	-	-
	CWD	18%	16%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	*	-	*	-	-
	CWOD	32%	37%	12%	*	14%	-	-	-	-	-	0%	18%	-	12%	40%	13%	11%	-	-	-	-
	EL	17%	20%	40%	-	40%	-	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	31%	36%	11%	*	13%	-	-	-	-	-	*	14%	*	13%	*	11%	-	-	*	-	-
	Female	29%	34%	10%	*	13%	-	-	-	-	-	*	17%	*	11%	*	-	10%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	33%	17%	*	20%	-	-	-	-	-	13%	*	-	17%	0%	0%	38%	-	*	-	-
	CWD	12%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	32%	35%	17%	*	20%	-	-	-	-	-	13%	*	-	17%	0%	0%	38%	-	*	-	-
	EL	19%	17%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	*	-	-	-	-
	Male	28%	31%	0%	*	0%	-	-	-	-	-	0%	-	-	0%	*	0%	-	-	-	-	-
	Female	31%	35%	38%	*	43%	-	-	-	-	-	33%	*	-	38%	*	-	38%	-	*	-	-
Mathematics	All Students	20%	15%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	CWD	10%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	16%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	EL	15%	11%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	*	-	-	-	-
	Male	23%	17%	0%	*	0%	-	-	-	-	-	0%	-	-	0%	*	0%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	18%	13%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	*	-	0%	-	*	-	-
Grade 4																						
Reading	All Students	28%	29%	11%	*	13%	-	-	-	-	-	13%	*	*	13%	*	*	14%	-	-	-	-
	CWD	10%	7%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	31%	31%	13%	*	14%	-	-	-	-	-	13%	-	-	13%	*	*	14%	-	-	-	-
	EL	18%	22%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	26%	27%	*	-	*	-	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	29%	32%	14%	*	17%	-	-	-	-	-	14%	-	-	14%	*	-	14%	-	-	-	-
Mathematics	All Students	22%	20%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	*	*	0%	-	-	-	-
	CWD	10%	10%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	25%	21%	0%	*	0%	-	-	-	-	-	0%	-	-	0%	*	*	0%	-	-	-	-
	EL	16%	12%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	25%	23%	*	-	*	-	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	19%	18%	0%	*	0%	-	-	-	-	-	0%	-	-	0%	*	-	0%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	0%	*	0%	-	-	-	-	-	*	*	*	0%	*	0%	*	-	*	-	-
	CWD	12%	15%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	40%	41%	0%	*	*	-	-	-	-	-	*	*	-	0%	*	*	*	-	*	-	-
	EL	23%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	32%	32%	0%	*	*	-	-	-	-	-	*	*	*	*	*	0%	-	-	*	-	-
	Female	39%	44%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
Mathematics	All Students	24%	21%	0%	*	0%	-	-	-	-	-	*	*	*	0%	*	0%	*	-	*	-	-
	CWD	9%	8%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	26%	23%	0%	*	*	-	-	-	-	-	*	*	-	0%	*	*	*	-	*	-	-
	EL	17%	14%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	25%	23%	0%	*	*	-	-	-	-	-	*	*	*	*	*	0%	-	-	*	-	-
	Female	23%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
Science	All Students	17%	14%	0%	*	0%	-	-	-	-	-	*	*	*	0%	*	0%	*	-	*	-	-
	CWD	9%	9%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	19%	14%	0%	*	*	-	-	-	-	-	*	*	-	0%	*	*	*	-	*	-	-
	EL	9%	7%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	20%	16%	0%	*	*	-	-	-	-	-	*	*	*	*	*	0%	-	-	*	-	-
	Female	15%	12%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
Grade 6																						
Reading	All Students	23%	23%	0%	*	0%	-	-	-	-	-	*	0%	*	0%	0%	0%	*	-	*	-	-
	CWD	8%	7%	*	*	*	-	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-
	CWOD	25%	25%	0%	*	0%	-	-	-	-	-	*	0%	-	0%	0%	0%	*	-	*	-	-
	EL	9%	14%	0%	-	0%	-	-	-	-	-	*	0%	*	0%	0%	0%	*	-	-	-	-
	Male	21%	21%	0%	*	0%	-	-	-	-	-	*	0%	*	0%	0%	0%	-	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	Female	25%	25%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Mathematics	All Students	16%	13%	0%	*	0%	-	-	-	-	-	*	0%	*	0%	0%	0%	*	-	*	-	-
	CWD	8%	7%	*	*	*	-	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-
	CWOD	17%	14%	0%	*	0%	-	-	-	-	-	*	0%	-	0%	0%	0%	*	-	*	-	-
	EL	7%	5%	0%	-	0%	-	-	-	-	-	*	0%	*	0%	0%	0%	*	-	-	-	-
	Male	17%	14%	0%	*	0%	-	-	-	-	-	*	0%	*	0%	0%	0%	-	-	*	-	-
	Female	14%	12%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
<b>Grade 7</b>																						
Reading	All Students	36%	41%	11%	*	13%	-	-	-	-	-	17%	8%	*	12%	20%	11%	10%	-	*	-	-
	CWD	11%	12%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	*	-	*	-	-
	CWOD	40%	43%	12%	*	14%	-	-	-	-	-	17%	9%	-	12%	20%	13%	11%	-	-	-	-
	EL	17%	22%	20%	-	20%	-	-	-	-	-	*	*	-	20%	20%	*	*	-	-	-	-
	Male	32%	37%	11%	*	13%	-	-	-	-	-	*	14%	*	13%	*	11%	-	-	*	-	-
	Female	41%	45%	10%	*	13%	-	-	-	-	-	*	0%	*	11%	*	-	10%	-	-	-	-
Mathematics	All Students	13%	14%	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	CWD	7%	7%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	*	-	*	-	-
	CWOD	14%	14%	0%	*	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	6%	7%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	13%	14%	0%	*	0%	-	-	-	-	-	*	0%	*	0%	*	0%	-	-	*	-	-
	Female	12%	13%	0%	*	0%	-	-	-	-	-	*	0%	*	0%	*	-	0%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	79%	30%	24%	31%	-	-	-	-	-	29%	31%	23%	31%	35%	23%	41%	-	56%	-	-
	CWD	44%	49%	23%	*	27%	-	-	-	-	-	*	30%	23%	-	*	27%	*	-	*	-	-
	CWOD	77%	81%	31%	26%	32%	-	-	-	-	-	31%	31%	-	31%	36%	22%	42%	-	57%	-	-
	EL	59%	62%	35%	-	35%	-	-	-	-	-	31%	38%	*	36%	35%	31%	41%	-	-	-	-
	Male	71%	79%	23%	0%	26%	-	-	-	-	-	18%	27%	27%	22%	31%	23%	-	-	43%	-	-
	Female	75%	79%	41%	50%	39%	-	-	-	-	-	41%	40%	*	42%	41%	-	41%	-	*	-	-
Reading	All Students	74%	84%	37%	30%	38%	-	-	-	-	-	43%	29%	33%	37%	36%	26%	52%	-	*	-	-
	CWD	43%	54%	33%	*	40%	-	-	-	-	-	*	40%	33%	-	*	40%	*	-	*	-	-
	CWOD	78%	87%	37%	33%	38%	-	-	-	-	-	44%	27%	-	37%	38%	24%	54%	-	*	-	-
	EL	57%	67%	36%	-	36%	-	-	-	-	-	42%	31%	*	38%	36%	29%	50%	-	-	-	-
	Male	70%	82%	26%	0%	29%	-	-	-	-	-	28%	24%	40%	24%	29%	26%	-	-	*	-	-
	Female	78%	86%	52%	60%	50%	-	-	-	-	-	58%	40%	*	54%	50%	-	52%	-	*	-	-
Mathematics	All Students	71%	74%	26%	20%	28%	-	-	-	-	-	19%	35%	17%	27%	36%	23%	31%	-	*	-	-
	CWD	44%	45%	17%	*	20%	-	-	-	-	-	*	20%	17%	-	*	20%	*	-	*	-	-
	CWOD	75%	76%	27%	22%	28%	-	-	-	-	-	19%	38%	-	27%	38%	24%	32%	-	*	-	-
	EL	61%	60%	36%	-	36%	-	-	-	-	-	25%	46%	*	38%	36%	35%	38%	-	-	-	-
	Male	71%	76%	23%	0%	26%	-	-	-	-	-	11%	33%	20%	24%	35%	23%	-	-	*	-	-



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	71%	72%	31%	40%	29%	-	-	-	-	-	26%	40%	*	32%	38%	-	31%	-	*	-	-
Science	All Students	74%	77%	0%	*	0%	-	-	-	-	-	*	*	*	0%	*	0%	*	-	*	-	-
	CWD	47%	49%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	78%	80%	0%	*	*	-	-	-	-	-	*	*	-	0%	*	*	*	-	*	-	-
	EL	58%	54%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	74%	79%	0%	*	*	-	-	-	-	-	*	*	*	*	*	0%	-	-	*	-	-
	Female	75%	76%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	11%	5%	12%	-	-	-	-	-	10%	13%	15%	11%	13%	7%	17%	-	22%	-	-
	CWD	23%	24%	15%	*	18%	-	-	-	-	-	*	20%	15%	-	*	18%	*	-	*	-	-
	CWOD	50%	53%	11%	5%	12%	-	-	-	-	-	11%	11%	-	11%	14%	6%	18%	-	14%	-	-
	EL	29%	31%	13%	-	13%	-	-	-	-	-	12%	15%	*	14%	13%	11%	18%	-	-	-	-
	Male	45%	50%	7%	0%	8%	-	-	-	-	-	5%	9%	18%	6%	11%	7%	-	-	14%	-	-
	Female	48%	51%	17%	10%	18%	-	-	-	-	-	15%	20%	*	18%	18%	-	17%	-	*	-	-
Reading	All Students	52%	61%	19%	10%	21%	-	-	-	-	-	19%	19%	33%	18%	20%	13%	28%	-	*	-	-
	CWD	24%	29%	33%	*	40%	-	-	-	-	-	*	40%	33%	-	*	40%	*	-	*	-	-
	CWOD	56%	64%	18%	11%	19%	-	-	-	-	-	19%	15%	-	18%	21%	9%	29%	-	*	-	-
	EL	31%	38%	20%	-	20%	-	-	-	-	-	25%	15%	*	21%	20%	18%	25%	-	-	-	-
	Male	47%	57%	13%	0%	15%	-	-	-	-	-	11%	14%	40%	9%	18%	13%	-	-	*	-	-
	Female	56%	64%	28%	20%	29%	-	-	-	-	-	26%	30%	*	29%	25%	-	28%	-	*	-	-
Mathematics	All Students	41%	39%	4%	0%	5%	-	-	-	-	-	3%	6%	0%	5%	8%	3%	7%	-	*	-	-
	CWD	22%	18%	0%	*	0%	-	-	-	-	-	*	0%	0%	-	*	0%	*	-	*	-	-
	CWOD	44%	41%	5%	0%	6%	-	-	-	-	-	3%	8%	-	5%	8%	3%	7%	-	*	-	-
	EL	29%	25%	8%	-	8%	-	-	-	-	-	0%	15%	*	8%	8%	6%	13%	-	-	-	-
	Male	42%	41%	3%	0%	3%	-	-	-	-	-	0%	5%	0%	3%	6%	3%	-	-	*	-	-
	Female	40%	37%	7%	0%	8%	-	-	-	-	-	5%	10%	*	7%	13%	-	7%	-	*	-	-
Science	All Students	46%	49%	0%	*	0%	-	-	-	-	-	*	*	*	0%	*	0%	*	-	*	-	-
	CWD	23%	27%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	49%	51%	0%	*	*	-	-	-	-	-	*	*	-	0%	*	*	*	-	*	-	-
	EL	25%	23%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	47%	52%	0%	*	*	-	-	-	-	-	*	*	*	*	*	0%	-	-	*	-	-
	Female	45%	46%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						

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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	22%	24%	4%	0%	5%	-	-	-	-	-	5%	3%	0%	5%	4%	1%	8%	-	11%	-	-
	CWD	9%	10%	0%	*	0%	-	-	-	-	-	*	0%	0%	-	*	0%	*	-	*	-	-
	CWOD	24%	25%	5%	0%	5%	-	-	-	-	-	5%	4%	-	5%	4%	1%	9%	-	14%	-	-
	EL	12%	12%	4%	-	4%	-	-	-	-	-	4%	4%	*	4%	4%	3%	6%	-	-	-	-
	Male	21%	23%	1%	0%	1%	-	-	-	-	-	0%	2%	0%	1%	3%	1%	-	-	0%	-	-
	Female	23%	25%	8%	0%	10%	-	-	-	-	-	10%	5%	*	9%	6%	-	8%	-	*	-	-
Reading	All Students	25%	31%	9%	0%	10%	-	-	-	-	-	11%	6%	0%	10%	8%	3%	17%	-	*	-	-
	CWD	9%	11%	0%	*	0%	-	-	-	-	-	*	0%	0%	-	*	0%	*	-	*	-	-
	CWOD	27%	33%	10%	0%	11%	-	-	-	-	-	11%	8%	-	10%	8%	3%	18%	-	*	-	-
	EL	13%	16%	8%	-	8%	-	-	-	-	-	8%	8%	*	8%	8%	6%	13%	-	-	-	-
	Male	22%	27%	3%	0%	3%	-	-	-	-	-	0%	5%	0%	3%	6%	3%	-	-	*	-	-
	Female	28%	35%	17%	0%	21%	-	-	-	-	-	21%	10%	*	18%	13%	-	17%	-	*	-	-
Mathematics	All Students	20%	18%	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	9%	7%	0%	*	0%	-	-	-	-	-	*	0%	0%	-	*	0%	*	-	*	-	-
	CWOD	21%	19%	0%	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	12%	10%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	21%	19%	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	19%	16%	0%	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	*	-	-
Science	All Students	20%	19%	0%	*	0%	-	-	-	-	-	*	*	*	0%	*	0%	*	-	*	-	-
	CWD	8%	11%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	22%	20%	0%	*	*	-	-	-	-	-	*	*	-	0%	*	*	*	-	*	-	-
	EL	7%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	22%	21%	0%	*	*	-	-	-	-	-	*	*	*	*	*	0%	-	-	*	-	-
	Female	19%	17%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	61	*	62	-	-	-	-	-	79	*	60
CWD	*	-	*	-	-	-	-	-	*	*	*
CWOD	56	*	57	-	-	-	-	-	77	-	57
EL ◇	60	-	60	-	-	-	-	-	*	*	60
Male	63	*	64	-	-	-	-	-	92	*	64
Female	57	*	58	-	-	-	-	-	67	*	*
<b>Mathematics</b>											
All Students	54	*	54	-	-	-	-	-	25	*	66
CWD	*	-	*	-	-	-	-	-	*	*	*
CWOD	49	*	48	-	-	-	-	-	19	-	63
EL ◇	66	-	66	-	-	-	-	-	30	*	66
Male	57	*	58	-	-	-	-	-	25	*	65
Female	50	*	50	-	-	-	-	-	25	*	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 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
52	-	-

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	15	10	16	-	-	-	-	-	15	13	17
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	*	100%	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	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%	-
<b>Reading</b>	All Students	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	*	100%	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	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%	-
<b>Mathematics</b>	All Students	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	*	100%	100%	-	*	100%	*	-
		100%	*	100%	-	-	-	-	-	*	100%	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
		100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Mathematics</b>	Male	<b>100%</b>	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
		<b>100%</b>	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	<b>100%</b>	100%	100%	-	-	-	-	-	100%	100%	*	100%	100%	-	100%	-
		<b>100%</b>	100%	100%	-	-	-	-	-	100%	100%	*	100%	100%	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	<b>0%</b>	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	<b>0%</b>	*	0%	-	-	-	-	-	*	0%	0%	-	*	0%	*	-
	CWOD	<b>0%</b>	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	<b>0%</b>	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	<b>0%</b>	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-	0%	-
<b>Reading</b>	All Students	<b>0%</b>	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	<b>0%</b>	*	0%	-	-	-	-	-	*	0%	0%	-	*	0%	*	-
	CWOD	<b>0%</b>	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	<b>0%</b>	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	<b>0%</b>	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-	0%	-
<b>Mathematics</b>	All Students	<b>0%</b>	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	<b>0%</b>	*	0%	-	-	-	-	-	*	0%	0%	-	*	0%	*	-
	CWOD	<b>0%</b>	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	<b>0%</b>	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	<b>0%</b>	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-	0%	-
<b>Science</b>	All Students	<b>0%</b>	*	0%	-	-	-	-	-	*	*	*	0%	*	0%	*	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	<b>0%</b>	*	*	-	-	-	-	-	*	*	-	0%	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	<b>0%</b>	*	*	-	-	-	-	-	*	*	*	*	*	0%	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-

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**EASTEX-JENSEN CLASSICAL ACADEMY (221801070) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

**There is no data for this campus.**

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

**There is no data for this campus.**

### 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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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.0	65.0%
Teachers Teaching with Emergency or Provisional Credentials	1.0	8.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	34%	56%	22%	*	-	-	-	*	32%	33%	15%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

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**EL PASO CLASSICAL ACADEMY (221801071) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR 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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

EL PASO CLASSICAL ACADEMY (221801071) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY

**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	76%	80%	61%	*	62%	*	-	-	-	-	*	65%	*	64%	*	78%	47%	-	-	-	*	
	CWD	52%	60%	*	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	-	
	CWOD	80%	82%	64%	*	65%	*	-	-	-	-	*	68%	-	64%	*	88%	47%	-	-	-	*	
	EL	66%	70%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	74%	81%	78%	*	75%	-	-	-	-	-	*	75%	*	88%	*	78%	-	-	-	-	*	
	Female	78%	80%	47%	-	50%	*	-	-	-	-	*	54%	-	47%	*	-	47%	-	-	-	*	
Mathematics	All Students	70%	70%	57%	*	57%	*	-	-	-	-	*	60%	*	59%	*	78%	40%	-	-	-	*	
	CWD	46%	46%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	
	CWOD	74%	73%	59%	*	60%	*	-	-	-	-	*	63%	-	59%	*	88%	40%	-	-	-	*	
	EL	64%	59%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	72%	75%	78%	*	75%	-	-	-	-	-	*	75%	*	88%	*	78%	-	-	-	-	*	
	Female	68%	67%	40%	-	43%	*	-	-	-	-	*	46%	-	40%	*	-	40%	-	-	-	*	
Grade 4																							
Reading	All Students	76%	82%	53%	-	50%	*	-	-	-	-	*	56%	*	56%	*	36%	75%	-	-	-	*	
	CWD	48%	52%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	81%	84%	56%	-	53%	*	-	-	-	-	*	60%	-	56%	*	40%	75%	-	-	-	*	
	EL	66%	72%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	73%	79%	36%	-	36%	-	-	-	-	-	*	44%	*	40%	*	36%	-	-	-	-	*	
	Female	79%	84%	75%	-	71%	*	-	-	-	-	*	71%	-	75%	*	-	75%	-	-	-	-	
Mathematics	All Students	68%	70%	42%	-	44%	*	-	-	-	-	*	50%	*	44%	*	36%	50%	-	-	-	*	
	CWD	42%	38%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	73%	73%	44%	-	47%	*	-	-	-	-	*	53%	-	44%	*	40%	50%	-	-	-	*	
	EL	63%	60%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	70%	73%	36%	-	36%	-	-	-	-	-	*	44%	*	40%	*	36%	-	-	-	-	*	
	Female	67%	67%	50%	-	57%	*	-	-	-	-	*	57%	-	50%	*	-	50%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	84%	85%	-	84%	*	-	-	-	-	*	90%	-	85%	67%	84%	87%	-	-	-	-	
	CWD	50%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	85%	88%	85%	-	84%	*	-	-	-	-	*	90%	-	85%	67%	84%	87%	-	-	-	-	
	EL	71%	74%	67%	-	67%	-	-	-	-	-	*	83%	-	67%	67%	67%	*	-	-	-	-	
	Male	77%	81%	84%	-	83%	*	-	-	-	-	*	88%	-	84%	67%	84%	-	-	-	-	-	
	Female	83%	87%	87%	-	86%	*	-	-	-	-	*	92%	-	87%	*	-	87%	-	-	-	-	
Mathematics	All Students	76%	76%	76%	-	75%	*	-	-	-	-	*	77%	-	76%	67%	84%	67%	-	-	-	-	
	CWD	50%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	80%	78%	76%	-	75%	*	-	-	-	-	*	77%	-	76%	67%	84%	67%	-	-	-	-	
	EL	70%	70%	67%	-	67%	-	-	-	-	-	*	67%	-	67%	67%	83%	*	-	-	-	-	
	Male	75%	76%	84%	-	83%	*	-	-	-	-	*	82%	-	84%	83%	84%	-	-	-	-	-	
	Female	76%	76%	67%	-	64%	*	-	-	-	-	*	69%	-	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	65%	65%	62%	-	63%	*	-	-	-	-	*	67%	-	62%	11%	63%	60%	-	-	-	-
	CWD	40%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	69%	68%	62%	-	63%	*	-	-	-	-	*	67%	-	62%	11%	63%	60%	-	-	-	-
	EL	52%	46%	11%	-	11%	-	-	-	-	-	*	17%	-	11%	11%	17%	*	-	-	-	-
	Male	67%	66%	63%	-	61%	*	-	-	-	-	*	65%	-	63%	17%	63%	-	-	-	-	-
	Female	63%	64%	60%	-	64%	*	-	-	-	-	*	69%	-	60%	*	-	60%	-	-	-	-
Grade 6																						
Reading	All Students	69%	77%	60%	-	57%	*	-	-	-	-	20%	70%	*	58%	13%	64%	55%	-	-	-	*
	CWD	38%	47%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*
	CWOD	74%	80%	58%	-	57%	*	-	-	-	-	20%	68%	-	58%	13%	62%	55%	-	-	-	*
	EL	53%	57%	13%	-	13%	-	-	-	-	-	*	17%	-	13%	13%	*	0%	-	-	-	-
	Male	66%	74%	64%	-	62%	*	-	-	-	-	*	73%	*	62%	*	64%	-	-	-	-	*
	Female	72%	80%	55%	-	50%	*	-	-	-	-	*	67%	-	55%	0%	-	55%	-	-	-	-
Mathematics	All Students	72%	76%	52%	-	52%	*	-	-	-	-	40%	55%	*	54%	25%	57%	45%	-	-	-	*
	CWD	47%	49%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*
	CWOD	76%	78%	54%	-	52%	*	-	-	-	-	40%	58%	-	54%	25%	62%	45%	-	-	-	*
	EL	61%	63%	25%	-	25%	-	-	-	-	-	*	33%	-	25%	25%	*	20%	-	-	-	-
	Male	73%	77%	57%	-	62%	*	-	-	-	-	*	55%	*	62%	*	57%	-	-	-	-	*
	Female	72%	74%	45%	-	40%	*	-	-	-	-	*	56%	-	45%	20%	-	45%	-	-	-	-
Grade 7																						
Reading	All Students	79%	86%	68%	*	65%	*	-	-	-	-	*	73%	*	67%	45%	64%	71%	-	-	-	67%
	CWD	47%	55%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	83%	89%	67%	*	65%	*	-	-	-	-	*	72%	-	67%	45%	62%	71%	-	-	-	67%
	EL	63%	74%	45%	-	45%	-	-	-	-	-	*	56%	-	45%	45%	60%	33%	-	-	-	-
	Male	75%	83%	64%	*	64%	*	-	-	-	-	-	64%	*	62%	60%	64%	-	-	-	-	*
	Female	83%	89%	71%	-	67%	*	-	-	-	-	*	83%	-	71%	33%	-	71%	-	-	-	-
Mathematics	All Students	60%	66%	29%	*	30%	*	-	-	-	-	*	31%	*	30%	27%	29%	29%	-	-	-	0%
	CWD	36%	36%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	63%	68%	30%	*	30%	*	-	-	-	-	*	32%	-	30%	27%	31%	29%	-	-	-	0%
	EL	45%	51%	27%	-	27%	-	-	-	-	-	*	33%	-	27%	27%	40%	17%	-	-	-	-
	Male	60%	68%	29%	*	27%	*	-	-	-	-	-	29%	*	31%	40%	29%	-	-	-	-	*
	Female	59%	64%	29%	-	33%	*	-	-	-	-	*	33%	-	29%	17%	-	29%	-	-	-	-
Grade 8																						
Reading	All Students	82%	88%	38%	-	39%	*	-	-	-	-	27%	56%	-	38%	20%	31%	45%	-	-	-	*
	CWD	50%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	90%	38%	-	39%	*	-	-	-	-	27%	56%	-	38%	20%	31%	45%	-	-	-	*
	EL	65%	65%	20%	-	20%	-	-	-	-	-	17%	*	-	20%	20%	11%	33%	-	-	-	-
	Male	78%	86%	31%	-	33%	*	-	-	-	-	22%	*	-	31%	11%	31%	-	-	-	-	*
	Female	86%	90%	45%	-	45%	-	-	-	-	-	33%	60%	-	45%	33%	-	45%	-	-	-	-

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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	70%	69%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	CWD	40%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	73%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	EL	57%	57%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	68%	73%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	72%	67%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Science	All Students	73%	79%	29%	-	26%	*	-	-	-	-	20%	44%	-	29%	20%	46%	9%	-	-	-	*
	CWD	42%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	82%	29%	-	26%	*	-	-	-	-	20%	44%	-	29%	20%	46%	9%	-	-	-	*
	EL	54%	52%	20%	-	20%	-	-	-	-	-	17%	*	-	20%	20%	22%	17%	-	-	-	-
	Male	73%	83%	46%	-	42%	*	-	-	-	-	33%	*	-	46%	22%	46%	-	-	-	-	*
	Female	73%	75%	9%	-	9%	-	-	-	-	-	0%	20%	-	9%	17%	-	9%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	64%	87%	38%	*	34%	*	*	-	-	-	41%	33%	-	38%	9%	29%	44%	-	-	-	-
	CWD	29%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	68%	90%	38%	*	34%	*	*	-	-	-	41%	33%	-	38%	9%	29%	44%	-	-	-	-
	EL	38%	49%	9%	-	10%	-	*	-	-	-	17%	0%	-	9%	9%	9%	9%	-	-	-	-
	Male	58%	84%	29%	-	31%	-	*	-	-	-	22%	40%	-	29%	9%	29%	-	-	-	-	-
	Female	70%	90%	44%	*	38%	*	-	-	-	-	63%	30%	-	44%	9%	-	44%	-	-	-	-
English II	All Students	71%	91%	74%	*	73%	-	-	-	-	-	79%	69%	*	77%	40%	73%	75%	-	-	-	*
	CWD	33%	55%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*
	CWOD	76%	94%	77%	*	76%	-	-	-	-	-	79%	75%	-	77%	40%	79%	75%	-	-	-	*
	EL	43%	66%	40%	-	40%	-	-	-	-	-	57%	*	-	40%	40%	*	50%	-	-	-	-
	Male	65%	88%	73%	*	71%	-	-	-	-	-	67%	78%	*	79%	*	73%	-	-	-	-	*
	Female	77%	93%	75%	-	75%	-	-	-	-	-	88%	*	-	75%	50%	-	75%	-	-	-	-
Algebra I	All Students	74%	85%	29%	-	30%	*	-	-	-	-	25%	33%	-	29%	32%	28%	31%	-	-	-	*
	CWD	46%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	88%	29%	-	30%	*	-	-	-	-	25%	33%	-	29%	32%	28%	31%	-	-	-	*
	EL	64%	63%	32%	-	32%	-	-	-	-	-	31%	33%	-	32%	32%	27%	38%	-	-	-	-
	Male	71%	84%	28%	-	29%	*	-	-	-	-	30%	25%	-	28%	27%	28%	-	-	-	-	*
	Female	78%	86%	31%	-	31%	-	-	-	-	-	17%	43%	-	31%	38%	-	31%	-	-	-	*
Biology	All Students	82%	94%	71%	*	67%	*	*	-	-	-	80%	64%	-	71%	54%	63%	77%	-	-	-	-
	CWD	57%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	96%	71%	*	67%	*	*	-	-	-	80%	64%	-	71%	54%	63%	77%	-	-	-	-
	EL	66%	75%	54%	-	50%	-	*	-	-	-	71%	33%	-	54%	54%	50%	57%	-	-	-	-
	Male	80%	94%	63%	-	57%	-	*	-	-	-	*	*	-	63%	50%	63%	-	-	-	-	-
	Female	85%	95%	77%	*	73%	*	-	-	-	-	83%	71%	-	77%	57%	-	77%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**  
**Grade 3**

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Reading	All Students	50%	55%	30%	*	29%	*	-	-	-	-	*	35%	*	32%	*	44%	20%	-	-	-	*
	CWD	30%	34%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	54%	58%	32%	*	30%	*	-	-	-	-	*	37%	-	32%	*	50%	20%	-	-	-	*
	EL	37%	44%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	49%	54%	44%	*	38%	-	-	-	-	-	*	50%	*	50%	*	44%	-	-	-	-	*
	Female	52%	56%	20%	-	21%	*	-	-	-	-	*	23%	-	20%	*	-	20%	-	-	-	*
Mathematics	All Students	42%	38%	13%	*	10%	*	-	-	-	-	*	15%	*	14%	*	33%	0%	-	-	-	*
	CWD	27%	21%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	45%	40%	14%	*	10%	*	-	-	-	-	*	16%	-	14%	*	38%	0%	-	-	-	*
	EL	35%	32%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	45%	42%	33%	*	25%	-	-	-	-	-	*	38%	*	38%	*	33%	-	-	-	-	*
	Female	39%	34%	0%	-	0%	*	-	-	-	-	*	0%	-	0%	*	-	0%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	53%	56%	26%	-	28%	*	-	-	-	-	*	25%	*	28%	*	18%	38%	-	-	-	*
	CWD	29%	29%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*
	CWOD	57%	58%	28%	-	29%	*	-	-	-	-	*	27%	-	28%	*	20%	38%	-	-	-	*
	EL	41%	44%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	51%	55%	18%	-	18%	-	-	-	-	-	*	22%	*	20%	*	18%	-	-	-	-	*
	Female	55%	57%	38%	-	43%	*	-	-	-	-	*	29%	-	38%	*	-	38%	-	-	-	-
Mathematics	All Students	42%	37%	21%	-	22%	*	-	-	-	-	*	25%	*	22%	*	27%	13%	-	-	-	*
	CWD	25%	20%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*
	CWOD	45%	38%	22%	-	24%	*	-	-	-	-	*	27%	-	22%	*	30%	13%	-	-	-	*
	EL	34%	25%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	45%	41%	27%	-	27%	-	-	-	-	-	*	33%	*	30%	*	27%	-	-	-	-	*
	Female	38%	32%	13%	-	14%	*	-	-	-	-	*	14%	-	13%	*	-	13%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	57%	62%	62%	-	63%	*	-	-	-	-	*	70%	-	62%	33%	58%	67%	-	-	-	-
	CWD	29%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	66%	62%	-	63%	*	-	-	-	-	*	70%	-	62%	33%	58%	67%	-	-	-	-
	EL	43%	49%	33%	-	33%	-	-	-	-	-	*	50%	-	33%	33%	33%	*	-	-	-	-
	Male	53%	58%	58%	-	56%	*	-	-	-	-	*	65%	-	58%	33%	58%	-	-	-	-	-
	Female	60%	66%	67%	-	71%	*	-	-	-	-	*	77%	-	67%	*	-	67%	-	-	-	-
Mathematics	All Students	47%	43%	38%	-	38%	*	-	-	-	-	*	43%	-	38%	11%	42%	33%	-	-	-	-
	CWD	25%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	45%	38%	-	38%	*	-	-	-	-	*	43%	-	38%	11%	42%	33%	-	-	-	-
	EL	38%	33%	11%	-	11%	-	-	-	-	-	*	17%	-	11%	11%	17%	*	-	-	-	-
	Male	48%	43%	42%	-	39%	*	-	-	-	-	*	47%	-	42%	17%	42%	-	-	-	-	-
	Female	46%	42%	33%	-	36%	*	-	-	-	-	*	38%	-	33%	*	-	33%	-	-	-	-

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Science	All Students	38%	35%	41%	-	41%	*	-	-	-	-	*	47%	-	41%	11%	37%	47%	-	-	-	-
	CWD	23%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	36%	41%	-	41%	*	-	-	-	-	*	47%	-	41%	11%	37%	47%	-	-	-	-
	EL	24%	17%	11%	-	11%	-	-	-	-	-	*	17%	-	11%	11%	17%	*	-	-	-	-
	Male	41%	38%	37%	-	33%	*	-	-	-	-	*	41%	-	37%	17%	37%	-	-	-	-	-
	Female	34%	31%	47%	-	50%	*	-	-	-	-	*	54%	-	47%	*	-	47%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	40%	-	39%	*	-	-	-	-	20%	45%	*	42%	0%	29%	55%	-	-	-	*
	CWD	21%	19%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*
	CWOD	46%	49%	42%	-	39%	*	-	-	-	-	20%	47%	-	42%	0%	31%	55%	-	-	-	*
	EL	24%	26%	0%	-	0%	-	-	-	-	-	*	0%	-	0%	0%	*	0%	-	-	-	-
	Male	40%	42%	29%	-	31%	*	-	-	-	-	*	27%	*	31%	*	29%	-	-	-	-	*
	Female	45%	50%	55%	-	50%	*	-	-	-	-	*	67%	-	55%	0%	-	55%	-	-	-	-
Mathematics	All Students	38%	36%	8%	-	9%	*	-	-	-	-	0%	10%	*	8%	0%	14%	0%	-	-	-	*
	CWD	20%	15%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*
	CWOD	41%	39%	8%	-	9%	*	-	-	-	-	0%	11%	-	8%	0%	15%	0%	-	-	-	*
	EL	24%	23%	0%	-	0%	-	-	-	-	-	*	0%	-	0%	0%	*	0%	-	-	-	-
	Male	40%	40%	14%	-	15%	*	-	-	-	-	*	18%	*	15%	*	14%	-	-	-	-	*
	Female	36%	33%	0%	-	0%	*	-	-	-	-	*	0%	-	0%	0%	-	0%	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	25%	*	17%	*	-	-	-	-	*	27%	*	26%	0%	21%	29%	-	-	-	50%
	CWD	25%	25%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	59%	63%	26%	*	17%	*	-	-	-	-	*	28%	-	26%	0%	23%	29%	-	-	-	50%
	EL	33%	39%	0%	-	0%	-	-	-	-	-	*	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	50%	57%	21%	*	18%	*	-	-	-	-	-	21%	*	23%	0%	21%	-	-	-	-	*
	Female	60%	64%	29%	-	17%	*	-	-	-	-	*	33%	-	29%	0%	-	29%	-	-	-	-
Mathematics	All Students	30%	35%	11%	*	9%	*	-	-	-	-	*	12%	*	11%	9%	14%	7%	-	-	-	0%
	CWD	18%	16%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	32%	37%	11%	*	9%	*	-	-	-	-	*	12%	-	11%	9%	15%	7%	-	-	-	0%
	EL	17%	20%	9%	-	9%	-	-	-	-	-	*	11%	-	9%	9%	20%	0%	-	-	-	-
	Male	31%	36%	14%	*	9%	*	-	-	-	-	-	14%	*	15%	20%	14%	-	-	-	-	*
	Female	29%	34%	7%	-	8%	*	-	-	-	-	*	8%	-	7%	0%	-	7%	-	-	-	-
Grade 8																						
Reading	All Students	57%	63%	8%	-	9%	*	-	-	-	-	0%	22%	-	8%	7%	8%	9%	-	-	-	*
	CWD	25%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	66%	8%	-	9%	*	-	-	-	-	0%	22%	-	8%	7%	8%	9%	-	-	-	*
	EL	33%	32%	7%	-	7%	-	-	-	-	-	0%	*	-	7%	7%	0%	17%	-	-	-	-
	Male	51%	58%	8%	-	8%	*	-	-	-	-	0%	*	-	8%	0%	8%	-	-	-	-	*
	Female	63%	68%	9%	-	9%	-	-	-	-	-	-	0%	20%	-	9%	17%	-	9%	-	-	-

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**EL PASO CLASSICAL ACADEMY (221801071) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	39%	34%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	CWD	20%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	41%	37%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	EL	24%	21%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	38%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	40%	32%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Science	All Students	44%	45%	8%	-	9%	*	-	-	-	-	0%	22%	-	8%	0%	15%	0%	-	-	-	*
	CWD	22%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	47%	47%	8%	-	9%	*	-	-	-	-	0%	22%	-	8%	0%	15%	0%	-	-	-	*
	EL	23%	22%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	45%	50%	15%	-	17%	*	-	-	-	-	0%	*	-	15%	0%	15%	-	-	-	-	*
	Female	42%	40%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	-	0%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	46%	75%	19%	*	14%	*	*	-	-	-	24%	13%	-	19%	5%	7%	28%	-	-	-	-
	CWD	17%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	79%	19%	*	14%	*	*	-	-	-	24%	13%	-	19%	5%	7%	28%	-	-	-	-
	EL	19%	23%	5%	-	5%	-	*	-	-	-	8%	0%	-	5%	5%	9%	0%	-	-	-	-
	Male	40%	70%	7%	-	8%	-	*	-	-	-	11%	0%	-	7%	9%	7%	-	-	-	-	-
	Female	53%	79%	28%	*	19%	*	-	-	-	-	38%	20%	-	28%	0%	-	28%	-	-	-	-
English II	All Students	54%	81%	52%	*	50%	-	-	-	-	-	43%	62%	*	54%	10%	60%	42%	-	-	-	*
	CWD	21%	40%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*
	CWOD	59%	84%	54%	*	52%	-	-	-	-	-	43%	67%	-	54%	10%	64%	42%	-	-	-	*
	EL	22%	40%	10%	-	10%	-	-	-	-	-	14%	*	-	10%	10%	*	17%	-	-	-	-
	Male	48%	75%	60%	*	57%	-	-	-	-	-	33%	78%	*	64%	*	60%	-	-	-	-	*
	Female	62%	85%	42%	-	42%	-	-	-	-	-	50%	*	-	42%	17%	-	42%	-	-	-	-
Algebra I	All Students	42%	46%	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	CWD	19%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	49%	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	EL	28%	21%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	40%	43%	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	-	-	-	-	*
	Female	45%	49%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	-	0%	-	-	-	*
Biology	All Students	54%	76%	24%	*	17%	*	*	-	-	-	30%	18%	-	24%	8%	13%	31%	-	-	-	-
	CWD	25%	41%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	79%	24%	*	17%	*	*	-	-	-	30%	18%	-	24%	8%	13%	31%	-	-	-	-
	EL	26%	36%	8%	-	8%	-	*	-	-	-	14%	0%	-	8%	8%	17%	0%	-	-	-	-
	Male	52%	74%	13%	-	14%	-	*	-	-	-	*	*	-	13%	17%	13%	-	-	-	-	-
	Female	56%	77%	31%	*	18%	*	-	-	-	-	33%	29%	-	31%	0%	-	31%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						

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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	29%	33%	22%	*	24%	*	-	-	-	-	*	25%	*	23%	*	33%	13%	-	-	-	*
	CWD	12%	16%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	32%	35%	23%	*	25%	*	-	-	-	-	*	26%	-	23%	*	38%	13%	-	-	-	*
	EL	19%	17%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	28%	31%	33%	*	38%	-	-	-	-	-	*	38%	*	38%	*	33%	-	-	-	-	*
	Female	31%	35%	13%	-	14%	*	-	-	-	-	*	15%	-	13%	*	-	13%	-	-	-	*
Mathematics	All Students	20%	15%	4%	*	5%	*	-	-	-	-	*	5%	*	5%	*	11%	0%	-	-	-	*
	CWD	10%	7%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	22%	16%	5%	*	5%	*	-	-	-	-	*	5%	-	5%	*	13%	0%	-	-	-	*
	EL	15%	11%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	23%	17%	11%	*	13%	-	-	-	-	-	*	13%	*	13%	*	11%	-	-	-	-	*
	Female	18%	13%	0%	-	0%	*	-	-	-	-	*	0%	-	0%	*	-	0%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	28%	29%	16%	-	17%	*	-	-	-	-	*	13%	*	17%	*	9%	25%	-	-	-	*
	CWD	10%	7%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*
	CWOD	31%	31%	17%	-	18%	*	-	-	-	-	*	13%	-	17%	*	10%	25%	-	-	-	*
	EL	18%	22%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	26%	27%	9%	-	9%	-	-	-	-	-	*	11%	*	10%	*	9%	-	-	-	-	*
	Female	29%	32%	25%	-	29%	*	-	-	-	-	*	14%	-	25%	*	-	25%	-	-	-	-
Mathematics	All Students	22%	20%	0%	-	0%	*	-	-	-	-	*	0%	*	0%	*	0%	0%	-	-	-	*
	CWD	10%	10%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*
	CWOD	25%	21%	0%	-	0%	*	-	-	-	-	*	0%	-	0%	*	0%	0%	-	-	-	*
	EL	16%	12%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	25%	23%	0%	-	0%	-	-	-	-	-	*	0%	*	0%	*	0%	-	-	-	-	*
	Female	19%	18%	0%	-	0%	*	-	-	-	-	*	0%	-	0%	*	-	0%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	36%	38%	38%	-	38%	*	-	-	-	-	*	43%	-	38%	11%	26%	53%	-	-	-	-
	CWD	12%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	41%	38%	-	38%	*	-	-	-	-	*	43%	-	38%	11%	26%	53%	-	-	-	-
	EL	23%	20%	11%	-	11%	-	-	-	-	-	*	17%	-	11%	11%	17%	*	-	-	-	-
	Male	32%	32%	26%	-	22%	*	-	-	-	-	*	29%	-	26%	17%	26%	-	-	-	-	-
	Female	39%	44%	53%	-	57%	*	-	-	-	-	*	62%	-	53%	*	-	53%	-	-	-	-
Mathematics	All Students	24%	21%	18%	-	19%	*	-	-	-	-	*	20%	-	18%	11%	26%	7%	-	-	-	-
	CWD	9%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	26%	23%	18%	-	19%	*	-	-	-	-	*	20%	-	18%	11%	26%	7%	-	-	-	-
	EL	17%	14%	11%	-	11%	-	-	-	-	-	*	17%	-	11%	11%	17%	*	-	-	-	-
	Male	25%	23%	26%	-	28%	*	-	-	-	-	*	29%	-	26%	17%	26%	-	-	-	-	-
	Female	23%	20%	7%	-	7%	*	-	-	-	-	*	8%	-	7%	*	-	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
Science	All Students	17%	14%	24%	-	22%	*	-	-	-	-	*	27%	-	24%	11%	32%	13%	-	-	-	-
	CWD	9%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	19%	14%	24%	-	22%	*	-	-	-	-	*	27%	-	24%	11%	32%	13%	-	-	-	-
	EL	9%	7%	11%	-	11%	-	-	-	-	-	*	17%	-	11%	11%	17%	*	-	-	-	-
	Male	20%	16%	32%	-	28%	*	-	-	-	-	*	35%	-	32%	17%	32%	-	-	-	-	-
	Female	15%	12%	13%	-	14%	*	-	-	-	-	*	15%	-	13%	*	-	13%	-	-	-	-
Grade 6																						
Reading	All Students	23%	23%	12%	-	13%	*	-	-	-	-	0%	15%	*	13%	0%	0%	27%	-	-	-	*
	CWD	8%	7%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*
	CWOD	25%	25%	13%	-	13%	*	-	-	-	-	0%	16%	-	13%	0%	0%	27%	-	-	-	*
	EL	9%	14%	0%	-	0%	-	-	-	-	-	*	0%	-	0%	0%	*	0%	-	-	-	-
	Male	21%	21%	0%	-	0%	*	-	-	-	-	*	0%	*	0%	*	0%	-	-	-	-	*
	Female	25%	25%	27%	-	30%	*	-	-	-	-	*	33%	-	27%	0%	-	27%	-	-	-	-
Mathematics	All Students	16%	13%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	*
	CWD	8%	7%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*
	CWOD	17%	14%	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	EL	7%	5%	0%	-	0%	-	-	-	-	-	*	0%	-	0%	0%	*	0%	-	-	-	-
	Male	17%	14%	0%	-	0%	*	-	-	-	-	*	0%	*	0%	*	0%	-	-	-	-	*
	Female	14%	12%	0%	-	0%	*	-	-	-	-	*	0%	-	0%	0%	-	0%	-	-	-	-
Grade 7																						
Reading	All Students	36%	41%	11%	*	9%	*	-	-	-	-	*	12%	*	11%	0%	0%	21%	-	-	-	17%
	CWD	11%	12%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	40%	43%	11%	*	9%	*	-	-	-	-	*	12%	-	11%	0%	0%	21%	-	-	-	17%
	EL	17%	22%	0%	-	0%	-	-	-	-	-	*	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	32%	37%	0%	*	0%	*	-	-	-	-	-	0%	*	0%	0%	0%	-	-	-	-	*
	Female	41%	45%	21%	-	17%	*	-	-	-	-	*	25%	-	21%	0%	-	21%	-	-	-	-
Mathematics	All Students	13%	14%	4%	*	4%	*	-	-	-	-	*	4%	*	4%	0%	0%	7%	-	-	-	0%
	CWD	7%	7%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	14%	14%	4%	*	4%	*	-	-	-	-	*	4%	-	4%	0%	0%	7%	-	-	-	0%
	EL	6%	7%	0%	-	0%	-	-	-	-	-	*	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	13%	14%	0%	*	0%	*	-	-	-	-	-	0%	*	0%	0%	0%	-	-	-	-	*
	Female	12%	13%	7%	-	8%	*	-	-	-	-	*	8%	-	7%	0%	-	7%	-	-	-	-
Grade 8																						
Reading	All Students	37%	42%	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	CWD	11%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	43%	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	EL	16%	15%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	31%	34%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	-	-	-	-	*
	Female	42%	48%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	-	0%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	14%	11%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	15%	11%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	EL	6%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	14%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	14%	8%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Science	All Students	23%	19%	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	CWD	9%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	20%	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	EL	8%	9%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	24%	23%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	-	-	-	-	*
	Female	21%	16%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	-	0%	-	-	-	*
<b>End of Course</b>																						
English I	All Students	10%	21%	9%	*	3%	*	*	-	-	-	12%	7%	-	9%	0%	0%	17%	-	-	-	-
	CWD	4%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	11%	23%	9%	*	3%	*	*	-	-	-	12%	7%	-	9%	0%	0%	17%	-	-	-	-
	EL	1%	3%	0%	-	0%	-	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	8%	18%	0%	-	0%	-	*	-	-	-	0%	0%	-	0%	0%	0%	-	-	-	-	-
	Female	13%	25%	17%	*	6%	*	-	-	-	-	25%	10%	-	17%	0%	-	17%	-	-	-	-
English II	All Students	9%	15%	4%	*	4%	-	-	-	-	-	7%	0%	*	4%	0%	0%	8%	-	-	-	*
	CWD	5%	2%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*
	CWOD	9%	16%	4%	*	4%	-	-	-	-	-	7%	0%	-	4%	0%	0%	8%	-	-	-	*
	EL	1%	1%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	7%	10%	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	*	0%	-	-	-	-	*
	Female	11%	18%	8%	-	8%	-	-	-	-	-	13%	*	-	8%	0%	-	8%	-	-	-	-
Algebra I	All Students	26%	28%	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	CWD	8%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	29%	30%	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	EL	14%	13%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	25%	27%	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	-	-	-	-	*
	Female	28%	29%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	-	0%	-	-	-	*
Biology	All Students	21%	27%	0%	*	0%	*	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	CWD	7%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	28%	0%	*	0%	*	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	5%	11%	0%	-	0%	-	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	21%	28%	0%	-	0%	-	*	-	-	-	*	*	-	0%	0%	0%	-	-	-	-	-
	Female	21%	27%	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	-	0%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						



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**EL PASO CLASSICAL ACADEMY (221801071) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	79%	55%	100%	54%	56%	*	-	-	-	39%	61%	22%	55%	30%	56%	53%	-	-	-	44%
	CWD	44%	49%	22%	-	0%	*	-	-	-	-	-	22%	22%	-	-	22%	-	-	-	-	20%
	CWOD	77%	81%	55%	100%	55%	57%	*	-	-	-	39%	62%	-	55%	30%	57%	53%	-	-	-	48%
	EL	59%	62%	30%	-	30%	-	*	-	-	-	27%	34%	-	30%	30%	34%	26%	-	-	-	-
	Male	71%	79%	56%	100%	55%	50%	*	-	-	-	40%	62%	22%	57%	34%	56%	-	-	-	-	48%
	Female	75%	79%	53%	*	52%	60%	-	-	-	-	38%	59%	-	53%	26%	-	53%	-	-	-	36%
Reading	All Students	74%	84%	60%	*	59%	75%	*	-	-	-	43%	68%	40%	61%	27%	59%	62%	-	-	-	67%
	CWD	43%	54%	40%	-	*	*	-	-	-	-	-	40%	40%	-	-	40%	-	-	-	-	*
	CWOD	78%	87%	61%	*	60%	70%	*	-	-	-	43%	69%	-	61%	27%	60%	62%	-	-	-	73%
	EL	57%	67%	27%	-	28%	-	*	-	-	-	24%	31%	-	27%	27%	29%	25%	-	-	-	-
	Male	70%	82%	59%	*	58%	60%	*	-	-	-	34%	69%	40%	60%	29%	59%	-	-	-	-	62%
	Female	78%	86%	62%	*	60%	86%	-	-	-	-	52%	67%	-	62%	25%	-	62%	-	-	-	80%
Mathematics	All Students	71%	74%	48%	*	48%	27%	-	-	-	-	29%	52%	*	49%	35%	52%	43%	-	-	-	19%
	CWD	44%	45%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*
	CWOD	75%	76%	49%	*	49%	33%	-	-	-	-	29%	54%	-	49%	35%	54%	43%	-	-	-	21%
	EL	61%	60%	35%	-	35%	-	-	-	-	-	28%	41%	-	35%	35%	46%	23%	-	-	-	-
	Male	71%	76%	52%	*	53%	20%	-	-	-	-	44%	54%	*	54%	46%	52%	-	-	-	-	27%
	Female	71%	72%	43%	-	44%	33%	-	-	-	-	13%	51%	-	43%	23%	-	43%	-	-	-	0%
Science	All Students	74%	77%	54%	*	52%	*	*	-	-	-	41%	62%	-	54%	30%	58%	51%	-	-	-	*
	CWD	47%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	80%	54%	*	52%	*	*	-	-	-	41%	62%	-	54%	30%	58%	51%	-	-	-	*
	EL	58%	54%	30%	-	28%	-	*	-	-	-	32%	27%	-	30%	30%	29%	31%	-	-	-	-
	Male	74%	79%	58%	-	54%	*	*	-	-	-	47%	64%	-	58%	29%	58%	-	-	-	-	*
	Female	75%	76%	51%	*	50%	*	-	-	-	-	36%	60%	-	51%	31%	-	51%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	26%	100%	25%	30%	*	-	-	-	12%	31%	0%	27%	6%	27%	25%	-	-	-	19%
	CWD	23%	24%	0%	-	0%	*	-	-	-	-	-	0%	0%	-	-	0%	-	-	-	-	0%
	CWOD	50%	53%	27%	100%	25%	35%	*	-	-	-	12%	32%	-	27%	6%	28%	25%	-	-	-	23%
	EL	29%	31%	6%	-	6%	-	*	-	-	-	3%	8%	-	6%	6%	8%	4%	-	-	-	-
	Male	45%	50%	27%	100%	26%	25%	*	-	-	-	8%	34%	0%	28%	8%	27%	-	-	-	-	16%
	Female	48%	51%	25%	*	24%	33%	-	-	-	-	16%	28%	-	25%	4%	-	25%	-	-	-	27%
Reading	All Students	52%	61%	34%	*	32%	42%	*	-	-	-	19%	40%	0%	35%	7%	32%	36%	-	-	-	33%
	CWD	24%	29%	0%	-	*	*	-	-	-	-	-	0%	0%	-	-	0%	-	-	-	-	*
	CWOD	56%	64%	35%	*	33%	50%	*	-	-	-	19%	42%	-	35%	7%	34%	36%	-	-	-	40%
	EL	31%	38%	7%	-	8%	-	*	-	-	-	5%	10%	-	7%	7%	7%	8%	-	-	-	-
	Male	47%	57%	32%	*	31%	20%	*	-	-	-	13%	40%	0%	34%	7%	32%	-	-	-	-	23%
	Female	56%	64%	36%	*	34%	57%	-	-	-	-	26%	40%	-	36%	8%	-	36%	-	-	-	60%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	39%	15%	*	15%	9%	-	-	-	-	0%	20%	*	16%	4%	21%	9%	-	-	-	0%
	CWD	22%	18%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*
	CWOD	44%	41%	16%	*	15%	11%	-	-	-	-	0%	20%	-	16%	4%	22%	9%	-	-	-	0%
	EL	29%	25%	4%	-	4%	-	-	-	-	-	0%	7%	-	4%	4%	7%	0%	-	-	-	-
	Male	42%	41%	21%	*	19%	20%	-	-	-	-	0%	27%	*	22%	7%	21%	-	-	-	-	0%
	Female	40%	37%	9%	-	10%	0%	-	-	-	-	0%	11%	-	9%	0%	-	9%	-	-	-	0%
Science	All Students	46%	49%	27%	*	25%	*	*	-	-	-	10%	36%	-	27%	5%	25%	28%	-	-	-	*
	CWD	23%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	49%	51%	27%	*	25%	*	*	-	-	-	10%	36%	-	27%	5%	25%	28%	-	-	-	*
	EL	25%	23%	5%	-	6%	-	*	-	-	-	5%	7%	-	5%	5%	10%	0%	-	-	-	-
	Male	47%	52%	25%	-	24%	*	*	-	-	-	7%	36%	-	25%	10%	25%	-	-	-	-	*
	Female	45%	46%	28%	*	25%	*	-	-	-	-	14%	36%	-	28%	0%	-	28%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	10%	14%	10%	15%	*	-	-	-	3%	13%	0%	11%	2%	9%	12%	-	-	-	3%
	CWD	9%	10%	0%	-	0%	*	-	-	-	-	-	0%	0%	-	-	0%	-	-	-	-	0%
	CWOD	24%	25%	11%	14%	10%	17%	*	-	-	-	3%	14%	-	11%	2%	9%	12%	-	-	-	3%
	EL	12%	12%	2%	-	2%	-	*	-	-	-	0%	4%	-	2%	2%	3%	0%	-	-	-	-
	Male	21%	23%	9%	0%	9%	17%	*	-	-	-	0%	12%	0%	9%	3%	9%	-	-	-	-	0%
	Female	23%	25%	12%	*	11%	13%	-	-	-	-	7%	14%	-	12%	0%	-	12%	-	-	-	9%
Reading	All Students	25%	31%	15%	*	14%	25%	*	-	-	-	6%	18%	0%	15%	1%	8%	21%	-	-	-	6%
	CWD	9%	11%	0%	-	*	*	-	-	-	-	-	0%	0%	-	-	0%	-	-	-	-	*
	CWOD	27%	33%	15%	*	14%	30%	*	-	-	-	6%	19%	-	15%	1%	9%	21%	-	-	-	7%
	EL	13%	16%	1%	-	1%	-	*	-	-	-	0%	3%	-	1%	1%	2%	0%	-	-	-	-
	Male	22%	27%	8%	*	8%	20%	*	-	-	-	0%	12%	0%	9%	2%	8%	-	-	-	-	0%
	Female	28%	35%	21%	*	20%	29%	-	-	-	-	13%	25%	-	21%	0%	-	21%	-	-	-	20%
Mathematics	All Students	20%	18%	5%	*	5%	0%	-	-	-	-	0%	6%	*	5%	2%	7%	3%	-	-	-	0%
	CWD	9%	7%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*
	CWOD	21%	19%	5%	*	5%	0%	-	-	-	-	0%	6%	-	5%	2%	7%	3%	-	-	-	0%
	EL	12%	10%	2%	-	2%	-	-	-	-	-	0%	3%	-	2%	2%	4%	0%	-	-	-	-
	Male	21%	19%	7%	*	8%	0%	-	-	-	-	0%	9%	*	7%	4%	7%	-	-	-	-	0%
	Female	19%	16%	3%	-	3%	0%	-	-	-	-	0%	3%	-	3%	0%	-	3%	-	-	-	0%
Science	All Students	20%	19%	10%	*	10%	*	*	-	-	-	0%	16%	-	10%	3%	15%	5%	-	-	-	*
	CWD	8%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	20%	10%	*	10%	*	*	-	-	-	0%	16%	-	10%	3%	15%	5%	-	-	-	*
	EL	7%	8%	3%	-	3%	-	*	-	-	-	0%	7%	-	3%	3%	5%	0%	-	-	-	-
	Male	22%	21%	15%	-	14%	*	*	-	-	-	0%	24%	-	15%	5%	15%	-	-	-	-	*
	Female	19%	17%	5%	*	6%	*	-	-	-	-	0%	8%	-	5%	0%	-	5%	-	-	-	*

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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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	78	-	78	79	-	-	-	-	70	*	75
CWD	*	-	-	*	-	-	-	-	-	*	-
CWOD	78	-	78	80	-	-	-	-	70	-	75
EL ◇	75	-	75	-	-	-	-	-	75	-	75
Male	74	-	74	70	-	-	-	-	65	*	80
Female	83	-	82	*	-	-	-	-	79	-	71
<b>Mathematics</b>											
All Students	49	-	51	17	-	-	-	-	32	*	39
CWD	*	-	-	*	-	-	-	-	-	*	-
CWOD	50	-	51	*	-	-	-	-	32	-	39
EL ◇	39	-	39	-	-	-	-	-	21	-	39
Male	46	-	50	20	-	-	-	-	21	*	38
Female	51	-	53	*	-	-	-	-	*	-	40

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

#### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
87	7	8%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

#### 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	30	71	30	34	*	-	-	-	18	7	13
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	81%	-	80%	-	-	-	-	*	*	-	*

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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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
<b>Federal Graduation Status<sup>Δ</sup></b>											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	100%	*	-	-	-	100%	99%	100%	100%	100%	100%	99%	-
	CWD	100%	-	100%	*	-	-	-	-	-	100%	100%	-	-	100%	-	-
	CWOD	100%	100%	100%	100%	*	-	-	-	100%	99%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	-	*	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	*	99%	100%	-	-	-	-	100%	99%	-	99%	100%	-	99%	-
<b>Reading</b>	All Students	100%	*	99%	100%	*	-	-	-	100%	99%	100%	100%	100%	100%	99%	-
	CWD	100%	-	*	*	-	-	-	-	-	100%	100%	-	-	100%	-	-
	CWOD	100%	*	99%	100%	*	-	-	-	100%	99%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	-	*	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	*	99%	100%	-	-	-	-	100%	99%	-	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	99%	*	99%	100%	-	-	-	-	100%	99%	*	99%	100%	100%	99%	-
		99%	*	99%	100%	-	-	-	-	100%	99%	*	99%	100%	100%	99%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	CWD	*	-	*	*	-	-	-	-	-	*	*	-	-	*	-	-
		*	-	*	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	99%	*	99%	100%	-	-	-	-	100%	99%	-	99%	100%	100%	99%	-
		99%	*	99%	100%	-	-	-	-	100%	99%	-	99%	100%	100%	99%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
		100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	100%	100%	-	-
		100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	100%	100%	-	-
	Female	99%	-	99%	100%	-	-	-	-	100%	98%	-	99%	100%	-	99%	-
		99%	-	99%	100%	-	-	-	-	100%	98%	-	99%	100%	-	99%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	*	-	-	-	0%	1%	0%	0%	0%	0%	1%	-
	CWD	0%	-	0%	*	-	-	-	-	-	0%	0%	-	-	0%	-	-
	CWOD	0%	0%	0%	0%	*	-	-	-	0%	1%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	-	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	*	1%	0%	-	-	-	-	0%	1%	-	1%	0%	-	1%	-
Reading	All Students	0%	*	1%	0%	*	-	-	-	0%	1%	0%	0%	0%	0%	1%	-
	CWD	0%	-	*	*	-	-	-	-	-	0%	0%	-	-	0%	-	-
	CWOD	0%	*	1%	0%	*	-	-	-	0%	1%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	-	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	*	1%	0%	-	-	-	-	0%	1%	-	1%	0%	-	1%	-
Mathematics	All Students	1%	*	1%	0%	-	-	-	-	0%	1%	*	1%	0%	0%	1%	-
	CWD	*	-	*	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	1%	*	1%	0%	-	-	-	-	0%	1%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	-	-
	Female	1%	-	1%	0%	-	-	-	-	0%	2%	-	1%	0%	-	1%	-

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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
<b>Science</b>	All Students	0%	*	0%	*	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	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%	-	-
	Female	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

**There is no data for this campus.**

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

**There is no data for this campus.**

### Part (ix): Teacher Quality Data



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This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.8	37.7%
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	0.0	-

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	5%	0%	5%	8%	-	-	*	0%	6%	10%	9%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

**There is no data for this campus.**

**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

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schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

**There is no data for this campus.**

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

**There is no data for this campus.**

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**



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**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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met											
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met											
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met											
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met											
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met											
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met											
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met											
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met											
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%

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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											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

**There is no data for this campus.**

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

**There is no data for this campus.**

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**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

**There is no data for this campus.**

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.0	-
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

There is no data for this campus.

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

**Part (xiv): Additional Information - Chronic Absenteeism**

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

**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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.



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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

				African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	76%	80%	63%	*	-	*	-	-	-	*	50%	*	*	83%	*	*	*	-	-	-	-	
	CWD	52%	60%	*	-	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	80%	82%	83%	*	-	*	-	-	-	-	*	*	-	83%	*	*	*	-	-	-	-	
	EL	66%	70%	*	-	-	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	74%	81%	*	*	-	*	-	-	-	*	*	-	*	*	-	*	-	-	-	-	-	
	Female	78%	80%	*	*	-	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	
Mathematics	All Students	70%	70%	75%	*	-	*	-	-	-	*	67%	*	*	100%	*	*	*	-	-	-	-	
	CWD	46%	46%	*	-	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	74%	73%	100%	*	-	*	-	-	-	-	*	*	-	100%	*	*	*	-	-	-	-	
	EL	64%	59%	*	-	-	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	72%	75%	*	*	-	*	-	-	-	*	*	-	*	*	-	*	-	-	-	-	-	
	Female	68%	67%	*	*	-	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	
Grade 6																							
Reading	All Students	69%	77%	83%	70%	100%	-	-	-	-	-	81%	*	*	81%	*	100%	63%	-	-	-	-	
	CWD	38%	47%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	
	CWOD	74%	80%	81%	70%	100%	-	-	-	-	-	80%	*	-	81%	*	100%	63%	-	-	-	-	
	EL	53%	57%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	66%	74%	100%	*	100%	-	-	-	-	-	100%	*	*	100%	*	100%	-	-	-	-	-	
	Female	72%	80%	63%	57%	*	-	-	-	-	-	63%	-	-	63%	*	-	63%	-	-	-	-	
Mathematics	All Students	72%	76%	61%	40%	88%	-	-	-	-	-	56%	*	*	56%	*	80%	38%	-	-	-	-	
	CWD	47%	49%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	
	CWOD	76%	78%	56%	40%	83%	-	-	-	-	-	53%	*	-	56%	*	75%	38%	-	-	-	-	
	EL	61%	63%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	73%	77%	80%	*	86%	-	-	-	-	-	75%	*	*	75%	*	80%	-	-	-	-	-	
	Female	72%	74%	38%	29%	*	-	-	-	-	-	38%	-	-	38%	*	-	38%	-	-	-	-	
Grade 7																							
Reading	All Students	79%	86%	90%	*	*	*	-	-	-	*	86%	*	*	100%	-	80%	100%	-	-	-	-	
	CWD	47%	55%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	83%	89%	100%	*	*	*	-	-	-	*	100%	*	-	100%	-	*	100%	-	-	-	-	
	EL	63%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	75%	83%	80%	*	*	*	-	-	-	-	80%	-	*	*	-	80%	-	-	-	-	-	
	Female	83%	89%	100%	*	*	*	-	-	-	*	*	*	-	100%	-	-	100%	-	-	-	-	
Mathematics	All Students	60%	66%	70%	*	*	*	-	-	-	*	71%	*	*	67%	-	80%	60%	-	-	-	-	
	CWD	36%	36%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	63%	68%	67%	*	*	*	-	-	-	*	67%	*	-	67%	-	*	60%	-	-	-	-	
	EL	45%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	60%	68%	80%	*	*	*	-	-	-	-	80%	-	*	*	-	80%	-	-	-	-	-	
	Female	59%	64%	60%	*	*	*	-	-	-	*	*	*	-	60%	-	-	60%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							

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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
Grade 3																						
Reading	All Students	50%	55%	50%	*	-	*	-	-	-	*	50%	*	*	67%	*	*	*	-	-	-	-
	CWD	30%	34%	*	-	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-
	CWOD	54%	58%	67%	*	-	*	-	-	-	-	*	*	-	67%	*	*	*	-	-	-	-
	EL	37%	44%	*	-	-	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	49%	54%	*	*	-	*	-	-	-	*	*	-	*	*	-	*	-	-	-	-	-
	Female	52%	56%	*	*	-	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Mathematics	All Students	42%	38%	63%	*	-	*	-	-	-	*	50%	*	*	83%	*	*	*	-	-	-	-
	CWD	27%	21%	*	-	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-
	CWOD	45%	40%	83%	*	-	*	-	-	-	-	*	*	-	83%	*	*	*	-	-	-	-
	EL	35%	32%	*	-	-	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	45%	42%	*	*	-	*	-	-	-	*	*	-	*	*	-	*	-	-	-	-	-
	Female	39%	34%	*	*	-	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	44%	30%	63%	-	-	-	-	-	44%	*	*	44%	*	70%	13%	-	-	-	-
	CWD	21%	19%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	46%	49%	44%	30%	67%	-	-	-	-	-	40%	*	-	44%	*	75%	13%	-	-	-	-
	EL	24%	26%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	40%	42%	70%	*	71%	-	-	-	-	-	75%	*	*	75%	*	70%	-	-	-	-	-
	Female	45%	50%	13%	14%	*	-	-	-	-	-	13%	-	-	13%	*	-	13%	-	-	-	-
Mathematics	All Students	38%	36%	39%	30%	50%	-	-	-	-	-	31%	*	*	31%	*	60%	13%	-	-	-	-
	CWD	20%	15%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	41%	39%	31%	30%	33%	-	-	-	-	-	27%	*	-	31%	*	50%	13%	-	-	-	-
	EL	24%	23%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	40%	40%	60%	*	57%	-	-	-	-	-	50%	*	*	50%	*	60%	-	-	-	-	-
	Female	36%	33%	13%	14%	*	-	-	-	-	-	13%	-	-	13%	*	-	13%	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	70%	*	*	*	-	-	-	*	57%	*	*	78%	-	60%	80%	-	-	-	-
	CWD	25%	25%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	59%	63%	78%	*	*	*	-	-	-	*	67%	*	-	78%	-	*	80%	-	-	-	-
	EL	33%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	50%	57%	60%	*	*	*	-	-	-	-	60%	-	*	*	-	60%	-	-	-	-	-
	Female	60%	64%	80%	*	*	*	-	-	-	*	*	*	-	80%	-	-	80%	-	-	-	-
Mathematics	All Students	30%	35%	20%	*	*	*	-	-	-	*	29%	*	*	22%	-	20%	20%	-	-	-	-
	CWD	18%	16%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	32%	37%	22%	*	*	*	-	-	-	*	33%	*	-	22%	-	*	20%	-	-	-	-
	EL	17%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	31%	36%	20%	*	*	*	-	-	-	-	20%	-	*	*	-	20%	-	-	-	-	-
	Female	29%	34%	20%	*	*	*	-	-	-	*	*	*	-	20%	-	-	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
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	33%	13%	*	-	*	-	-	-	*	17%	*	*	17%	*	*	*	-	-	-	-
	CWD	12%	16%	*	-	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-
	CWOD	32%	35%	17%	*	-	*	-	-	-	-	*	*	-	17%	*	*	*	-	-	-	-
	EL	19%	17%	*	-	-	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	28%	31%	*	*	-	*	-	-	-	*	*	-	*	*	-	*	-	-	-	-	-
	Female	31%	35%	*	*	-	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Mathematics	All Students	20%	15%	38%	*	-	*	-	-	-	*	33%	*	*	50%	*	*	*	-	-	-	-
	CWD	10%	7%	*	-	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-
	CWOD	22%	16%	50%	*	-	*	-	-	-	-	*	*	-	50%	*	*	*	-	-	-	-
	EL	15%	11%	*	-	-	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	23%	17%	*	*	-	*	-	-	-	*	*	-	*	*	-	*	-	-	-	-	-
	Female	18%	13%	*	*	-	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Grade 6																						
Reading	All Students	23%	23%	22%	0%	50%	-	-	-	-	-	19%	*	*	19%	*	40%	0%	-	-	-	-
	CWD	8%	7%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	25%	25%	19%	0%	50%	-	-	-	-	-	13%	*	-	19%	*	38%	0%	-	-	-	-
	EL	9%	14%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	21%	21%	40%	*	57%	-	-	-	-	-	38%	*	*	38%	*	40%	-	-	-	-	-
	Female	25%	25%	0%	0%	*	-	-	-	-	-	0%	-	-	0%	*	-	0%	-	-	-	-
Mathematics	All Students	16%	13%	11%	0%	25%	-	-	-	-	-	13%	*	*	6%	*	20%	0%	-	-	-	-
	CWD	8%	7%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	17%	14%	6%	0%	17%	-	-	-	-	-	7%	*	-	6%	*	13%	0%	-	-	-	-
	EL	7%	5%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	17%	14%	20%	*	29%	-	-	-	-	-	25%	*	*	13%	*	20%	-	-	-	-	-
	Female	14%	12%	0%	0%	*	-	-	-	-	-	0%	-	-	0%	*	-	0%	-	-	-	-
Grade 7																						
Reading	All Students	36%	41%	60%	*	*	*	-	-	-	*	43%	*	*	67%	-	40%	80%	-	-	-	-
	CWD	11%	12%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	40%	43%	67%	*	*	*	-	-	-	*	50%	*	-	67%	-	*	80%	-	-	-	-
	EL	17%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	32%	37%	40%	*	*	*	-	-	-	-	40%	-	*	*	-	40%	-	-	-	-	-
	Female	41%	45%	80%	*	*	*	-	-	-	-	*	*	*	-	80%	-	-	80%	-	-	-
Mathematics	All Students	13%	14%	0%	*	*	*	-	-	-	*	0%	*	*	0%	-	0%	0%	-	-	-	-
	CWD	7%	7%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	14%	14%	0%	*	*	*	-	-	-	*	0%	*	-	0%	-	*	0%	-	-	-	-
	EL	6%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	13%	14%	0%	*	*	*	-	-	-	-	0%	-	*	*	-	0%	-	-	-	-	-

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					African	Hispanic	White	American	Asian	Pacific	Two	Econ	Non								Foster		
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	or	Disadv	Econ	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
Mathematics	Female	12%	13%	0%	*	*	*	-	-	-	*	*	*	-	0%	-	-	-	0%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	79%	76%	69%	91%	80%	-	-	-	33%	71%	93%	50%	77%	80%	83%	68%	-	-	-	-	-
	CWD	44%	49%	50%	-	83%	-	-	-	-	*	38%	*	50%	-	-	50%	-	-	-	-	-	-
	CWOD	77%	81%	77%	69%	94%	80%	-	-	-	*	74%	92%	-	77%	80%	89%	68%	-	-	-	-	-
	EL	59%	62%	80%	*	83%	*	-	-	-	-	75%	*	-	80%	80%	83%	*	-	-	-	-	-
	Male	71%	79%	83%	83%	89%	*	-	-	-	*	79%	*	50%	89%	83%	83%	-	-	-	-	-	-
	Female	75%	79%	68%	60%	*	67%	-	-	-	*	58%	90%	-	68%	*	-	68%	-	-	-	-	-
Reading	All Students	74%	84%	83%	81%	91%	80%	-	-	-	*	79%	100%	40%	87%	80%	89%	76%	-	-	-	-	-
	CWD	43%	54%	40%	-	*	-	-	-	-	*	*	*	40%	-	-	40%	-	-	-	-	-	-
	CWOD	78%	87%	87%	81%	100%	80%	-	-	-	*	84%	100%	-	87%	80%	100%	76%	-	-	-	-	-
	EL	57%	67%	80%	*	*	*	-	-	-	-	*	*	-	80%	80%	*	*	-	-	-	-	-
	Male	70%	82%	89%	100%	89%	*	-	-	-	*	82%	*	40%	100%	*	89%	-	-	-	-	-	-
	Female	78%	86%	76%	70%	*	*	-	-	-	*	67%	100%	-	76%	*	-	76%	-	-	-	-	-
Mathematics	All Students	71%	74%	69%	56%	91%	80%	-	-	-	*	64%	86%	60%	68%	80%	78%	59%	-	-	-	-	-
	CWD	44%	45%	60%	-	*	-	-	-	-	*	*	*	60%	-	-	60%	-	-	-	-	-	-
	CWOD	75%	76%	68%	56%	88%	80%	-	-	-	*	64%	83%	-	68%	80%	79%	59%	-	-	-	-	-
	EL	61%	60%	80%	*	*	*	-	-	-	-	*	*	-	80%	80%	*	*	-	-	-	-	-
	Male	71%	76%	78%	67%	89%	*	-	-	-	*	71%	*	60%	79%	*	78%	-	-	-	-	-	-
	Female	71%	72%	59%	50%	*	*	-	-	-	*	50%	80%	-	59%	*	-	59%	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	50%	47%	38%	50%	80%	-	-	-	17%	43%	64%	30%	48%	40%	58%	35%	-	-	-	-	-
	CWD	23%	24%	30%	-	50%	-	-	-	-	*	25%	*	30%	-	-	30%	-	-	-	-	-	-
	CWOD	50%	53%	48%	38%	50%	80%	-	-	-	*	44%	67%	-	48%	40%	64%	35%	-	-	-	-	-
	EL	29%	31%	40%	*	50%	*	-	-	-	-	25%	*	-	40%	40%	50%	*	-	-	-	-	-
	Male	45%	50%	58%	58%	56%	*	-	-	-	*	55%	*	30%	64%	50%	58%	-	-	-	-	-	-
	Female	48%	51%	35%	25%	*	67%	-	-	-	*	25%	60%	-	35%	*	-	35%	-	-	-	-	-
Reading	All Students	52%	61%	54%	44%	64%	80%	-	-	-	*	50%	71%	20%	58%	40%	67%	41%	-	-	-	-	-
	CWD	24%	29%	20%	-	*	-	-	-	-	*	*	*	20%	-	-	20%	-	-	-	-	-	-
	CWOD	56%	64%	58%	44%	75%	80%	-	-	-	*	52%	83%	-	58%	40%	79%	41%	-	-	-	-	-
	EL	31%	38%	40%	*	*	*	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-	-
	Male	47%	57%	67%	67%	67%	*	-	-	-	*	65%	*	20%	79%	*	67%	-	-	-	-	-	-
	Female	56%	64%	41%	30%	*	*	-	-	-	*	25%	80%	-	41%	*	-	41%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	39%	<b>40%</b>	31%	36%	80%	-	-	-	*	36%	57%	40%	39%	40%	50%	29%	-	-	-	-
	CWD	22%	18%	<b>40%</b>	-	*	-	-	-	-	*	*	*	40%	-	-	40%	-	-	-	-	-
	CWOD	44%	41%	<b>39%</b>	31%	25%	80%	-	-	-	*	36%	50%	-	39%	40%	50%	29%	-	-	-	-
	EL	29%	25%	<b>40%</b>	*	*	*	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	42%	41%	<b>50%</b>	50%	44%	*	-	-	-	*	41%	*	40%	50%	*	50%	-	-	-	-	-
	Female	40%	37%	<b>29%</b>	20%	*	*	-	-	-	*	25%	40%	-	29%	*	-	29%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	<b>23%</b>	13%	32%	40%	-	-	-	0%	20%	36%	20%	23%	10%	31%	15%	-	-	-	-
	CWD	9%	10%	<b>20%</b>	-	33%	-	-	-	-	*	25%	*	20%	-	-	20%	-	-	-	-	-
	CWOD	24%	25%	<b>23%</b>	13%	31%	40%	-	-	-	*	18%	42%	-	23%	10%	32%	15%	-	-	-	-
	EL	12%	12%	<b>10%</b>	*	17%	*	-	-	-	-	0%	*	-	10%	10%	17%	*	-	-	-	-
	Male	21%	23%	<b>31%</b>	17%	33%	*	-	-	-	*	30%	*	20%	32%	17%	31%	-	-	-	-	-
	Female	23%	25%	<b>15%</b>	10%	*	17%	-	-	-	*	4%	40%	-	15%	*	-	15%	-	-	-	-
Reading	All Students	25%	31%	<b>31%</b>	13%	45%	60%	-	-	-	*	25%	57%	20%	32%	20%	39%	24%	-	-	-	-
	CWD	9%	11%	<b>20%</b>	-	*	-	-	-	-	*	*	*	20%	-	-	20%	-	-	-	-	-
	CWOD	27%	33%	<b>32%</b>	13%	50%	60%	-	-	-	*	24%	67%	-	32%	20%	43%	24%	-	-	-	-
	EL	13%	16%	<b>20%</b>	*	*	*	-	-	-	-	*	*	-	20%	20%	*	*	-	-	-	-
	Male	22%	27%	<b>39%</b>	17%	44%	*	-	-	-	*	35%	*	20%	43%	*	39%	-	-	-	-	-
	Female	28%	35%	<b>24%</b>	10%	*	*	-	-	-	*	8%	60%	-	24%	*	-	24%	-	-	-	-
Mathematics	All Students	20%	18%	<b>14%</b>	13%	18%	20%	-	-	-	*	14%	14%	20%	13%	0%	22%	6%	-	-	-	-
	CWD	9%	7%	<b>20%</b>	-	*	-	-	-	-	*	*	*	20%	-	-	20%	-	-	-	-	-
	CWOD	21%	19%	<b>13%</b>	13%	13%	20%	-	-	-	*	12%	17%	-	13%	0%	21%	6%	-	-	-	-
	EL	12%	10%	<b>0%</b>	*	*	*	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	21%	19%	<b>22%</b>	17%	22%	*	-	-	-	*	24%	*	20%	21%	*	22%	-	-	-	-	-
	Female	19%	16%	<b>6%</b>	10%	*	*	-	-	-	*	0%	20%	-	6%	*	-	6%	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	94	100	83	*	-	-	-	-	94	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	94	100	83	*	-	-	-	-	94	-	*
EL ◇	*	*	*	-	-	-	-	-	*	-	*
Male	88	*	80	*	-	-	-	-	86	-	*
Female	100	100	*	*	-	-	-	-	100	-	*
<b>Mathematics</b>											
All Students	64	75	50	*	-	-	-	-	66	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	64	75	50	*	-	-	-	-	66	-	*
EL ◇	*	*	*	-	-	-	-	-	*	-	*
Male	63	*	40	*	-	-	-	-	71	-	*
Female	65	69	*	*	-	-	-	-	61	-	*

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
◇	◇	◇

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	49	40	58	67	-	-	-	*	45	42	43
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y								Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y								Y		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N								N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N								N		
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N								N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N								N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N								N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N								N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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**IGNITE COMMUNITY SCHOOL-FORT WORTH (221801074) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	97%	100%	100%	100%	-	-	-	67%	97%	100%	80%	100%	100%	95%	100%	-
	CWD	80%	-	100%	-	-	-	-	*	75%	*	80%	-	-	80%	-	-
	CWOD	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	-	-	-	100%	*	-	100%	100%	100%	*	-
	Male	95%	100%	100%	*	-	-	-	*	94%	*	80%	100%	100%	95%	-	-
	Female	100%	100%	*	100%	-	-	-	*	100%	100%	-	100%	*	-	100%	-
<b>Reading</b>	All Students	97%	100%	100%	100%	-	-	-	*	97%	100%	80%	100%	100%	95%	100%	-
	CWD	80%	-	*	-	-	-	-	*	*	*	80%	-	-	80%	-	-
	CWOD	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	*	*	-	-	-	-	*	*	-	100%	100%	*	*	-
	Male	95%	100%	100%	*	-	-	-	*	94%	*	80%	100%	*	95%	-	-
	Female	100%	100%	*	*	-	-	-	*	100%	100%	-	100%	*	-	100%	-
<b>Mathematics</b>	All Students	97%	100%	100%	100%	-	-	-	*	97%	100%	80%	100%	100%	95%	100%	-
		97%	100%	100%	100%	-	-	-	*	97%	100%	80%	100%	100%	95%	100%	-
	CWD	80%	-	*	-	-	-	-	*	*	*	80%	-	-	80%	-	-
		80%	-	*	-	-	-	-	*	*	*	80%	-	-	80%	-	-
	CWOD	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	*	*	-	-	-	-	*	*	-	100%	100%	*	*	-
		100%	*	*	*	-	-	-	-	*	*	-	100%	100%	*	*	-

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**IGNITE COMMUNITY SCHOOL-FORT WORTH (221801074) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	Male	95%	100%	100%	*	-	-	-	*	94%	*	80%	100%	*	95%	-	-
		95%	100%	100%	*	-	-	-	*	94%	*	80%	100%	*	95%	-	-
	Female	100%	100%	*	*	-	-	-	*	100%	100%	-	100%	*	-	100%	-
		100%	100%	*	*	-	-	-	*	100%	100%	-	100%	*	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	3%	0%	0%	0%	-	-	-	33%	3%	0%	20%	0%	0%	5%	0%	-
	CWD	20%	-	0%	-	-	-	-	*	25%	*	20%	-	-	20%	-	-
	CWOD	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	*	-
	Male	5%	0%	0%	*	-	-	-	*	6%	*	20%	0%	0%	5%	-	-
	Female	0%	0%	*	0%	-	-	-	*	0%	0%	-	0%	*	-	0%	-
Reading	All Students	3%	0%	0%	0%	-	-	-	*	3%	0%	20%	0%	0%	5%	0%	-
	CWD	20%	-	*	-	-	-	-	*	*	*	20%	-	-	20%	-	-
	CWOD	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	*	*	-	-	-	-	*	*	-	0%	0%	*	*	-
	Male	5%	0%	0%	*	-	-	-	*	6%	*	20%	0%	*	5%	-	-
	Female	0%	0%	*	*	-	-	-	*	0%	0%	-	0%	*	-	0%	-
Mathematics	All Students	3%	0%	0%	0%	-	-	-	*	3%	0%	20%	0%	0%	5%	0%	-
	CWD	20%	-	*	-	-	-	-	*	*	*	20%	-	-	20%	-	-
	CWOD	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	*	*	-	-	-	-	*	*	-	0%	0%	*	*	-
	Male	5%	0%	0%	*	-	-	-	*	6%	*	20%	0%	*	5%	-	-
	Female	0%	0%	*	*	-	-	-	*	0%	0%	-	0%	*	-	0%	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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**IGNITE COMMUNITY SCHOOL-FORT WORTH (221801074) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

**There is no data for this campus.**

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

**There is no data for this campus.**

### 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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IGNITE COMMUNITY SCHOOL-FORT WORTH (221801074) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.0	48.2%
Teachers Teaching with Emergency or Provisional Credentials	1.0	13.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**



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**FOUNDERS CLASSICAL ACADEMY-BASTROP (221801075) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR 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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

				African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	65%	*	50%	89%	-	-	-	-	*	77%	*	69%	*	67%	63%	-	-	-	*
	CWD	52%	60%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	80%	82%	69%	*	50%	89%	-	-	-	-	*	77%	-	69%	*	75%	63%	-	-	-	*
	EL	66%	70%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	74%	81%	67%	*	*	100%	-	-	-	-	*	75%	*	75%	-	67%	-	-	-	-	-
	Female	78%	80%	63%	-	*	*	-	-	-	-	*	80%	-	63%	*	-	63%	-	-	-	*
Mathematics	All Students	70%	70%	71%	*	50%	100%	-	-	-	-	*	85%	*	75%	*	67%	75%	-	-	-	*
	CWD	46%	46%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	74%	73%	75%	*	50%	100%	-	-	-	-	*	85%	-	75%	*	75%	75%	-	-	-	*
	EL	64%	59%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	72%	75%	67%	*	*	100%	-	-	-	-	*	75%	*	75%	-	67%	-	-	-	-	-
	Female	68%	67%	75%	-	*	*	-	-	-	-	*	100%	-	75%	*	-	75%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	76%	82%	84%	-	86%	83%	-	-	-	-	70%	100%	*	83%	*	80%	86%	-	-	*	-
	CWD	48%	52%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	81%	84%	83%	-	86%	82%	-	-	-	-	70%	100%	-	83%	*	80%	85%	-	-	*	-
	EL	66%	72%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	73%	79%	80%	-	*	*	-	-	-	-	*	*	-	80%	*	80%	-	-	-	-	-
	Female	79%	84%	86%	-	100%	75%	-	-	-	-	75%	100%	*	85%	-	-	86%	-	-	*	-
Mathematics	All Students	68%	70%	58%	-	71%	50%	-	-	-	-	60%	56%	*	61%	*	80%	50%	-	-	*	-
	CWD	42%	38%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	73%	73%	61%	-	71%	55%	-	-	-	-	60%	63%	-	61%	*	80%	54%	-	-	*	-
	EL	63%	60%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	70%	73%	80%	-	*	*	-	-	-	-	*	*	-	80%	*	80%	-	-	-	-	-
	Female	67%	67%	50%	-	83%	25%	-	-	-	-	63%	33%	*	54%	-	-	50%	-	-	*	-
<b>Grade 5</b>																						
Reading	All Students	80%	84%	80%	*	57%	100%	-	*	-	-	67%	91%	*	79%	*	70%	90%	-	-	-	*
	CWD	50%	50%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	85%	88%	79%	*	57%	100%	-	*	-	-	67%	90%	-	79%	*	67%	90%	-	-	-	*
	EL	71%	74%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	77%	81%	70%	*	*	100%	-	-	-	-	*	100%	*	67%	*	70%	-	-	-	-	-
	Female	83%	87%	90%	-	*	100%	-	*	-	-	100%	80%	-	90%	*	-	90%	-	-	-	*
Mathematics	All Students	76%	76%	50%	*	29%	70%	-	*	-	-	22%	73%	*	47%	*	40%	60%	-	-	-	*
	CWD	50%	49%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	80%	78%	47%	*	29%	67%	-	*	-	-	22%	70%	-	47%	*	33%	60%	-	-	-	*
	EL	70%	70%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	75%	76%	40%	*	*	60%	-	-	-	-	*	67%	*	33%	*	40%	-	-	-	-	-
	Female	76%	76%	60%	-	*	80%	-	*	-	-	40%	80%	-	60%	*	-	60%	-	-	-	*

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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	65%	65%	55%	*	43%	70%	-	*	-	-	44%	64%	*	53%	*	60%	50%	-	-	-	*
	CWD	40%	35%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	69%	68%	53%	*	43%	67%	-	*	-	-	44%	60%	-	53%	*	56%	50%	-	-	-	*
	EL	52%	46%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	67%	66%	60%	*	*	80%	-	-	-	-	*	67%	*	56%	*	60%	-	-	-	-	-
	Female	63%	64%	50%	-	*	60%	-	*	-	-	40%	60%	-	50%	*	-	50%	-	-	-	*
Grade 6																						
Reading	All Students	69%	77%	80%	-	57%	91%	-	-	-	*	75%	83%	*	79%	-	70%	90%	-	-	-	*
	CWD	38%	47%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	74%	80%	79%	-	57%	90%	-	-	-	*	75%	82%	-	79%	-	67%	90%	-	-	-	*
	EL	53%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	66%	74%	70%	-	40%	*	-	-	-	*	*	83%	*	67%	-	70%	-	-	-	-	-
	Female	72%	80%	90%	-	*	86%	-	-	-	*	*	83%	-	90%	-	-	90%	-	-	-	*
Mathematics	All Students	72%	76%	65%	-	43%	73%	-	-	-	*	63%	67%	*	63%	-	70%	60%	-	-	-	*
	CWD	47%	49%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	76%	78%	63%	-	43%	70%	-	-	-	*	63%	64%	-	63%	-	67%	60%	-	-	-	*
	EL	61%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	77%	70%	-	40%	*	-	-	-	*	*	83%	*	67%	-	70%	-	-	-	-	-
	Female	72%	74%	60%	-	*	57%	-	-	-	*	*	50%	-	60%	-	-	60%	-	-	-	*
Grade 7																						
Reading	All Students	79%	86%	86%	-	86%	80%	-	*	-	*	100%	67%	*	92%	*	100%	78%	-	-	-	-
	CWD	47%	55%	*	-	*	-	-	-	-	*	*	*	*	-	-	-	*	-	-	-	-
	CWOD	83%	89%	92%	-	100%	80%	-	*	-	-	100%	80%	-	92%	*	100%	86%	-	-	-	-
	EL	63%	74%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	75%	83%	100%	-	*	*	-	*	-	-	*	*	-	100%	*	100%	-	-	-	-	-
	Female	83%	89%	78%	-	83%	*	-	-	-	*	100%	*	*	86%	*	-	78%	-	-	-	-
Mathematics	All Students	60%	66%	71%	-	57%	80%	-	*	-	*	75%	67%	*	75%	*	60%	78%	-	-	-	-
	CWD	36%	36%	*	-	*	-	-	-	-	*	*	*	*	-	-	-	*	-	-	-	-
	CWOD	63%	68%	75%	-	67%	80%	-	*	-	-	71%	80%	-	75%	*	60%	86%	-	-	-	-
	EL	45%	51%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	60%	68%	60%	-	*	*	-	*	-	-	*	*	-	60%	*	60%	-	-	-	-	-
	Female	59%	64%	78%	-	67%	*	-	-	-	*	83%	*	*	86%	*	-	78%	-	-	-	-
Grade 8																						
Reading	All Students	82%	88%	78%	-	86%	73%	-	-	-	-	71%	82%	-	78%	*	*	79%	-	-	-	-
	CWD	50%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	90%	78%	-	86%	73%	-	-	-	-	71%	82%	-	78%	*	*	79%	-	-	-	-
	EL	65%	65%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	78%	86%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Female	86%	90%	79%	-	100%	67%	-	-	-	-	80%	78%	-	79%	*	-	79%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	69%	<b>78%</b>	-	100%	64%	-	-	-	-	86%	73%	-	78%	*	*	71%	-	-	-	-
	CWD	40%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	73%	<b>78%</b>	-	100%	64%	-	-	-	-	86%	73%	-	78%	*	*	71%	-	-	-	-
	EL	57%	57%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	68%	73%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Female	72%	67%	<b>71%</b>	-	100%	56%	-	-	-	-	80%	67%	-	71%	*	-	71%	-	-	-	-
Science	All Students	73%	79%	<b>78%</b>	-	100%	64%	-	-	-	-	86%	73%	-	78%	*	*	71%	-	-	-	-
	CWD	42%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	82%	<b>78%</b>	-	100%	64%	-	-	-	-	86%	73%	-	78%	*	*	71%	-	-	-	-
	EL	54%	52%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	73%	83%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Female	73%	75%	<b>71%</b>	-	100%	56%	-	-	-	-	80%	67%	-	71%	*	-	71%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	50%	55%	<b>41%</b>	*	17%	67%	-	-	-	-	*	54%	*	44%	*	44%	38%	-	-	-	*
	CWD	30%	34%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	54%	58%	<b>44%</b>	*	17%	67%	-	-	-	-	*	54%	-	44%	*	50%	38%	-	-	-	*
	EL	37%	44%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	49%	54%	<b>44%</b>	*	*	80%	-	-	-	-	*	50%	*	50%	-	44%	-	-	-	-	-
	Female	52%	56%	<b>38%</b>	-	*	*	-	-	-	-	*	60%	-	38%	*	-	38%	-	-	-	*
Mathematics	All Students	42%	38%	<b>18%</b>	*	0%	33%	-	-	-	-	*	23%	*	19%	*	22%	13%	-	-	-	*
	CWD	27%	21%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	45%	40%	<b>19%</b>	*	0%	33%	-	-	-	-	*	23%	-	19%	*	25%	13%	-	-	-	*
	EL	35%	32%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	45%	42%	<b>22%</b>	*	*	40%	-	-	-	-	*	25%	*	25%	-	22%	-	-	-	-	-
	Female	39%	34%	<b>13%</b>	-	*	*	-	-	-	-	*	20%	-	13%	*	-	13%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	53%	56%	<b>63%</b>	-	86%	50%	-	-	-	-	70%	56%	*	67%	*	60%	64%	-	-	*	-
	CWD	29%	29%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	57%	58%	<b>67%</b>	-	86%	55%	-	-	-	-	70%	63%	-	67%	*	60%	69%	-	-	*	-
	EL	41%	44%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	51%	55%	<b>60%</b>	-	*	*	-	-	-	-	*	*	-	60%	*	60%	-	-	-	-	-
	Female	55%	57%	<b>64%</b>	-	100%	38%	-	-	-	-	75%	50%	*	69%	-	-	64%	-	-	*	-
Mathematics	All Students	42%	37%	<b>16%</b>	-	14%	17%	-	-	-	-	20%	11%	*	17%	*	20%	14%	-	-	*	-
	CWD	25%	20%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	45%	38%	<b>17%</b>	-	14%	18%	-	-	-	-	20%	13%	-	17%	*	20%	15%	-	-	*	-
	EL	34%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	45%	41%	<b>20%</b>	-	*	*	-	-	-	-	*	*	-	20%	*	20%	-	-	-	-	-
	Female	38%	32%	<b>14%</b>	-	17%	13%	-	-	-	-	25%	0%	*	15%	-	-	14%	-	-	*	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 5																						
Reading	All Students	57%	62%	40%	*	29%	50%	-	*	-	-	33%	45%	*	37%	*	20%	60%	-	-	-	*
	CWD	29%	29%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	61%	66%	37%	*	29%	44%	-	*	-	-	33%	40%	-	37%	*	11%	60%	-	-	-	*
	EL	43%	49%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	53%	58%	20%	*	*	40%	-	-	-	-	*	33%	*	11%	*	20%	-	-	-	-	-
	Female	60%	66%	60%	-	*	60%	-	*	-	-	60%	60%	-	60%	*	-	60%	-	-	-	-
Mathematics	All Students	47%	43%	10%	*	0%	20%	-	*	-	-	0%	18%	*	11%	*	10%	10%	-	-	-	*
	CWD	25%	23%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	50%	45%	11%	*	0%	22%	-	*	-	-	0%	20%	-	11%	*	11%	10%	-	-	-	*
	EL	38%	33%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	48%	43%	10%	*	*	20%	-	-	-	-	*	17%	*	11%	*	10%	-	-	-	-	-
	Female	46%	42%	10%	-	*	20%	-	*	-	-	0%	20%	-	10%	*	-	10%	-	-	-	-
Science	All Students	38%	35%	5%	*	0%	10%	-	*	-	-	0%	9%	*	5%	*	10%	0%	-	-	-	*
	CWD	23%	24%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	40%	36%	5%	*	0%	11%	-	*	-	-	0%	10%	-	5%	*	11%	0%	-	-	-	*
	EL	24%	17%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	41%	38%	10%	*	*	20%	-	-	-	-	*	17%	*	11%	*	10%	-	-	-	-	-
	Female	34%	31%	0%	-	*	0%	-	*	-	-	0%	0%	-	0%	*	-	0%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	45%	-	29%	45%	-	-	-	*	50%	42%	*	47%	-	40%	50%	-	-	-	*
	CWD	21%	19%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	46%	49%	47%	-	29%	50%	-	-	-	*	50%	45%	-	47%	-	44%	50%	-	-	-	*
	EL	24%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	42%	40%	-	20%	*	-	-	-	*	*	50%	*	44%	-	40%	-	-	-	-	-
	Female	45%	50%	50%	-	*	43%	-	-	-	*	*	33%	-	50%	-	-	50%	-	-	-	-
Mathematics	All Students	38%	36%	25%	-	14%	18%	-	-	-	*	25%	25%	*	26%	-	30%	20%	-	-	-	*
	CWD	20%	15%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	41%	39%	26%	-	14%	20%	-	-	-	*	25%	27%	-	26%	-	33%	20%	-	-	-	*
	EL	24%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	40%	30%	-	20%	*	-	-	-	*	*	33%	*	33%	-	30%	-	-	-	-	-
	Female	36%	33%	20%	-	*	14%	-	-	-	*	*	17%	-	20%	-	-	20%	-	-	-	-
Grade 7																						
Reading	All Students	55%	61%	64%	-	43%	80%	-	*	-	*	63%	67%	*	67%	*	80%	56%	-	-	-	-
	CWD	25%	25%	*	-	*	-	-	-	-	*	*	*	*	-	-	-	*	-	-	-	-
	CWOD	59%	63%	67%	-	50%	80%	-	*	-	-	57%	80%	-	67%	*	80%	57%	-	-	-	-
	EL	33%	39%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	50%	57%	80%	-	*	*	-	*	-	-	*	*	-	80%	*	80%	-	-	-	-	-
	Female	60%	64%	56%	-	50%	*	-	-	-	*	67%	*	*	57%	*	-	56%	-	-	-	-

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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	30%	35%	50%	-	29%	60%	-	*	-	*	50%	50%	*	50%	*	60%	44%	-	-	-	-	
	CWD	18%	16%	*	-	*	-	-	-	-	*	*	*	*	-	-	-	*	-	-	-	-	
	CWOD	32%	37%	50%	-	33%	60%	-	*	-	-	43%	60%	-	50%	*	60%	43%	-	-	-	-	
	EL	17%	20%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	31%	36%	60%	-	*	*	-	*	-	-	*	*	-	60%	*	60%	-	-	-	-	-	
	Female	29%	34%	44%	-	33%	*	-	-	-	*	50%	*	*	43%	*	-	44%	-	-	-	-	
Grade 8																							
Reading	All Students	57%	63%	50%	-	43%	55%	-	-	-	-	43%	55%	-	50%	*	*	50%	-	-	-	-	
	CWD	25%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	61%	66%	50%	-	43%	55%	-	-	-	-	43%	55%	-	50%	*	*	50%	-	-	-	-	
	EL	33%	32%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	51%	58%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Female	63%	68%	50%	-	60%	44%	-	-	-	-	60%	44%	-	50%	*	-	50%	-	-	-	-	
Mathematics	All Students	39%	34%	67%	-	71%	64%	-	-	-	-	71%	64%	-	67%	*	*	57%	-	-	-	-	
	CWD	20%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	41%	37%	67%	-	71%	64%	-	-	-	-	71%	64%	-	67%	*	*	57%	-	-	-	-	
	EL	24%	21%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	38%	38%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Female	40%	32%	57%	-	60%	56%	-	-	-	-	60%	56%	-	57%	*	-	57%	-	-	-	-	
Science	All Students	44%	45%	56%	-	57%	55%	-	-	-	-	57%	55%	-	56%	*	*	50%	-	-	-	-	
	CWD	22%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	47%	47%	56%	-	57%	55%	-	-	-	-	57%	55%	-	56%	*	*	50%	-	-	-	-	
	EL	23%	22%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	45%	50%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Female	42%	40%	50%	-	60%	44%	-	-	-	-	60%	44%	-	50%	*	-	50%	-	-	-	-	
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All Students	29%	33%	35%	*	17%	56%	-	-	-	-	*	46%	*	38%	*	33%	38%	-	-	-	*	
	CWD	12%	16%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	32%	35%	38%	*	17%	56%	-	-	-	-	*	46%	-	38%	*	38%	38%	-	-	-	*	
	EL	19%	17%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	28%	31%	33%	*	*	60%	-	-	-	-	*	38%	*	38%	-	33%	-	-	-	-	-	
	Female	31%	35%	38%	-	*	*	-	-	-	-	*	60%	-	38%	*	-	38%	-	-	-	*	
Mathematics	All Students	20%	15%	0%	*	0%	0%	-	-	-	-	*	0%	*	0%	*	0%	0%	-	-	-	*	
	CWD	10%	7%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	22%	16%	0%	*	0%	0%	-	-	-	-	*	0%	-	0%	*	0%	0%	-	-	-	*	
	EL	15%	11%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	23%	17%	0%	*	*	0%	-	-	-	-	*	0%	*	0%	-	0%	-	-	-	-	-	
	Female	18%	13%	0%	-	*	*	-	-	-	-	*	0%	-	0%	*	-	0%	-	-	-	*	



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 4																						
Reading	All Students	28%	29%	26%	-	29%	25%	-	-	-	-	20%	33%	*	28%	*	40%	21%	-	-	*	-
	CWD	10%	7%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	31%	31%	28%	-	29%	27%	-	-	-	-	20%	38%	-	28%	*	40%	23%	-	-	*	-
	EL	18%	22%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	26%	27%	40%	-	*	*	-	-	-	-	*	*	-	40%	*	40%	-	-	-	-	-
	Female	29%	32%	21%	-	33%	13%	-	-	-	-	25%	17%	*	23%	-	-	21%	-	-	*	-
Mathematics	All Students	22%	20%	5%	-	0%	8%	-	-	-	-	10%	0%	*	6%	*	0%	7%	-	-	*	-
	CWD	10%	10%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	25%	21%	6%	-	0%	9%	-	-	-	-	10%	0%	-	6%	*	0%	8%	-	-	*	-
	EL	16%	12%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	25%	23%	0%	-	*	*	-	-	-	-	*	*	-	0%	*	0%	-	-	-	-	-
	Female	19%	18%	7%	-	0%	13%	-	-	-	-	13%	0%	*	8%	-	-	7%	-	-	*	-
Grade 5																						
Reading	All Students	36%	38%	25%	*	0%	40%	-	*	-	-	11%	36%	*	26%	*	10%	40%	-	-	-	*
	CWD	12%	15%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	40%	41%	26%	*	0%	44%	-	*	-	-	11%	40%	-	26%	*	11%	40%	-	-	-	*
	EL	23%	20%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	32%	32%	10%	*	*	20%	-	-	-	-	*	17%	*	11%	*	10%	-	-	-	-	-
	Female	39%	44%	40%	-	*	60%	-	*	-	-	20%	60%	-	40%	*	-	40%	-	-	-	*
Mathematics	All Students	24%	21%	0%	*	0%	0%	-	*	-	-	0%	0%	*	0%	*	0%	0%	-	-	-	*
	CWD	9%	8%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	26%	23%	0%	*	0%	0%	-	*	-	-	0%	0%	-	0%	*	0%	0%	-	-	-	*
	EL	17%	14%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	25%	23%	0%	*	*	0%	-	-	-	-	*	0%	*	0%	*	0%	-	-	-	-	-
	Female	23%	20%	0%	-	*	0%	-	*	-	-	0%	0%	-	0%	*	-	0%	-	-	-	*
Science	All Students	17%	14%	5%	*	0%	10%	-	*	-	-	0%	9%	*	5%	*	10%	0%	-	-	-	*
	CWD	9%	9%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	19%	14%	5%	*	0%	11%	-	*	-	-	0%	10%	-	5%	*	11%	0%	-	-	-	*
	EL	9%	7%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	20%	16%	10%	*	*	20%	-	-	-	-	*	17%	*	11%	*	10%	-	-	-	-	-
	Female	15%	12%	0%	-	*	0%	-	*	-	-	0%	0%	-	0%	*	-	0%	-	-	-	*
Grade 6																						
Reading	All Students	23%	23%	10%	-	0%	18%	-	-	-	*	13%	8%	*	11%	-	10%	10%	-	-	-	*
	CWD	8%	7%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	25%	25%	11%	-	0%	20%	-	-	-	*	13%	9%	-	11%	-	11%	10%	-	-	-	*
	EL	9%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	21%	10%	-	0%	*	-	-	-	*	*	17%	*	11%	-	10%	-	-	-	-	-
	Female	25%	25%	10%	-	*	14%	-	-	-	*	*	0%	-	10%	-	-	10%	-	-	-	*

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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	16%	13%	5%	-	0%	9%	-	-	-	*	0%	8%	*	5%	-	10%	0%	-	-	-	*
	CWD	8%	7%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	17%	14%	5%	-	0%	10%	-	-	-	*	0%	9%	-	5%	-	11%	0%	-	-	-	*
	EL	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	14%	10%	-	0%	*	-	-	-	*	*	17%	*	11%	-	10%	-	-	-	-	-
	Female	14%	12%	0%	-	*	0%	-	-	-	*	*	0%	-	0%	-	-	0%	-	-	-	*
<b>Grade 7</b>																						
Reading	All Students	36%	41%	29%	-	14%	40%	-	*	-	*	25%	33%	*	33%	*	40%	22%	-	-	-	-
	CWD	11%	12%	*	-	*	-	-	-	-	*	*	*	*	-	-	-	*	-	-	-	-
	CWOD	40%	43%	33%	-	17%	40%	-	*	-	-	29%	40%	-	33%	*	40%	29%	-	-	-	-
	EL	17%	22%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	32%	37%	40%	-	*	*	-	*	-	-	*	*	-	40%	*	40%	-	-	-	-	-
	Female	41%	45%	22%	-	17%	*	-	-	-	*	17%	*	*	29%	*	-	22%	-	-	-	-
Mathematics	All Students	13%	14%	14%	-	14%	20%	-	*	-	*	13%	17%	*	17%	*	20%	11%	-	-	-	-
	CWD	7%	7%	*	-	*	-	-	-	-	*	*	*	*	-	-	-	*	-	-	-	-
	CWOD	14%	14%	17%	-	17%	20%	-	*	-	-	14%	20%	-	17%	*	20%	14%	-	-	-	-
	EL	6%	7%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	13%	14%	20%	-	*	*	-	*	-	-	*	*	-	20%	*	20%	-	-	-	-	-
	Female	12%	13%	11%	-	17%	*	-	-	-	*	17%	*	*	14%	*	-	11%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	37%	42%	33%	-	14%	45%	-	-	-	-	29%	36%	-	33%	*	*	36%	-	-	-	-
	CWD	11%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	43%	33%	-	14%	45%	-	-	-	-	29%	36%	-	33%	*	*	36%	-	-	-	-
	EL	16%	15%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	31%	34%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Female	42%	48%	36%	-	20%	44%	-	-	-	-	40%	33%	-	36%	*	-	36%	-	-	-	-
Mathematics	All Students	14%	11%	39%	-	29%	45%	-	-	-	-	43%	36%	-	39%	*	*	21%	-	-	-	-
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	15%	11%	39%	-	29%	45%	-	-	-	-	43%	36%	-	39%	*	*	21%	-	-	-	-
	EL	6%	5%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	14%	13%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Female	14%	8%	21%	-	0%	33%	-	-	-	-	20%	22%	-	21%	*	-	21%	-	-	-	-
Science	All Students	23%	19%	22%	-	0%	36%	-	-	-	-	14%	27%	-	22%	*	*	21%	-	-	-	-
	CWD	9%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	20%	22%	-	0%	36%	-	-	-	-	14%	27%	-	22%	*	*	21%	-	-	-	-
	EL	8%	9%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	24%	23%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Female	21%	16%	21%	-	0%	33%	-	-	-	-	20%	22%	-	21%	*	-	21%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	73%	79%	72%	20%	66%	78%	-	80%	-	100%	66%	76%	62%	72%	56%	70%	73%	-	-	*	78%
	CWD	44%	49%	62%	*	*	86%	-	-	-	*	*	67%	62%	-	-	71%	50%	-	-	-	-
	CWOD	77%	81%	72%	25%	67%	78%	-	80%	-	*	66%	77%	-	72%	56%	70%	74%	-	-	*	78%
	EL	59%	62%	56%	-	53%	*	-	80%	-	-	59%	*	-	56%	56%	40%	67%	-	-	-	-
	Male	71%	79%	70%	20%	45%	92%	-	*	-	*	47%	83%	71%	70%	40%	70%	-	-	-	-	-
	Female	75%	79%	73%	-	76%	69%	-	*	-	*	75%	71%	50%	74%	67%	-	73%	-	-	*	78%
Reading	All Students	74%	84%	79%	*	71%	88%	-	*	-	*	73%	84%	67%	80%	60%	74%	83%	-	-	*	*
	CWD	43%	54%	67%	*	*	*	-	-	-	*	*	*	67%	-	-	*	*	-	-	-	-
	CWOD	78%	87%	80%	*	73%	87%	-	*	-	*	74%	84%	-	80%	60%	75%	84%	-	-	*	*
	EL	57%	67%	60%	-	43%	*	-	*	-	-	56%	*	-	60%	60%	*	83%	-	-	-	-
	Male	70%	82%	74%	*	43%	100%	-	*	-	*	47%	89%	*	75%	*	74%	-	-	-	-	-
	Female	78%	86%	83%	-	85%	79%	-	*	-	*	87%	79%	*	84%	83%	-	83%	-	-	*	*
Mathematics	All Students	71%	74%	65%	*	59%	72%	-	*	-	*	58%	71%	50%	66%	60%	65%	66%	-	-	*	*
	CWD	44%	45%	50%	*	*	*	-	-	-	*	*	*	50%	-	-	*	*	-	-	-	-
	CWOD	75%	76%	66%	*	60%	72%	-	*	-	*	58%	72%	-	66%	60%	65%	67%	-	-	*	*
	EL	61%	60%	60%	-	57%	*	-	*	-	-	67%	*	-	60%	60%	*	67%	-	-	-	-
	Male	71%	76%	65%	*	43%	87%	-	*	-	*	40%	79%	*	65%	*	65%	-	-	-	-	-
	Female	71%	72%	66%	-	67%	62%	-	*	-	*	67%	65%	*	67%	67%	-	66%	-	-	*	*
Science	All Students	74%	77%	68%	*	71%	70%	-	*	-	-	63%	68%	*	67%	40%	71%	65%	-	-	-	*
	CWD	47%	49%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	78%	80%	67%	*	71%	68%	-	*	-	-	63%	67%	-	67%	40%	69%	65%	-	-	-	*
	EL	58%	54%	40%	-	*	*	-	*	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	74%	79%	71%	*	60%	86%	-	-	-	-	67%	75%	*	69%	*	71%	-	-	-	-	-
	Female	75%	76%	65%	-	78%	57%	-	*	-	-	60%	64%	-	65%	*	-	65%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	50%	39%	0%	31%	43%	-	60%	-	100%	37%	40%	23%	39%	28%	37%	40%	-	-	*	33%
	CWD	23%	24%	23%	*	*	14%	-	-	-	*	*	11%	23%	-	-	14%	33%	-	-	-	-
	CWOD	50%	53%	39%	0%	32%	45%	-	60%	-	*	37%	42%	-	39%	28%	39%	40%	-	-	*	33%
	EL	29%	31%	28%	-	24%	*	-	60%	-	-	32%	*	-	28%	28%	30%	27%	-	-	-	-
	Male	45%	50%	37%	0%	15%	53%	-	*	-	*	22%	45%	14%	39%	30%	37%	-	-	-	-	-
	Female	48%	51%	40%	-	40%	37%	-	*	-	*	45%	35%	33%	40%	27%	-	40%	-	-	*	33%
Reading	All Students	52%	61%	50%	*	41%	56%	-	*	-	*	49%	52%	33%	51%	40%	44%	55%	-	-	*	*
	CWD	24%	29%	33%	*	*	*	-	-	-	*	*	*	33%	-	-	*	*	-	-	-	-
	CWOD	56%	64%	51%	*	43%	57%	-	*	-	*	49%	53%	-	51%	40%	45%	56%	-	-	*	*
	EL	31%	38%	40%	-	29%	*	-	*	-	-	44%	*	-	40%	40%	*	50%	-	-	-	-
	Male	47%	57%	44%	*	7%	70%	-	*	-	*	20%	57%	*	45%	*	44%	-	-	-	-	-
	Female	56%	64%	55%	-	59%	47%	-	*	-	*	63%	47%	*	56%	50%	-	55%	-	-	*	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	39%	30%	*	22%	33%	-	*	-	*	29%	31%	17%	31%	30%	33%	28%	-	-	*	*
	CWD	22%	18%	17%	*	*	*	-	-	-	*	*	*	17%	-	-	*	*	-	-	-	-
	CWOD	44%	41%	31%	*	23%	35%	-	*	-	*	28%	33%	-	31%	30%	35%	28%	-	-	*	*
	EL	29%	25%	30%	-	29%	*	-	*	-	-	33%	*	-	30%	30%	*	17%	-	-	-	-
	Male	42%	41%	33%	*	21%	39%	-	*	-	*	27%	36%	*	35%	*	33%	-	-	-	-	-
	Female	40%	37%	28%	-	22%	29%	-	*	-	*	30%	26%	*	28%	17%	-	28%	-	-	*	*
Science	All Students	46%	49%	30%	*	29%	35%	-	*	-	-	25%	32%	*	31%	0%	29%	30%	-	-	-	*
	CWD	23%	27%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	49%	51%	31%	*	29%	37%	-	*	-	-	25%	33%	-	31%	0%	31%	30%	-	-	-	*
	EL	25%	23%	0%	-	*	*	-	*	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	47%	52%	29%	*	20%	43%	-	-	-	-	17%	38%	*	31%	*	29%	-	-	-	-	-
	Female	45%	46%	30%	-	33%	29%	-	*	-	-	30%	29%	-	30%	*	-	30%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	18%	0%	8%	25%	-	40%	-	0%	13%	21%	0%	18%	16%	18%	17%	-	-	*	11%
	CWD	9%	10%	0%	*	*	0%	-	-	-	*	*	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	24%	25%	18%	0%	9%	27%	-	40%	-	*	14%	22%	-	18%	16%	19%	18%	-	-	*	11%
	EL	12%	12%	16%	-	12%	*	-	40%	-	-	18%	*	-	16%	16%	20%	13%	-	-	-	-
	Male	21%	23%	18%	0%	6%	28%	-	*	-	*	8%	23%	0%	19%	20%	18%	-	-	-	-	-
	Female	23%	25%	17%	-	10%	23%	-	*	-	*	16%	18%	0%	18%	13%	-	17%	-	-	*	11%
Reading	All Students	25%	31%	26%	*	12%	37%	-	*	-	*	18%	32%	0%	28%	20%	23%	28%	-	-	*	*
	CWD	9%	11%	0%	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	27%	33%	28%	*	13%	39%	-	*	-	*	19%	34%	-	28%	20%	25%	30%	-	-	*	*
	EL	13%	16%	20%	-	0%	*	-	*	-	-	22%	*	-	20%	20%	*	17%	-	-	-	-
	Male	22%	27%	23%	*	0%	39%	-	*	-	*	7%	32%	*	25%	*	23%	-	-	-	-	-
	Female	28%	35%	28%	-	19%	35%	-	*	-	*	23%	32%	*	30%	17%	-	28%	-	-	*	*
Mathematics	All Students	20%	18%	10%	*	7%	14%	-	*	-	*	11%	10%	0%	11%	20%	14%	8%	-	-	*	*
	CWD	9%	7%	0%	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	21%	19%	11%	*	8%	15%	-	*	-	*	12%	10%	-	11%	20%	15%	8%	-	-	*	*
	EL	12%	10%	20%	-	29%	*	-	*	-	-	22%	*	-	20%	20%	*	17%	-	-	-	-
	Male	21%	19%	14%	*	14%	17%	-	*	-	*	13%	14%	*	15%	*	14%	-	-	-	-	-
	Female	19%	16%	8%	-	4%	12%	-	*	-	*	10%	6%	*	8%	17%	-	8%	-	-	*	*
Science	All Students	20%	19%	14%	*	0%	25%	-	*	-	-	6%	18%	*	14%	0%	14%	13%	-	-	-	*
	CWD	8%	11%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	22%	20%	14%	*	0%	26%	-	*	-	-	6%	19%	-	14%	0%	15%	13%	-	-	-	*
	EL	7%	8%	0%	-	*	*	-	*	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	22%	21%	14%	*	0%	29%	-	-	-	-	0%	25%	*	15%	*	14%	-	-	-	-	-
	Female	19%	17%	13%	-	0%	21%	-	*	-	-	10%	14%	-	13%	*	-	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 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	69	*	70	66	-	-	-	*	73	*	67
CWD	*	-	-	*	-	-	-	*	*	*	-
CWOD	69	*	70	69	-	-	-	*	71	-	67
EL ◇	67	-	60	*	-	-	-	-	60	-	67
Male	61	*	44	69	-	-	-	*	56	*	*
Female	74	-	88	64	-	-	-	*	82	*	*
<b>Mathematics</b>											
All Students	52	*	53	53	-	-	-	*	60	*	50
CWD	*	-	-	*	-	-	-	*	*	*	-
CWOD	53	*	53	56	-	-	-	*	58	-	50
EL ◇	50	-	*	*	-	-	-	-	*	-	50
Male	41	*	29	50	-	-	-	*	43	*	*
Female	60	-	68	55	-	-	-	*	68	*	*

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

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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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

#### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
◇	◇	◇

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

#### Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	43	7	35	49	-	60	-	67	39	28	33
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	N					Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					Y		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N		
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N					N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	99%	100%	100%	98%	-	100%	-	100%	97%	100%	100%	99%	100%	100%	98%	-
	CWD	100%	*	*	100%	-	-	-	*	*	100%	100%	-	-	100%	100%	-
	CWOD	99%	100%	100%	98%	-	100%	-	*	97%	100%	-	99%	100%	100%	98%	-
	EL	100%	-	100%	*	-	100%	-	-	100%	*	-	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	98%	-	100%	96%	-	*	-	*	96%	100%	100%	98%	100%	-	98%	-



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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
<b>Reading</b>	All Students	99%	*	100%	98%	-	*	-	*	98%	100%	100%	99%	100%	100%	98%	-
	CWD	100%	*	*	*	-	-	-	*	*	*	100%	-	-	*	*	-
	CWOD	99%	*	100%	98%	-	*	-	*	98%	100%	-	99%	100%	100%	98%	-
	EL	100%	-	100%	*	-	*	-	-	100%	*	-	100%	100%	*	100%	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	*	100%	-	-
	Female	98%	-	100%	97%	-	*	-	*	97%	100%	*	98%	100%	-	98%	-
<b>Mathematics</b>	All Students	99%	*	100%	98%	-	*	-	*	98%	100%	100%	99%	100%	100%	98%	-
		99%	*	100%	98%	-	*	-	*	98%	100%	100%	99%	100%	100%	98%	-
	CWD	100%	*	*	*	-	-	-	*	*	*	100%	-	-	*	*	-
		100%	*	*	*	-	-	-	*	*	*	100%	-	-	*	*	-
	CWOD	99%	*	100%	98%	-	*	-	*	98%	100%	-	99%	100%	100%	98%	-
		99%	*	100%	98%	-	*	-	*	98%	100%	-	99%	100%	100%	98%	-
	EL	100%	-	100%	*	-	*	-	-	100%	*	-	100%	100%	*	100%	-
		100%	-	100%	*	-	*	-	-	100%	*	-	100%	100%	*	100%	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	*	100%	-	-
		100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	*	100%	-	-
	Female	98%	-	100%	97%	-	*	-	*	97%	100%	*	98%	100%	-	98%	-
		98%	-	100%	97%	-	*	-	*	97%	100%	*	98%	100%	-	98%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	1%	0%	0%	2%	-	0%	-	0%	3%	0%	0%	1%	0%	0%	2%	-
	CWD	0%	*	*	0%	-	-	-	*	*	0%	0%	-	-	0%	0%	-
	CWOD	1%	0%	0%	2%	-	0%	-	*	3%	0%	-	1%	0%	0%	2%	-
	EL	0%	-	0%	*	-	0%	-	-	0%	*	-	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	2%	-	0%	4%	-	*	-	*	4%	0%	0%	2%	0%	-	2%	-
<b>Reading</b>	All Students	1%	*	0%	2%	-	*	-	*	2%	0%	0%	1%	0%	0%	2%	-
	CWD	0%	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-
	CWOD	1%	*	0%	2%	-	*	-	*	2%	0%	-	1%	0%	0%	2%	-
	EL	0%	-	0%	*	-	*	-	-	0%	*	-	0%	0%	*	0%	-
	Male	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
<b>Reading</b>	Female	2%	-	0%	3%	-	*	-	*	3%	0%	*	2%	0%	-	2%	-
<b>Mathematics</b>	All Students	1%	*	0%	2%	-	*	-	*	2%	0%	0%	1%	0%	0%	2%	-
	CWD	0%	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-
	CWOD	1%	*	0%	2%	-	*	-	*	2%	0%	-	1%	0%	0%	2%	-
	EL	0%	-	0%	*	-	*	-	-	0%	*	-	0%	0%	*	0%	-
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	*	0%	*	0%	-	-
	Female	2%	-	0%	3%	-	*	-	*	3%	0%	*	2%	0%	-	2%	-
<b>Science</b>	All Students	3%	*	0%	5%	-	*	-	-	6%	0%	*	3%	0%	0%	4%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	3%	*	0%	5%	-	*	-	-	6%	0%	-	3%	0%	0%	4%	-
	EL	0%	-	*	*	-	*	-	-	*	*	-	0%	0%	*	*	-
	Male	0%	*	0%	0%	-	-	-	-	0%	0%	*	0%	*	0%	-	-
	Female	4%	-	0%	7%	-	*	-	-	10%	0%	-	4%	*	-	4%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

**There is no data for this campus.**

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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**There is no data for this campus.**

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.0	79.5%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

## Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	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
		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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

**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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).



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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 8																					

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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	82%	88%	100%	*	100%	-	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	CWD	50%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	90%	100%	*	100%	-	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	EL	65%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	78%	86%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	86%	90%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
Mathematics	All Students	70%	69%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	CWD	40%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	73%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	EL	57%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	73%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	72%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All Students	73%	79%	100%	*	100%	-	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	CWD	42%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	82%	100%	*	100%	-	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	EL	54%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	83%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	73%	75%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
<b>End of Course</b>																						
English I	All Students	64%	87%	100%	100%	-	*	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	CWD	29%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	68%	90%	100%	100%	-	*	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	EL	38%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	58%	84%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	70%	90%	*	*	-	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
English II	All Students	71%	91%	100%	*	*	-	-	-	-	-	*	*	-	100%	-	-	100%	-	-	-	-
	CWD	33%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	76%	94%	100%	*	*	-	-	-	-	-	*	*	-	100%	-	-	100%	-	-	-	-
	EL	43%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	65%	88%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	77%	93%	100%	*	*	-	-	-	-	-	*	*	-	100%	-	-	100%	-	-	-	-
Algebra I	All Students	74%	85%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	CWD	46%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	88%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	EL	64%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	84%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	78%	86%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-

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**ISCHOOL HIGH - ATASCOCITA (221801076) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	82%	94%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	57%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	96%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	66%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	80%	94%	*	*	-	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	85%	95%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 8</b>																						
Reading	All Students	57%	63%	<b>100%</b>	*	100%	-	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	CWD	25%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	66%	<b>100%</b>	*	100%	-	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	EL	33%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	51%	58%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	63%	68%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
Mathematics	All Students	39%	34%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	CWD	20%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	41%	37%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	EL	24%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	38%	38%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	40%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All Students	44%	45%	<b>50%</b>	*	60%	-	-	-	-	-	*	*	-	50%	-	*	*	-	-	-	-
	CWD	22%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	47%	47%	<b>50%</b>	*	60%	-	-	-	-	-	*	*	-	50%	-	*	*	-	-	-	-
	EL	23%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	50%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	42%	40%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
<b>End of Course</b>																						
English I	All Students	46%	75%	<b>100%</b>	100%	-	*	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	CWD	17%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	79%	<b>100%</b>	100%	-	*	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	EL	19%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	70%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	53%	79%	*	*	-	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
English II	All Students	54%	81%	<b>100%</b>	*	*	-	-	-	-	-	*	*	-	100%	-	-	100%	-	-	-	-
	CWD	21%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	84%	<b>100%</b>	*	*	-	-	-	-	-	*	*	-	100%	-	-	100%	-	-	-	-
	EL	22%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	48%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	62%	85%	<b>100%</b>	*	*	-	-	-	-	-	*	*	-	100%	-	-	100%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	42%	46%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	CWD	19%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	49%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	EL	28%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	43%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	45%	49%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
Biology	All Students	54%	76%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	25%	41%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	79%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	26%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	52%	74%	*	*	-	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	56%	77%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 8</b>																						
Reading	All Students	37%	42%	<b>33%</b>	*	40%	-	-	-	-	-	*	*	-	33%	-	*	*	-	-	-	-
	CWD	11%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	43%	<b>33%</b>	*	40%	-	-	-	-	-	*	*	-	33%	-	*	*	-	-	-	-
	EL	16%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	31%	34%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	42%	48%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
Mathematics	All Students	14%	11%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	15%	11%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	EL	6%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	14%	13%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	14%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All Students	23%	19%	<b>33%</b>	*	40%	-	-	-	-	-	*	*	-	33%	-	*	*	-	-	-	-
	CWD	9%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	20%	<b>33%</b>	*	40%	-	-	-	-	-	*	*	-	33%	-	*	*	-	-	-	-
	EL	8%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	24%	23%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	21%	16%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
<b>End of Course</b>																						
English I	All Students	10%	21%	<b>33%</b>	20%	-	*	-	-	-	-	*	*	-	33%	-	*	*	-	-	-	-
	CWD	4%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	11%	23%	<b>33%</b>	20%	-	*	-	-	-	-	*	*	-	33%	-	*	*	-	-	-	-
	EL	1%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	8%	18%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	13%	25%	*	*	-	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	9%	15%	0%	*	*	-	-	-	-	-	*	*	-	0%	-	-	0%	-	-	-	-
	CWD	5%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	9%	16%	0%	*	*	-	-	-	-	-	*	*	-	0%	-	-	0%	-	-	-	-
	EL	1%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	7%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	11%	18%	0%	*	*	-	-	-	-	-	*	*	-	0%	-	-	0%	-	-	-	-
Algebra I	All Students	26%	28%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	CWD	8%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	29%	30%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	EL	14%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	27%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	28%	29%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
Biology	All Students	21%	27%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	7%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	28%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	5%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	28%	*	*	-	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	21%	27%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	79%	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	-
	CWD	44%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	81%	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	-
	EL	59%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	79%	100%	100%	100%	*	-	-	-	-	*	100%	-	100%	-	100%	-	-	-	-	-
	Female	75%	79%	100%	100%	100%	-	-	-	-	-	100%	100%	-	100%	-	-	100%	-	-	-	-
Reading	All Students	74%	84%	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	-
	CWD	43%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	87%	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	-
	EL	57%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	82%	100%	*	*	*	-	-	-	-	*	100%	-	100%	-	100%	-	-	-	-	-
	Female	78%	86%	100%	*	100%	-	-	-	-	-	100%	100%	-	100%	-	-	100%	-	-	-	-
Mathematics	All Students	71%	74%	100%	*	*	*	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	CWD	44%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	76%	100%	*	*	*	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	EL	61%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	76%	*	*	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	71%	72%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-

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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	74%	77%	100%	*	100%	-	-	-	-	-	*	100%	-	100%	-	*	100%	-	-	-	-
	CWD	47%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	80%	100%	*	100%	-	-	-	-	-	*	100%	-	100%	-	*	100%	-	-	-	-
	EL	58%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	79%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	75%	76%	100%	*	100%	-	-	-	-	-	*	*	-	100%	-	-	100%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	84%	82%	84%	*	-	-	-	-	70%	91%	-	84%	-	71%	94%	-	-	-	-
	CWD	23%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	53%	84%	82%	84%	*	-	-	-	-	70%	91%	-	84%	-	71%	94%	-	-	-	-
	EL	29%	31%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	50%	71%	67%	67%	*	-	-	-	-	*	82%	-	71%	-	71%	-	-	-	-	-
	Female	48%	51%	94%	100%	92%	-	-	-	-	-	86%	100%	-	94%	-	-	94%	-	-	-	-
Reading	All Students	52%	61%	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	-
	CWD	24%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	56%	64%	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	-
	EL	31%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	57%	100%	*	*	*	-	-	-	-	*	100%	-	100%	-	100%	-	-	-	-	-
	Female	56%	64%	100%	*	100%	-	-	-	-	-	100%	100%	-	100%	-	-	100%	-	-	-	-
Mathematics	All Students	41%	39%	60%	*	*	*	-	-	-	-	*	*	-	60%	-	*	*	-	-	-	-
	CWD	22%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	44%	41%	60%	*	*	*	-	-	-	-	*	*	-	60%	-	*	*	-	-	-	-
	EL	29%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	42%	41%	*	*	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	40%	37%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
Science	All Students	46%	49%	70%	*	71%	-	-	-	-	-	*	86%	-	70%	-	*	83%	-	-	-	-
	CWD	23%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	49%	51%	70%	*	71%	-	-	-	-	-	*	86%	-	70%	-	*	83%	-	-	-	-
	EL	25%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	52%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	45%	46%	83%	*	80%	-	-	-	-	-	*	*	-	83%	-	-	83%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	24%	31%	18%	32%	*	-	-	-	-	20%	36%	-	31%	-	29%	33%	-	-	-	-
	CWD	9%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	25%	31%	18%	32%	*	-	-	-	-	20%	36%	-	31%	-	29%	33%	-	-	-	-
	EL	12%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	23%	29%	0%	33%	*	-	-	-	-	*	36%	-	29%	-	29%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	Female	23%	25%	<b>33%</b>	40%	31%	-	-	-	-	-	29%	36%	-	33%	-	-	33%	-	-	-	-
Reading	All Students	25%	31%	<b>24%</b>	14%	22%	*	-	-	-	-	17%	27%	-	24%	-	17%	27%	-	-	-	-
	CWD	9%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	27%	33%	<b>24%</b>	14%	22%	*	-	-	-	-	17%	27%	-	24%	-	17%	27%	-	-	-	-
	EL	13%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	27%	<b>17%</b>	*	*	*	-	-	-	-	*	20%	-	17%	-	17%	-	-	-	-	-
	Female	28%	35%	<b>27%</b>	*	29%	-	-	-	-	-	20%	33%	-	27%	-	-	27%	-	-	-	-
Mathematics	All Students	20%	18%	<b>60%</b>	*	*	*	-	-	-	-	*	*	-	60%	-	*	*	-	-	-	-
	CWD	9%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	21%	19%	<b>60%</b>	*	*	*	-	-	-	-	*	*	-	60%	-	*	*	-	-	-	-
	EL	12%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	19%	*	*	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	19%	16%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
Science	All Students	20%	19%	<b>30%</b>	*	29%	-	-	-	-	-	*	29%	-	30%	-	*	33%	-	-	-	-
	CWD	8%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	20%	<b>30%</b>	*	29%	-	-	-	-	-	*	29%	-	30%	-	*	33%	-	-	-	-
	EL	7%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	21%	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	19%	17%	<b>33%</b>	*	20%	-	-	-	-	-	*	*	-	33%	-	-	33%	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	100	*	100	-	-	-	-	-	*	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	100	*	100	-	-	-	-	-	*	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	-	-	-	-	-	-	-	-	-	-	-
Female	100	*	100	-	-	-	-	-	*	-	-
<b>Mathematics</b>											
All Students	*	-	*	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	-	*	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-
Female	*	-	*	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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**There is no data for this campus.**

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	72	67	72	*	-	-	-	-	63	-	-
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met											
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met											
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met											
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met											
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met											
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met											
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met											
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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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
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	-	100%	100%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	-	100%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	100%	100%	*	-	-	-	-	*	100%	-	100%	-	100%	-	-
	Female	100%	100%	100%	-	-	-	-	-	100%	100%	-	100%	-	-	100%	-
<b>Reading</b>	All Students	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	-	100%	100%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	-	100%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	*	*	*	-	-	-	-	*	100%	-	100%	-	100%	-	-
	Female	100%	*	100%	-	-	-	-	-	100%	100%	-	100%	-	-	100%	-
<b>Mathematics</b>	All Students	100%	*	*	*	-	-	-	-	*	*	-	100%	-	*	*	-
		100%	*	*	*	-	-	-	-	*	*	-	100%	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	100%	*	*	*	-	-	-	-	*	*	-	100%	-	*	*	-
		100%	*	*	*	-	-	-	-	*	*	-	100%	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	*	*	*	-	-	-	-	*	*	-	*	-	*	-	-
		*	*	*	*	-	-	-	-	*	*	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-
		*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	

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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
<b>All Subjects</b>	All Students	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	-	0%	0%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	0%	0%	*	-	-	-	-	*	0%	-	0%	-	0%	-	-
	Female	0%	0%	0%	-	-	-	-	-	0%	0%	-	0%	-	-	0%	-
<b>Reading</b>	All Students	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	-	0%	0%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	*	*	*	-	-	-	-	*	0%	-	0%	-	0%	-	-
	Female	0%	*	0%	-	-	-	-	-	0%	0%	-	0%	-	-	0%	-
<b>Mathematics</b>	All Students	0%	*	*	*	-	-	-	-	*	*	-	0%	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	*	*	*	-	-	-	-	*	*	-	0%	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	*	*	*	-	-	-	-	*	*	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-
<b>Science</b>	All Students	0%	*	0%	-	-	-	-	-	*	0%	-	0%	-	*	0%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	*	0%	-	-	-	-	-	*	0%	-	0%	-	*	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-
	Female	0%	*	0%	-	-	-	-	-	*	*	-	0%	-	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

**There is no data for this campus.**

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

**There is no data for this campus.**

**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	3.0	75.0%
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	0.0	-

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

**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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	<b>88%</b>	87%	90%	93%	-	83%	-	83%	100%	87%	43%	92%	75%	86%	89%	-	-	-	*
	CWD	52%	60%	<b>43%</b>	*	*	*	-	-	-	*	-	43%	43%	-	-	*	*	-	-	-	-
	CWOD	80%	82%	<b>92%</b>	93%	89%	100%	-	83%	-	*	100%	91%	-	92%	75%	94%	90%	-	-	-	*
	EL	66%	70%	<b>75%</b>	-	*	-	-	71%	-	-	-	75%	-	75%	75%	*	*	-	-	-	-
	Male	74%	81%	<b>86%</b>	71%	*	85%	-	100%	-	*	*	85%	*	94%	*	86%	-	-	-	-	-
	Female	78%	80%	<b>89%</b>	100%	100%	100%	-	64%	-	*	*	88%	*	90%	*	-	89%	-	-	-	*
Mathematics	All Students	70%	70%	<b>79%</b>	80%	70%	81%	-	83%	-	67%	100%	78%	57%	81%	75%	86%	73%	-	-	-	*
	CWD	46%	46%	<b>57%</b>	*	*	*	-	-	-	*	-	57%	57%	-	-	*	*	-	-	-	-
	CWOD	74%	73%	<b>81%</b>	86%	67%	88%	-	83%	-	*	100%	80%	-	81%	75%	94%	71%	-	-	-	*
	EL	64%	59%	<b>75%</b>	-	*	-	-	71%	-	-	-	75%	-	75%	75%	*	*	-	-	-	-
	Male	72%	75%	<b>86%</b>	86%	*	85%	-	100%	-	*	*	85%	*	94%	*	86%	-	-	-	-	-
	Female	68%	67%	<b>73%</b>	75%	71%	79%	-	64%	-	*	*	71%	*	71%	*	-	73%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	76%	82%	<b>83%</b>	67%	60%	97%	*	84%	-	*	*	82%	*	86%	33%	75%	94%	-	-	-	*
	CWD	48%	52%	*	*	*	-	-	*	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	81%	84%	<b>86%</b>	73%	63%	97%	*	88%	-	*	*	85%	-	86%	33%	78%	97%	-	-	-	*
	EL	66%	72%	<b>33%</b>	-	*	-	-	*	-	-	-	33%	-	33%	33%	20%	*	-	-	-	-
	Male	73%	79%	<b>75%</b>	63%	50%	92%	-	83%	-	*	-	75%	*	78%	20%	75%	-	-	-	-	-
	Female	79%	84%	<b>94%</b>	*	*	100%	*	86%	-	*	*	93%	*	97%	*	-	94%	-	-	-	*
Mathematics	All Students	68%	70%	<b>70%</b>	42%	60%	72%	*	88%	-	*	*	71%	*	71%	50%	79%	56%	-	-	-	*
	CWD	42%	38%	*	*	*	-	-	*	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	73%	73%	<b>71%</b>	36%	63%	72%	*	92%	-	*	*	73%	-	71%	50%	80%	58%	-	-	-	*
	EL	63%	60%	<b>50%</b>	-	*	-	-	*	-	-	-	50%	-	50%	50%	40%	*	-	-	-	-
	Male	70%	73%	<b>79%</b>	63%	63%	92%	-	89%	-	*	-	79%	*	80%	40%	79%	-	-	-	-	-
	Female	67%	67%	<b>56%</b>	*	*	59%	*	86%	-	*	*	59%	*	58%	*	-	56%	-	-	-	*
<b>Grade 5</b>																						
Reading	All Students	80%	84%	<b>92%</b>	95%	93%	90%	*	100%	-	80%	100%	92%	57%	95%	60%	93%	92%	-	-	-	*
	CWD	50%	50%	<b>57%</b>	*	*	*	*	*	-	*	-	57%	57%	-	*	*	*	-	-	-	-
	CWOD	85%	88%	<b>95%</b>	100%	92%	92%	-	100%	-	*	100%	95%	-	95%	*	95%	95%	-	-	-	*
	EL	71%	74%	<b>60%</b>	-	*	*	*	*	-	-	-	60%	*	*	60%	*	*	-	-	-	-
	Male	77%	81%	<b>93%</b>	100%	100%	93%	*	100%	-	*	-	93%	*	95%	*	93%	-	-	-	-	-
	Female	83%	87%	<b>92%</b>	92%	88%	88%	-	100%	-	*	100%	91%	*	95%	*	-	92%	-	-	-	*
Mathematics	All Students	76%	76%	<b>87%</b>	95%	71%	85%	*	100%	-	60%	83%	87%	57%	89%	60%	89%	85%	-	-	-	*
	CWD	50%	49%	<b>57%</b>	*	*	*	*	*	-	*	-	57%	57%	-	*	*	*	-	-	-	-
	CWOD	80%	78%	<b>89%</b>	100%	69%	87%	-	100%	-	*	83%	89%	-	89%	*	90%	88%	-	-	-	*
	EL	70%	70%	<b>60%</b>	-	*	*	*	*	-	-	-	60%	*	*	60%	*	*	-	-	-	-
	Male	75%	76%	<b>89%</b>	100%	83%	87%	*	100%	-	*	-	89%	*	90%	*	89%	-	-	-	-	-
	Female	76%	76%	<b>85%</b>	92%	63%	85%	-	100%	-	*	83%	85%	*	88%	*	-	85%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	65%	65%	83%	86%	79%	80%	*	91%	-	80%	83%	83%	57%	85%	60%	82%	84%	-	-	-	*
	CWD	40%	35%	57%	*	*	*	*	*	-	*	-	57%	57%	-	*	*	*	-	-	-	-
	CWOD	69%	68%	85%	90%	77%	82%	-	90%	-	*	83%	85%	-	85%	*	83%	86%	-	-	-	*
	EL	52%	46%	60%	-	*	*	*	*	-	-	-	60%	*	60%	*	*	*	-	-	-	-
	Male	67%	66%	82%	90%	83%	80%	*	90%	-	*	-	82%	*	83%	*	82%	-	-	-	-	-
	Female	63%	64%	84%	83%	75%	81%	-	92%	-	*	83%	84%	*	86%	*	-	84%	-	-	-	-
Grade 6																						
Reading	All Students	69%	77%	88%	75%	80%	89%	-	100%	-	*	88%	88%	60%	90%	63%	79%	94%	-	-	-	*
	CWD	38%	47%	60%	-	*	*	-	*	-	-	*	*	60%	-	*	*	*	-	-	-	-
	CWOD	74%	80%	90%	75%	86%	90%	-	100%	-	*	86%	90%	-	90%	71%	81%	96%	-	-	-	*
	EL	53%	57%	63%	*	60%	-	-	*	-	-	*	67%	*	71%	63%	*	83%	-	-	-	-
	Male	66%	74%	79%	*	71%	80%	-	*	-	-	*	79%	*	81%	*	79%	-	-	-	-	-
	Female	72%	80%	94%	83%	88%	96%	-	100%	-	*	*	93%	*	96%	83%	-	94%	-	-	-	-
Mathematics	All Students	72%	76%	94%	75%	93%	96%	-	92%	-	*	100%	93%	80%	95%	88%	94%	94%	-	-	-	*
	CWD	47%	49%	80%	-	*	*	-	*	-	-	*	*	80%	-	*	*	*	-	-	-	-
	CWOD	76%	78%	95%	75%	93%	98%	-	92%	-	*	100%	94%	-	95%	86%	94%	96%	-	-	-	*
	EL	61%	63%	88%	*	100%	-	-	*	-	-	*	83%	*	86%	88%	*	83%	-	-	-	-
	Male	73%	77%	94%	*	86%	100%	-	*	-	-	*	93%	*	94%	*	94%	-	-	-	-	-
	Female	72%	74%	94%	83%	100%	92%	-	89%	-	*	*	93%	*	96%	83%	-	94%	-	-	-	-
Grade 7																						
Reading	All Students	79%	86%	91%	100%	100%	85%	-	100%	-	*	*	90%	*	93%	*	90%	92%	-	-	-	*
	CWD	47%	55%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	83%	89%	93%	100%	100%	89%	-	100%	-	*	*	93%	-	93%	*	90%	96%	-	-	-	*
	EL	63%	74%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	75%	83%	90%	*	100%	80%	-	*	-	*	*	89%	-	90%	*	90%	-	-	-	-	*
	Female	83%	89%	92%	*	100%	90%	-	*	-	*	*	91%	*	96%	*	-	92%	-	-	-	-
Mathematics	All Students	60%	66%	78%	80%	83%	75%	-	100%	-	*	*	76%	*	80%	*	76%	79%	-	-	-	*
	CWD	36%	36%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	63%	68%	80%	80%	83%	79%	-	100%	-	*	*	78%	-	80%	*	76%	83%	-	-	-	*
	EL	45%	51%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	60%	68%	76%	*	100%	70%	-	*	-	*	*	74%	-	76%	*	76%	-	-	-	-	*
	Female	59%	64%	79%	*	67%	80%	-	*	-	*	*	77%	*	83%	*	-	79%	-	-	-	-
Grade 8																						
Reading	All Students	82%	88%	94%	*	*	91%	-	*	-	-	*	93%	*	97%	*	89%	100%	-	-	-	*
	CWD	50%	60%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	86%	90%	97%	*	*	95%	-	*	-	-	*	96%	-	97%	*	94%	100%	-	-	-	*
	EL	65%	65%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	78%	86%	89%	*	*	83%	-	*	-	-	*	88%	*	94%	*	89%	-	-	-	-	*
	Female	86%	90%	100%	*	*	100%	-	-	-	-	*	100%	*	100%	-	-	100%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	69%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	40%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	73%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	57%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	73%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	72%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All Students	73%	79%	<b>81%</b>	*	*	78%	-	*	-	-	*	83%	*	83%	*	83%	79%	-	-	-	*
	CWD	42%	43%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	77%	82%	<b>83%</b>	*	*	81%	-	*	-	-	*	86%	-	83%	*	88%	77%	-	-	-	*
	EL	54%	52%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	73%	83%	<b>83%</b>	*	*	75%	-	*	-	-	*	82%	*	88%	*	83%	-	-	-	-	*
	Female	73%	75%	<b>79%</b>	*	*	82%	-	-	-	-	*	85%	*	77%	-	-	79%	-	-	-	*
<b>End of Course</b>																						
Algebra I	All Students	74%	85%	<b>79%</b>	*	*	85%	-	*	-	-	*	81%	*	77%	*	79%	79%	-	-	-	*
	CWD	46%	52%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	88%	<b>77%</b>	*	*	83%	-	*	-	-	*	79%	-	77%	*	77%	77%	-	-	-	*
	EL	64%	63%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	71%	84%	<b>79%</b>	*	*	78%	-	*	-	-	*	77%	*	77%	*	79%	-	-	-	-	*
	Female	78%	86%	<b>79%</b>	*	*	91%	-	-	-	-	*	85%	*	77%	-	-	79%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	50%	55%	<b>64%</b>	73%	60%	59%	-	78%	-	17%	60%	64%	29%	68%	75%	57%	70%	-	-	-	*
	CWD	30%	34%	<b>29%</b>	*	*	*	-	-	-	*	-	29%	29%	-	-	*	*	-	-	-	-
	CWOD	54%	58%	<b>68%</b>	79%	56%	63%	-	78%	-	*	60%	68%	-	68%	75%	61%	73%	-	-	-	*
	EL	37%	44%	<b>75%</b>	-	*	-	-	71%	-	-	-	75%	-	75%	75%	*	*	-	-	-	-
	Male	49%	54%	<b>57%</b>	43%	*	46%	-	92%	-	*	*	59%	*	61%	*	57%	-	-	-	-	-
	Female	52%	56%	<b>70%</b>	100%	71%	71%	-	64%	-	*	*	69%	*	73%	*	-	70%	-	-	-	*
Mathematics	All Students	42%	38%	<b>41%</b>	40%	30%	33%	-	61%	-	17%	40%	41%	29%	42%	25%	43%	39%	-	-	-	*
	CWD	27%	21%	<b>29%</b>	*	*	*	-	-	-	*	-	29%	29%	-	-	*	*	-	-	-	-
	CWOD	45%	40%	<b>42%</b>	43%	22%	38%	-	61%	-	*	40%	42%	-	42%	25%	48%	37%	-	-	-	*
	EL	35%	32%	<b>25%</b>	-	*	-	-	29%	-	-	-	25%	-	25%	25%	*	*	-	-	-	-
	Male	45%	42%	<b>43%</b>	29%	*	38%	-	75%	-	*	*	44%	*	48%	*	43%	-	-	-	-	-
	Female	39%	34%	<b>39%</b>	50%	43%	29%	-	45%	-	*	*	38%	*	37%	*	-	39%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	53%	56%	<b>68%</b>	42%	50%	79%	*	72%	-	*	*	68%	*	70%	33%	67%	69%	-	-	-	*
	CWD	29%	29%	*	*	*	-	-	*	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	57%	58%	<b>70%</b>	45%	50%	79%	*	75%	-	*	*	70%	-	70%	33%	69%	71%	-	-	-	*
	EL	41%	44%	<b>33%</b>	-	*	-	-	*	-	-	-	33%	-	33%	33%	20%	*	-	-	-	-
	Male	51%	55%	<b>67%</b>	50%	50%	83%	-	72%	-	*	-	67%	*	69%	20%	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
Reading	Female	55%	57%	69%	*	*	76%	*	71%	-	*	*	69%	*	71%	*	-	69%	-	-	-	*
Mathematics	All Students	42%	37%	39%	8%	20%	28%	*	80%	-	*	*	40%	*	41%	33%	50%	22%	-	-	-	*
	CWD	25%	20%	*	*	*	-	-	*	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	45%	38%	41%	9%	25%	28%	*	83%	-	*	*	42%	-	41%	33%	53%	23%	-	-	-	*
	EL	34%	25%	33%	-	*	-	-	*	-	-	-	33%	-	33%	33%	20%	*	-	-	-	-
	Male	45%	41%	50%	13%	13%	58%	-	83%	-	*	-	50%	*	53%	20%	50%	-	-	-	-	-
	Female	38%	32%	22%	*	*	6%	*	71%	-	*	*	24%	*	23%	*	-	22%	-	-	-	*
Grade 5																						
Reading	All Students	57%	62%	81%	77%	71%	88%	*	86%	-	60%	83%	81%	43%	84%	60%	75%	85%	-	-	-	*
	CWD	29%	29%	43%	*	*	*	*	*	-	*	-	43%	43%	-	*	*	*	-	-	-	-
	CWOD	61%	66%	84%	81%	69%	90%	-	90%	-	*	83%	84%	-	84%	*	78%	88%	-	-	-	*
	EL	43%	49%	60%	-	*	*	*	*	-	-	-	60%	*	*	60%	*	*	-	-	-	-
	Male	53%	58%	75%	60%	83%	87%	*	80%	-	*	-	75%	*	78%	*	75%	-	-	-	-	-
	Female	60%	66%	85%	92%	63%	88%	-	92%	-	*	83%	85%	*	88%	*	-	85%	-	-	-	*
Mathematics	All Students	47%	43%	60%	68%	43%	49%	*	86%	-	60%	67%	60%	29%	63%	60%	57%	62%	-	-	-	*
	CWD	25%	23%	29%	*	*	*	*	*	-	*	-	29%	29%	-	*	*	*	-	-	-	-
	CWOD	50%	45%	63%	71%	46%	51%	-	86%	-	*	67%	62%	-	63%	*	58%	66%	-	-	-	*
	EL	38%	33%	60%	-	*	*	*	*	-	-	-	60%	*	*	60%	*	*	-	-	-	-
	Male	48%	43%	57%	50%	33%	53%	*	90%	-	*	-	57%	*	58%	*	57%	-	-	-	-	-
	Female	46%	42%	62%	83%	50%	46%	-	83%	-	*	67%	62%	*	66%	*	-	62%	-	-	-	*
Science	All Students	38%	35%	54%	59%	50%	44%	*	73%	-	40%	67%	53%	57%	54%	60%	52%	54%	-	-	-	*
	CWD	23%	24%	57%	*	*	*	*	*	-	*	-	57%	57%	-	*	*	*	-	-	-	-
	CWOD	40%	36%	54%	62%	46%	44%	-	71%	-	*	67%	53%	-	54%	*	50%	55%	-	-	-	*
	EL	24%	17%	60%	-	*	*	*	*	-	-	-	60%	*	*	60%	*	*	-	-	-	-
	Male	41%	38%	52%	40%	67%	47%	*	70%	-	*	-	52%	*	50%	*	52%	-	-	-	-	-
	Female	34%	31%	54%	75%	38%	42%	-	75%	-	*	67%	53%	*	55%	*	-	54%	-	-	-	*
Grade 6																						
Reading	All Students	42%	46%	58%	25%	47%	60%	-	85%	-	*	38%	60%	40%	59%	38%	55%	61%	-	-	-	*
	CWD	21%	19%	40%	-	*	*	-	*	-	-	*	*	40%	-	*	*	*	-	-	-	-
	CWOD	46%	49%	59%	25%	50%	60%	-	92%	-	*	29%	62%	-	59%	43%	55%	63%	-	-	-	*
	EL	24%	26%	38%	*	20%	-	-	*	-	-	*	50%	*	43%	38%	*	50%	-	-	-	-
	Male	40%	42%	55%	*	43%	55%	-	*	-	-	*	55%	*	55%	*	55%	-	-	-	-	-
	Female	45%	50%	61%	17%	50%	64%	-	89%	-	*	*	64%	*	63%	50%	-	61%	-	-	-	*
Mathematics	All Students	38%	36%	57%	25%	47%	58%	-	85%	-	*	38%	59%	60%	57%	25%	55%	58%	-	-	-	*
	CWD	20%	15%	60%	-	*	*	-	*	-	-	*	*	60%	-	*	*	*	-	-	-	-
	CWOD	41%	39%	57%	25%	50%	57%	-	83%	-	*	29%	60%	-	57%	29%	55%	58%	-	-	-	*
	EL	24%	23%	25%	*	20%	-	-	*	-	-	*	33%	*	29%	25%	*	33%	-	-	-	-
	Male	40%	40%	55%	*	43%	50%	-	*	-	-	*	52%	*	55%	*	55%	-	-	-	-	-
	Female	36%	33%	58%	17%	50%	64%	-	78%	-	*	*	64%	*	58%	33%	-	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
Grade 7																						
Reading	All Students	55%	61%	69%	80%	83%	55%	-	100%	-	*	*	66%	*	70%	*	52%	83%	-	-	-	*
	CWD	25%	25%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	59%	63%	70%	80%	83%	58%	-	100%	-	*	*	68%	-	70%	*	52%	87%	-	-	-	*
	EL	33%	39%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	50%	57%	52%	*	67%	40%	-	*	-	*	*	47%	-	52%	*	52%	-	-	-	-	*
	Female	60%	64%	83%	*	100%	70%	-	*	-	*	*	82%	*	87%	*	-	83%	-	-	-	-
Mathematics	All Students	30%	35%	58%	60%	75%	50%	-	80%	-	*	*	56%	*	59%	*	62%	54%	-	-	-	*
	CWD	18%	16%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	32%	37%	59%	60%	75%	53%	-	80%	-	*	*	58%	-	59%	*	62%	57%	-	-	-	*
	EL	17%	20%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	31%	36%	62%	*	100%	40%	-	*	-	*	*	58%	-	62%	*	62%	-	-	-	-	*
	Female	29%	34%	54%	*	50%	60%	-	*	-	*	*	55%	*	57%	*	-	54%	-	-	-	-
Grade 8																						
Reading	All Students	57%	63%	66%	*	*	70%	-	*	-	-	*	67%	*	67%	*	56%	79%	-	-	-	*
	CWD	25%	30%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	61%	66%	67%	*	*	71%	-	*	-	-	*	68%	-	67%	*	59%	77%	-	-	-	*
	EL	33%	32%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	51%	58%	56%	*	*	58%	-	*	-	-	*	53%	*	59%	*	56%	-	-	-	-	*
	Female	63%	68%	79%	*	*	82%	-	-	-	-	*	85%	*	77%	-	-	79%	-	-	-	-
Mathematics	All Students	39%	34%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	20%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	41%	37%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	24%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	38%	38%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	40%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All Students	44%	45%	53%	*	*	52%	-	*	-	-	*	53%	*	57%	*	50%	57%	-	-	-	*
	CWD	22%	19%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	47%	47%	57%	*	*	57%	-	*	-	-	*	57%	-	57%	*	53%	62%	-	-	-	*
	EL	23%	22%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	45%	50%	50%	*	*	42%	-	*	-	-	*	47%	*	53%	*	50%	-	-	-	-	*
	Female	42%	40%	57%	*	*	64%	-	-	-	-	*	62%	*	62%	-	-	57%	-	-	-	*
End of Course																						
Algebra I	All Students	42%	46%	36%	*	*	35%	-	*	-	-	*	38%	*	38%	*	21%	50%	-	-	-	*
	CWD	19%	16%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	45%	49%	38%	*	*	39%	-	*	-	-	*	42%	-	38%	*	23%	54%	-	-	-	*
	EL	28%	21%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	40%	43%	21%	*	*	11%	-	*	-	-	*	23%	*	23%	*	21%	-	-	-	-	*
	Female	45%	49%	50%	*	*	55%	-	-	-	-	*	54%	*	54%	-	-	50%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	33%	38%	47%	10%	37%	-	57%	-	0%	20%	39%	14%	41%	38%	41%	36%	-	-	-	*
	CWD	12%	16%	14%	*	*	*	-	-	-	*	-	14%	14%	-	-	*	*	-	-	-	-
	CWOD	32%	35%	41%	50%	11%	38%	-	57%	-	*	20%	42%	-	41%	38%	42%	39%	-	-	-	*
	EL	19%	17%	38%	-	*	-	-	43%	-	-	-	38%	-	38%	38%	*	*	-	-	-	-
	Male	28%	31%	41%	29%	*	38%	-	67%	-	*	*	41%	*	42%	*	41%	-	-	-	-	-
	Female	31%	35%	36%	63%	14%	36%	-	45%	-	*	*	38%	*	39%	*	-	36%	-	-	-	*
Mathematics	All Students	20%	15%	12%	7%	0%	7%	-	30%	-	0%	20%	12%	0%	14%	13%	16%	9%	-	-	-	*
	CWD	10%	7%	0%	*	*	*	-	-	-	*	-	0%	0%	-	-	*	*	-	-	-	-
	CWOD	22%	16%	14%	7%	0%	8%	-	30%	-	*	20%	13%	-	14%	13%	18%	10%	-	-	-	*
	EL	15%	11%	13%	-	*	-	-	14%	-	-	-	13%	-	13%	13%	*	*	-	-	-	-
	Male	23%	17%	16%	0%	*	15%	-	33%	-	*	*	18%	*	18%	*	16%	-	-	-	-	-
	Female	18%	13%	9%	13%	0%	0%	-	27%	-	*	*	7%	*	10%	*	-	9%	-	-	-	*
Grade 4																						
Reading	All Students	28%	29%	35%	8%	30%	34%	*	52%	-	*	*	35%	*	37%	33%	33%	38%	-	-	-	*
	CWD	10%	7%	*	*	*	-	-	*	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	31%	31%	37%	9%	38%	34%	*	54%	-	*	*	37%	-	37%	33%	36%	39%	-	-	-	*
	EL	18%	22%	33%	-	*	-	-	*	-	-	-	33%	-	33%	33%	20%	*	-	-	-	-
	Male	26%	27%	33%	13%	25%	33%	-	44%	-	*	-	33%	*	36%	20%	33%	-	-	-	-	-
	Female	29%	32%	38%	*	*	35%	*	71%	-	*	*	38%	*	39%	*	-	38%	-	-	-	*
Mathematics	All Students	22%	20%	33%	8%	20%	24%	*	64%	-	*	*	34%	*	34%	33%	40%	22%	-	-	-	*
	CWD	10%	10%	*	*	*	-	-	*	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	25%	21%	34%	9%	25%	24%	*	67%	-	*	*	36%	-	34%	33%	42%	23%	-	-	-	*
	EL	16%	12%	33%	-	*	-	-	*	-	-	-	33%	-	33%	33%	20%	*	-	-	-	-
	Male	25%	23%	40%	13%	13%	50%	-	61%	-	*	-	40%	*	42%	20%	40%	-	-	-	-	-
	Female	19%	18%	22%	*	*	6%	*	71%	-	*	*	24%	*	23%	*	-	22%	-	-	-	*
Grade 5																						
Reading	All Students	36%	38%	55%	45%	43%	63%	*	59%	-	40%	33%	56%	29%	57%	40%	43%	62%	-	-	-	*
	CWD	12%	15%	29%	*	*	*	*	*	-	*	-	29%	29%	-	*	*	*	-	-	-	-
	CWOD	40%	41%	57%	48%	38%	64%	-	62%	-	*	33%	58%	-	57%	*	45%	64%	-	-	-	*
	EL	23%	20%	40%	-	*	*	*	*	-	-	-	40%	*	*	40%	*	*	-	-	-	-
	Male	32%	32%	43%	20%	50%	67%	*	40%	-	*	-	43%	*	45%	*	43%	-	-	-	-	-
	Female	39%	44%	62%	67%	38%	62%	-	75%	-	*	33%	65%	*	64%	*	-	62%	-	-	-	*
Mathematics	All Students	24%	21%	40%	41%	21%	34%	*	64%	-	20%	50%	39%	14%	41%	40%	36%	41%	-	-	-	*
	CWD	9%	8%	14%	*	*	*	*	*	-	*	-	14%	14%	-	*	*	*	-	-	-	-
	CWOD	26%	23%	41%	43%	23%	36%	-	62%	-	*	50%	41%	-	41%	*	38%	43%	-	-	-	*
	EL	17%	14%	40%	-	*	*	*	*	-	-	-	40%	*	*	40%	*	*	-	-	-	-
	Male	25%	23%	36%	30%	17%	33%	*	70%	-	*	-	36%	*	38%	*	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	Female	23%	20%	41%	50%	25%	35%	-	58%	-	*	50%	40%	*	43%	*	-	41%	-	-	-	*
Science	All Students	17%	14%	22%	23%	21%	22%	*	23%	-	0%	67%	19%	0%	23%	20%	18%	23%	-	-	-	*
	CWD	9%	9%	0%	*	*	*	*	*	-	*	-	0%	0%	-	*	*	*	-	-	-	-
	CWOD	19%	14%	23%	24%	23%	23%	-	24%	-	*	67%	20%	-	23%	*	20%	24%	-	-	-	*
	EL	9%	7%	20%	-	*	*	*	*	-	-	-	20%	*	*	20%	*	*	-	-	-	-
	Male	20%	16%	18%	0%	33%	33%	*	10%	-	*	-	18%	*	20%	*	18%	-	-	-	-	-
	Female	15%	12%	23%	42%	13%	15%	-	33%	-	*	67%	18%	*	24%	*	-	23%	-	-	-	*
Grade 6																						
Reading	All Students	23%	23%	31%	0%	20%	33%	-	54%	-	*	25%	32%	20%	32%	13%	12%	45%	-	-	-	*
	CWD	8%	7%	20%	-	*	*	-	*	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	25%	25%	32%	0%	21%	33%	-	58%	-	*	29%	32%	-	32%	14%	13%	46%	-	-	-	*
	EL	9%	14%	13%	*	20%	-	-	*	-	-	*	17%	*	14%	13%	*	17%	-	-	-	-
	Male	21%	21%	12%	*	0%	10%	-	*	-	-	*	10%	*	13%	*	12%	-	-	-	-	-
	Female	25%	25%	45%	0%	38%	52%	-	56%	-	*	*	47%	*	46%	17%	-	45%	-	-	-	*
Mathematics	All Students	16%	13%	28%	13%	20%	29%	-	46%	-	*	13%	30%	20%	29%	13%	21%	33%	-	-	-	*
	CWD	8%	7%	20%	-	*	*	-	*	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	17%	14%	29%	13%	21%	29%	-	50%	-	*	0%	31%	-	29%	14%	19%	36%	-	-	-	*
	EL	7%	5%	13%	*	20%	-	-	*	-	-	*	17%	*	14%	13%	*	17%	-	-	-	-
	Male	17%	14%	21%	*	14%	25%	-	*	-	-	*	21%	*	19%	*	21%	-	-	-	-	-
	Female	14%	12%	33%	17%	25%	32%	-	56%	-	*	*	36%	*	36%	17%	-	33%	-	-	-	*
Grade 7																						
Reading	All Students	36%	41%	42%	40%	50%	35%	-	80%	-	*	*	41%	*	43%	*	33%	50%	-	-	-	*
	CWD	11%	12%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	40%	43%	43%	40%	50%	37%	-	80%	-	*	*	43%	-	43%	*	33%	52%	-	-	-	*
	EL	17%	22%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	32%	37%	33%	*	50%	20%	-	*	-	*	*	26%	-	33%	*	33%	-	-	-	-	*
	Female	41%	45%	50%	*	50%	50%	-	*	-	*	*	55%	*	52%	*	-	50%	-	-	-	*
Mathematics	All Students	13%	14%	9%	20%	0%	10%	-	20%	-	*	*	10%	*	9%	*	5%	13%	-	-	-	*
	CWD	7%	7%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	14%	14%	9%	20%	0%	11%	-	20%	-	*	*	10%	-	9%	*	5%	13%	-	-	-	*
	EL	6%	7%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	13%	14%	5%	*	0%	10%	-	*	-	*	*	5%	-	5%	*	5%	-	-	-	-	*
	Female	12%	13%	13%	*	0%	10%	-	*	-	*	*	14%	*	13%	*	-	13%	-	-	-	*
Grade 8																						
Reading	All Students	37%	42%	47%	*	*	52%	-	*	-	-	*	47%	*	47%	*	39%	57%	-	-	-	*
	CWD	11%	23%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	40%	43%	47%	*	*	52%	-	*	-	-	*	46%	-	47%	*	41%	54%	-	-	-	*
	EL	16%	15%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	31%	34%	39%	*	*	33%	-	*	-	-	*	35%	*	41%	*	39%	-	-	-	-	*

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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	Female	42%	48%	57%	*	*	73%	-	-	-	-	*	62%	*	54%	-	-	57%	-	-	-	*
Mathematics	All Students	14%	11%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	15%	11%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	6%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	14%	13%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	14%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All Students	23%	19%	22%	*	*	26%	-	*	-	-	*	23%	*	23%	*	17%	29%	-	-	-	*
	CWD	9%	10%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	24%	20%	23%	*	*	29%	-	*	-	-	*	25%	-	23%	*	18%	31%	-	-	-	*
	EL	8%	9%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	24%	23%	17%	*	*	17%	-	*	-	-	*	18%	*	18%	*	17%	-	-	-	-	*
	Female	21%	16%	29%	*	*	36%	-	-	-	-	*	31%	*	31%	-	-	29%	-	-	-	*
<b>End of Course</b>																						
Algebra I	All Students	26%	28%	18%	*	*	15%	-	*	-	-	*	19%	*	19%	*	21%	14%	-	-	-	*
	CWD	8%	6%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	29%	30%	19%	*	*	17%	-	*	-	-	*	21%	-	19%	*	23%	15%	-	-	-	*
	EL	14%	13%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	25%	27%	21%	*	*	11%	-	*	-	-	*	23%	*	23%	*	21%	-	-	-	-	*
	Female	28%	29%	14%	*	*	18%	-	-	-	-	*	15%	*	15%	-	-	14%	-	-	-	*
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	79%	85%	82%	81%	86%	40%	92%	-	68%	89%	85%	54%	87%	66%	84%	85%	-	-	-	86%
	CWD	44%	49%	54%	14%	73%	50%	*	71%	-	86%	*	53%	54%	-	20%	55%	54%	-	-	-	-
	CWOD	77%	81%	87%	85%	82%	89%	*	92%	-	65%	89%	87%	-	87%	70%	87%	87%	-	-	-	86%
	EL	59%	62%	66%	*	64%	*	*	78%	-	-	*	66%	20%	70%	66%	64%	69%	-	-	-	-
	Male	71%	79%	84%	82%	79%	85%	*	94%	-	56%	95%	84%	55%	87%	64%	84%	-	-	-	-	100%
	Female	75%	79%	85%	81%	83%	87%	*	89%	-	76%	86%	85%	54%	87%	69%	-	85%	-	-	-	81%
Reading	All Students	74%	84%	89%	86%	86%	91%	*	91%	-	78%	96%	88%	46%	92%	65%	85%	92%	-	-	-	100%
	CWD	43%	54%	46%	*	60%	45%	*	*	-	*	*	44%	46%	-	*	43%	50%	-	-	-	-
	CWOD	78%	87%	92%	90%	88%	94%	*	92%	-	80%	96%	91%	-	92%	69%	88%	95%	-	-	-	100%
	EL	57%	67%	65%	*	60%	*	*	77%	-	-	*	66%	*	69%	65%	56%	73%	-	-	-	-
	Male	70%	82%	85%	81%	78%	85%	*	94%	-	71%	90%	84%	43%	88%	56%	85%	-	-	-	-	*
	Female	78%	86%	92%	91%	94%	95%	*	88%	-	82%	100%	92%	50%	95%	73%	-	92%	-	-	-	100%
Mathematics	All Students	71%	74%	82%	77%	75%	84%	*	92%	-	56%	86%	82%	62%	84%	68%	85%	79%	-	-	-	78%
	CWD	44%	45%	62%	*	80%	55%	*	*	-	*	*	60%	62%	-	*	64%	58%	-	-	-	-
	CWOD	75%	76%	84%	79%	75%	86%	*	93%	-	47%	85%	83%	-	84%	69%	87%	81%	-	-	-	78%
	EL	61%	60%	68%	*	67%	*	*	77%	-	-	*	66%	*	69%	68%	69%	67%	-	-	-	-
	Male	71%	76%	85%	81%	78%	88%	*	96%	-	43%	100%	84%	64%	87%	69%	85%	-	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	71%	72%	<b>79%</b>	73%	73%	82%	*	88%	-	64%	78%	80%	58%	81%	67%	-	79%	-	-	-	71%
Science	All Students	74%	77%	<b>83%</b>	83%	83%	80%	*	92%	-	80%	75%	83%	56%	84%	67%	82%	83%	-	-	-	*
	CWD	47%	49%	<b>56%</b>	*	*	*	*	*	-	*	-	56%	56%	-	*	60%	*	-	-	-	-
	CWOD	78%	80%	<b>84%</b>	87%	82%	82%	-	91%	-	*	75%	85%	-	84%	80%	84%	85%	-	-	-	*
	EL	58%	54%	<b>67%</b>	-	*	*	*	*	-	-	-	67%	*	80%	67%	*	*	-	-	-	-
	Male	74%	79%	<b>82%</b>	91%	88%	78%	*	92%	-	*	*	82%	60%	84%	*	82%	-	-	-	-	*
	Female	75%	76%	<b>83%</b>	77%	80%	81%	-	92%	-	*	71%	84%	*	85%	*	-	83%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	<b>58%</b>	53%	52%	56%	20%	79%	-	34%	55%	59%	33%	60%	44%	56%	61%	-	-	-	57%
	CWD	23%	24%	<b>33%</b>	0%	45%	31%	*	43%	-	57%	*	31%	33%	-	0%	33%	32%	-	-	-	-
	CWOD	50%	53%	<b>60%</b>	56%	53%	57%	*	80%	-	29%	53%	61%	-	60%	48%	57%	62%	-	-	-	57%
	EL	29%	31%	<b>44%</b>	*	30%	*	*	63%	-	-	*	47%	0%	48%	44%	42%	47%	-	-	-	-
	Male	45%	50%	<b>56%</b>	45%	47%	52%	*	81%	-	25%	62%	55%	33%	57%	42%	56%	-	-	-	-	60%
	Female	48%	51%	<b>61%</b>	61%	57%	58%	*	76%	-	40%	51%	62%	32%	62%	47%	-	61%	-	-	-	56%
Reading	All Students	52%	61%	<b>68%</b>	63%	63%	70%	*	80%	-	44%	64%	69%	35%	71%	52%	62%	74%	-	-	-	78%
	CWD	24%	29%	<b>35%</b>	*	60%	45%	*	*	-	*	*	32%	35%	-	*	36%	33%	-	-	-	-
	CWOD	56%	64%	<b>71%</b>	66%	63%	71%	*	83%	-	47%	63%	71%	-	71%	55%	64%	76%	-	-	-	78%
	EL	31%	38%	<b>52%</b>	*	33%	*	*	77%	-	-	*	55%	*	55%	52%	44%	60%	-	-	-	-
	Male	47%	57%	<b>62%</b>	55%	56%	62%	*	79%	-	29%	60%	62%	36%	64%	44%	62%	-	-	-	-	*
	Female	56%	64%	<b>74%</b>	70%	70%	76%	*	81%	-	55%	67%	75%	33%	76%	60%	-	74%	-	-	-	86%
Mathematics	All Students	41%	39%	<b>50%</b>	42%	43%	44%	*	79%	-	22%	43%	51%	27%	52%	35%	50%	49%	-	-	-	33%
	CWD	22%	18%	<b>27%</b>	*	20%	18%	*	*	-	*	*	24%	27%	-	*	21%	33%	-	-	-	-
	CWOD	44%	41%	<b>52%</b>	44%	45%	46%	*	79%	-	13%	41%	52%	-	52%	38%	52%	50%	-	-	-	33%
	EL	29%	25%	<b>35%</b>	*	27%	*	*	46%	-	-	*	38%	*	38%	35%	38%	33%	-	-	-	-
	Male	42%	41%	<b>50%</b>	35%	38%	45%	*	85%	-	14%	60%	50%	21%	52%	38%	50%	-	-	-	-	*
	Female	40%	37%	<b>49%</b>	48%	48%	44%	*	71%	-	27%	33%	51%	33%	50%	33%	-	49%	-	-	-	29%
Science	All Students	46%	49%	<b>54%</b>	58%	44%	47%	*	75%	-	40%	63%	53%	44%	54%	50%	52%	55%	-	-	-	*
	CWD	23%	27%	<b>44%</b>	*	*	*	*	*	-	*	-	44%	44%	-	*	60%	*	-	-	-	-
	CWOD	49%	51%	<b>54%</b>	61%	41%	48%	-	74%	-	*	63%	54%	-	54%	60%	51%	56%	-	-	-	*
	EL	25%	23%	<b>50%</b>	-	*	*	*	*	-	-	-	50%	*	60%	50%	*	*	-	-	-	-
	Male	47%	52%	<b>52%</b>	45%	50%	44%	*	75%	-	*	*	51%	60%	51%	*	52%	-	-	-	-	*
	Female	45%	46%	<b>55%</b>	69%	40%	49%	-	75%	-	*	57%	54%	*	56%	*	-	55%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						

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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	22%	24%	<b>32%</b>	26%	21%	31%	0%	51%	-	12%	28%	32%	11%	33%	24%	28%	35%	-	-	-	29%
	CWD	9%	10%	<b>11%</b>	0%	9%	19%	*	14%	-	0%	*	10%	11%	-	0%	12%	11%	-	-	-	-
	CWOD	24%	25%	<b>33%</b>	27%	22%	32%	*	52%	-	15%	27%	34%	-	33%	25%	29%	36%	-	-	-	29%
	EL	12%	12%	<b>24%</b>	*	9%	*	*	37%	-	-	*	25%	0%	25%	24%	31%	16%	-	-	-	-
	Male	21%	23%	<b>28%</b>	15%	19%	28%	*	48%	-	6%	29%	28%	12%	29%	31%	28%	-	-	-	-	60%
	Female	23%	25%	<b>35%</b>	35%	22%	34%	*	54%	-	16%	28%	36%	11%	36%	16%	-	35%	-	-	-	19%
Reading	All Students	25%	31%	<b>41%</b>	33%	31%	43%	*	57%	-	22%	32%	42%	19%	43%	29%	34%	48%	-	-	-	22%
	CWD	9%	11%	<b>19%</b>	*	20%	36%	*	*	-	*	*	20%	19%	-	*	14%	25%	-	-	-	-
	CWOD	27%	33%	<b>43%</b>	34%	32%	44%	*	59%	-	27%	33%	44%	-	43%	31%	35%	50%	-	-	-	22%
	EL	13%	16%	<b>29%</b>	*	13%	*	*	46%	-	-	*	31%	*	31%	29%	38%	20%	-	-	-	-
	Male	22%	27%	<b>34%</b>	23%	28%	33%	*	51%	-	14%	50%	33%	14%	35%	38%	34%	-	-	-	-	*
	Female	28%	35%	<b>48%</b>	42%	33%	51%	*	63%	-	27%	22%	50%	25%	50%	20%	-	48%	-	-	-	14%
Mathematics	All Students	20%	18%	<b>26%</b>	20%	12%	22%	*	52%	-	6%	18%	26%	8%	27%	19%	26%	26%	-	-	-	22%
	CWD	9%	7%	<b>8%</b>	*	0%	9%	*	*	-	*	*	4%	8%	-	*	14%	0%	-	-	-	-
	CWOD	21%	19%	<b>27%</b>	21%	13%	23%	*	52%	-	7%	15%	28%	-	27%	21%	27%	27%	-	-	-	22%
	EL	12%	10%	<b>19%</b>	*	7%	*	*	31%	-	-	*	21%	*	21%	19%	25%	13%	-	-	-	-
	Male	21%	19%	<b>26%</b>	13%	9%	24%	*	53%	-	0%	10%	27%	14%	27%	25%	26%	-	-	-	-	*
	Female	19%	16%	<b>26%</b>	27%	15%	20%	*	50%	-	9%	22%	26%	0%	27%	13%	-	26%	-	-	-	14%
Science	All Students	20%	19%	<b>22%</b>	21%	17%	23%	*	25%	-	0%	50%	20%	0%	23%	17%	18%	24%	-	-	-	*
	CWD	8%	11%	<b>0%</b>	*	*	*	*	*	-	*	-	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	20%	<b>23%</b>	22%	18%	25%	-	26%	-	*	50%	21%	-	23%	20%	19%	25%	-	-	-	*
	EL	7%	8%	<b>17%</b>	-	*	*	*	*	-	-	-	17%	*	20%	17%	*	*	-	-	-	-
	Male	22%	21%	<b>18%</b>	0%	25%	26%	*	17%	-	*	*	18%	0%	19%	*	18%	-	-	-	-	*
	Female	19%	17%	<b>24%</b>	38%	10%	22%	-	33%	-	*	57%	21%	*	25%	*	-	24%	-	-	-	*

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	75	64	73	77	*	84	-	60	69	64	71
CWD	64	*	*	83	-	*	-	*	*	64	*
CWOD	76	68	75	76	*	83	-	*	73	-	75
EL ◇	71	*	60	*	-	80	-	-	*	*	71
Male	67	66	69	67	-	72	-	*	*	43	56
Female	83	63	76	84	*	95	-	*	69	86	88
<b>Mathematics</b>											
All Students	67	72	56	59	*	88	-	50	71	82	53
CWD	82	*	*	58	-	*	-	*	*	82	*
CWOD	66	71	53	59	*	87	-	*	69	-	50
EL ◇	53	*	46	*	-	70	-	-	*	*	53
Male	65	76	36	57	-	89	-	*	*	93	40
Female	69	68	72	61	*	87	-	*	69	71	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 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-



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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
50	19	38%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	58	54	51	58	20	74	-	38	57	33	45
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		Y			Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y		Y			Y		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	Y	Y	N		N			Y		Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		N			N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	N		N			Y		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N		N			N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N			N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N			N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	*	100%	-	100%	*	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	99%	-	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%	*	99%	-	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	*	*	-	*	*	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	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%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	100%	100%	100%	100%	*	99%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	*	99%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	*	*	-	*	*	100%	100%	-	*	100%	100%	-
		100%	*	100%	100%	*	*	-	*	*	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	99%	-	100%	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	*	99%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	*	100%	-	-	*	100%	*	100%	100%	100%	100%	-
		100%	*	100%	*	*	100%	-	-	*	100%	*	100%	100%	100%	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
		100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	98%	-	100%	100%	100%	100%	100%	100%	-	100%	-
		100%	100%	100%	100%	*	98%	-	100%	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	0%	-	0%	*	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	1%	-	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%	*	1%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	*	*	-	*	*	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	*	0%	-	-	*	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	1%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	*	*	-	*	*	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	1%	-	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%	*	2%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	*	*	*	-	*	-	0%	0%	-	*	0%	*	-
	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%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

**There is no data for this campus.**

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

**There is no data for this campus.**

### 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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Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	21.2	56.2%
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	0.0	-

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%



State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

**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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

$\Delta$  Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	80%	58%	-	*	61%	-	-	-	-	*	50%	*	61%	-	60%	56%	-	-	-	-
	CWD	52%	60%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	80%	82%	61%	-	*	65%	-	-	-	-	*	53%	-	61%	-	60%	63%	-	-	-	-
	EL	66%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	81%	60%	-	-	60%	-	-	-	-	*	56%	-	60%	-	60%	-	-	-	-	-
	Female	78%	80%	56%	-	*	63%	-	-	-	-	*	43%	*	63%	-	-	56%	-	-	-	-
Mathematics	All Students	70%	70%	42%	-	*	44%	-	-	-	-	*	31%	*	44%	-	40%	44%	-	-	-	-
	CWD	46%	46%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	74%	73%	44%	-	*	47%	-	-	-	-	*	33%	-	44%	-	40%	50%	-	-	-	-
	EL	64%	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	72%	75%	40%	-	-	40%	-	-	-	-	*	33%	-	40%	-	40%	-	-	-	-	-
	Female	68%	67%	44%	-	*	50%	-	-	-	-	*	29%	*	50%	-	-	44%	-	-	-	-
Grade 4																						
Reading	All Students	76%	82%	82%	-	-	89%	-	-	-	*	*	89%	-	82%	-	67%	100%	-	-	-	-
	CWD	48%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	84%	82%	-	-	89%	-	-	-	*	*	89%	-	82%	-	67%	100%	-	-	-	-
	EL	66%	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	79%	67%	-	-	*	-	-	-	*	*	80%	-	67%	-	67%	-	-	-	-	-
	Female	79%	84%	100%	-	-	100%	-	-	-	-	*	*	-	100%	-	-	100%	-	-	-	-
Mathematics	All Students	68%	70%	82%	-	-	89%	-	-	*	*	*	89%	-	82%	-	67%	100%	-	-	-	-
	CWD	42%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	73%	73%	82%	-	-	89%	-	-	*	*	*	89%	-	82%	-	67%	100%	-	-	-	-
	EL	63%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	73%	67%	-	-	*	-	-	*	*	*	80%	-	67%	-	67%	-	-	-	-	-
	Female	67%	67%	100%	-	-	100%	-	-	-	-	*	*	-	100%	-	-	100%	-	-	-	-
Grade 5																						
Reading	All Students	80%	84%	65%	-	*	54%	-	-	-	*	40%	75%	*	73%	-	60%	71%	-	-	-	-
	CWD	50%	50%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	85%	88%	73%	-	*	64%	-	-	-	*	*	75%	-	73%	-	75%	71%	-	-	-	-
	EL	71%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	77%	81%	60%	-	*	43%	-	-	-	*	*	67%	*	75%	-	60%	-	-	-	-	-
	Female	83%	87%	71%	-	*	67%	-	-	-	-	*	83%	-	71%	-	-	71%	-	-	-	-
Mathematics	All Students	76%	76%	53%	-	*	46%	-	-	-	*	20%	67%	*	60%	-	60%	43%	-	-	-	-
	CWD	50%	49%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	80%	78%	60%	-	*	55%	-	-	-	*	*	67%	-	60%	-	75%	43%	-	-	-	-
	EL	70%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	75%	76%	60%	-	*	43%	-	-	-	*	*	83%	*	75%	-	60%	-	-	-	-	-
	Female	76%	76%	43%	-	*	50%	-	-	-	-	*	50%	-	43%	-	-	43%	-	-	-	-

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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	65%	65%	29%	-	*	15%	-	-	-	*	20%	33%	*	33%	-	40%	14%	-	-	-	-	
	CWD	40%	35%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	69%	68%	33%	-	*	18%	-	-	-	*	*	33%	-	33%	-	50%	14%	-	-	-	-	
	EL	52%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	67%	66%	40%	-	*	29%	-	-	-	*	*	50%	*	50%	-	40%	-	-	-	-	-	
	Female	63%	64%	14%	-	*	0%	-	-	-	-	*	17%	-	14%	-	-	14%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	55%	42%	-	*	44%	-	-	-	-	*	31%	*	44%	-	50%	33%	-	-	-	-	
	CWD	30%	34%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	
	CWOD	54%	58%	44%	-	*	47%	-	-	-	-	*	33%	-	44%	-	50%	38%	-	-	-	-	
	EL	37%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	49%	54%	50%	-	-	50%	-	-	-	-	*	44%	-	50%	-	50%	-	-	-	-	-	
	Female	52%	56%	33%	-	*	38%	-	-	-	-	*	14%	*	38%	-	-	33%	-	-	-	-	
Mathematics	All Students	42%	38%	5%	-	*	6%	-	-	-	-	*	6%	*	6%	-	0%	11%	-	-	-	-	
	CWD	27%	21%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	
	CWOD	45%	40%	6%	-	*	6%	-	-	-	-	*	7%	-	6%	-	0%	13%	-	-	-	-	
	EL	35%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	45%	42%	0%	-	-	0%	-	-	-	-	*	0%	-	0%	-	0%	-	-	-	-	-	
	Female	39%	34%	11%	-	*	13%	-	-	-	-	*	14%	*	13%	-	-	11%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	56%	36%	-	-	44%	-	-	-	*	*	33%	-	36%	-	17%	60%	-	-	-	-	
	CWD	29%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	57%	58%	36%	-	-	44%	-	-	-	*	*	33%	-	36%	-	17%	60%	-	-	-	-	
	EL	41%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	51%	55%	17%	-	-	*	-	-	-	*	*	20%	-	17%	-	17%	-	-	-	-	-	
	Female	55%	57%	60%	-	-	60%	-	-	-	-	*	*	-	60%	-	-	60%	-	-	-	-	
Mathematics	All Students	42%	37%	18%	-	-	22%	-	-	*	*	*	22%	-	18%	-	0%	40%	-	-	-	-	
	CWD	25%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	45%	38%	18%	-	-	22%	-	-	*	*	*	22%	-	18%	-	0%	40%	-	-	-	-	
	EL	34%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	45%	41%	0%	-	-	*	-	-	*	*	*	0%	-	0%	-	0%	-	-	-	-	-	
	Female	38%	32%	40%	-	-	40%	-	-	-	-	*	*	-	40%	-	-	40%	-	-	-	-	
Grade 5																							
Reading	All Students	57%	62%	35%	-	*	31%	-	-	-	*	20%	42%	*	40%	-	20%	57%	-	-	-	-	
	CWD	29%	29%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	61%	66%	40%	-	*	36%	-	-	-	*	*	42%	-	40%	-	25%	57%	-	-	-	-	
	EL	43%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	53%	58%	20%	-	*	14%	-	-	-	*	*	17%	*	25%	-	20%	-	-	-	-	-	

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**QUEST COLLEGIATE ACADEMY-WHITEWRIGHT (221801078) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	Female	60%	66%	57%	-	*	50%	-	-	-	-	*	67%	-	57%	-	-	57%	-	-	-	-
Mathematics	All Students	47%	43%	18%	-	*	8%	-	-	-	*	20%	17%	*	20%	-	30%	0%	-	-	-	-
	CWD	25%	23%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	50%	45%	20%	-	*	9%	-	-	-	*	*	17%	-	20%	-	38%	0%	-	-	-	-
	EL	38%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	48%	43%	30%	-	*	14%	-	-	-	*	*	33%	*	38%	-	30%	-	-	-	-	-
	Female	46%	42%	0%	-	*	0%	-	-	-	-	*	0%	-	0%	-	-	0%	-	-	-	-
Science	All Students	38%	35%	6%	-	*	0%	-	-	-	*	20%	0%	*	7%	-	10%	0%	-	-	-	-
	CWD	23%	24%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	40%	36%	7%	-	*	0%	-	-	-	*	*	0%	-	7%	-	13%	0%	-	-	-	-
	EL	24%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	41%	38%	10%	-	*	0%	-	-	-	*	*	0%	*	13%	-	10%	-	-	-	-	-
	Female	34%	31%	0%	-	*	0%	-	-	-	-	*	0%	-	0%	-	-	0%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	29%	33%	5%	-	*	6%	-	-	-	-	*	6%	*	6%	-	0%	11%	-	-	-	-
	CWD	12%	16%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	32%	35%	6%	-	*	6%	-	-	-	-	*	7%	-	6%	-	0%	13%	-	-	-	-
	EL	19%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	28%	31%	0%	-	-	0%	-	-	-	-	*	0%	-	0%	-	0%	-	-	-	-	-
	Female	31%	35%	11%	-	*	13%	-	-	-	-	*	14%	*	13%	-	-	11%	-	-	-	-
Mathematics	All Students	20%	15%	5%	-	*	6%	-	-	-	-	*	6%	*	6%	-	0%	11%	-	-	-	-
	CWD	10%	7%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	22%	16%	6%	-	*	6%	-	-	-	-	*	7%	-	6%	-	0%	13%	-	-	-	-
	EL	15%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	23%	17%	0%	-	-	0%	-	-	-	-	*	0%	-	0%	-	0%	-	-	-	-	-
	Female	18%	13%	11%	-	*	13%	-	-	-	-	*	14%	*	13%	-	-	11%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	28%	29%	9%	-	-	11%	-	-	-	*	*	0%	-	9%	-	0%	20%	-	-	-	-
	CWD	10%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	31%	31%	9%	-	-	11%	-	-	-	*	*	0%	-	9%	-	0%	20%	-	-	-	-
	EL	18%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	26%	27%	0%	-	-	*	-	-	-	*	*	0%	-	0%	-	0%	-	-	-	-	-
	Female	29%	32%	20%	-	-	20%	-	-	-	-	*	*	-	20%	-	-	20%	-	-	-	-
Mathematics	All Students	22%	20%	0%	-	-	0%	-	-	*	*	*	0%	-	0%	-	0%	0%	-	-	-	-
	CWD	10%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	21%	0%	-	-	0%	-	-	*	*	*	0%	-	0%	-	0%	0%	-	-	-	-
	EL	16%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	23%	0%	-	-	*	-	-	*	*	*	0%	-	0%	-	0%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	19%	18%	0%	-	-	0%	-	-	-	-	*	*	-	0%	-	-	0%	-	-	-	-
Grade 5																						
Reading	All Students	36%	38%	24%	-	*	15%	-	-	-	*	20%	25%	*	27%	-	10%	43%	-	-	-	-
	CWD	12%	15%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	40%	41%	27%	-	*	18%	-	-	-	*	*	25%	-	27%	-	13%	43%	-	-	-	-
	EL	23%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	32%	32%	10%	-	*	0%	-	-	-	*	*	0%	*	13%	-	10%	-	-	-	-	-
	Female	39%	44%	43%	-	*	33%	-	-	-	-	*	50%	-	43%	-	-	43%	-	-	-	-
Mathematics	All Students	24%	21%	0%	-	*	0%	-	-	-	*	0%	0%	*	0%	-	0%	0%	-	-	-	-
	CWD	9%	8%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	26%	23%	0%	-	*	0%	-	-	-	*	*	0%	-	0%	-	0%	0%	-	-	-	-
	EL	17%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	23%	0%	-	*	0%	-	-	-	*	*	0%	*	0%	-	0%	-	-	-	-	-
	Female	23%	20%	0%	-	*	0%	-	-	-	-	*	0%	-	0%	-	-	0%	-	-	-	-
Science	All Students	17%	14%	0%	-	*	0%	-	-	-	*	0%	0%	*	0%	-	0%	0%	-	-	-	-
	CWD	9%	9%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	19%	14%	0%	-	*	0%	-	-	-	*	*	0%	-	0%	-	0%	0%	-	-	-	-
	EL	9%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	20%	16%	0%	-	*	0%	-	-	-	*	*	0%	*	0%	-	0%	-	-	-	-	-
	Female	15%	12%	0%	-	*	0%	-	-	-	-	*	0%	-	0%	-	-	0%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	79%	57%	-	64%	54%	-	-	*	80%	48%	60%	0%	61%	-	56%	58%	-	-	-	-
	CWD	44%	49%	0%	-	-	0%	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	77%	81%	61%	-	64%	60%	-	-	*	80%	63%	61%	-	61%	-	62%	61%	-	-	-	-
	EL	59%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	79%	56%	-	83%	49%	-	-	*	80%	38%	62%	0%	62%	-	56%	-	-	-	-	-
	Female	75%	79%	58%	-	40%	60%	-	-	-	-	67%	56%	*	61%	-	-	58%	-	-	-	-
Reading	All Students	74%	84%	67%	-	*	65%	-	-	-	*	60%	69%	*	72%	-	64%	71%	-	-	-	-
	CWD	43%	54%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	87%	72%	-	*	70%	-	-	-	*	75%	71%	-	72%	-	70%	75%	-	-	-	-
	EL	57%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	82%	64%	-	*	57%	-	-	-	*	50%	68%	*	70%	-	64%	-	-	-	-	-
	Female	78%	86%	71%	-	*	74%	-	-	-	-	*	71%	*	75%	-	-	71%	-	-	-	-
Mathematics	All Students	71%	74%	55%	-	*	55%	-	-	*	*	50%	57%	*	59%	-	54%	57%	-	-	-	-
	CWD	44%	45%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	75%	76%	59%	-	*	59%	-	-	*	*	63%	58%	-	59%	-	58%	60%	-	-	-	-
	EL	61%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	76%	54%	-	*	48%	-	-	*	*	33%	60%	*	58%	-	54%	-	-	-	-	-



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	71%	72%	57%	-	*	63%	-	-	-	-	*	53%	*	60%	-	-	57%	-	-	-	-
Science	All Students	74%	77%	29%	-	*	15%	-	-	-	*	20%	33%	*	33%	-	40%	14%	-	-	-	-
	CWD	47%	49%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	78%	80%	33%	-	*	18%	-	-	-	*	*	33%	-	33%	-	50%	14%	-	-	-	-
	EL	58%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	79%	40%	-	*	29%	-	-	-	*	*	50%	*	50%	-	40%	-	-	-	-	-
	Female	75%	76%	14%	-	*	0%	-	-	-	-	*	17%	-	14%	-	-	14%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	50%	23%	-	18%	22%	-	-	*	60%	28%	21%	0%	25%	-	20%	27%	-	-	-	-
	CWD	23%	24%	0%	-	-	0%	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	50%	53%	25%	-	18%	24%	-	-	*	60%	37%	22%	-	25%	-	22%	28%	-	-	-	-
	EL	29%	31%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	50%	20%	-	17%	16%	-	-	*	60%	25%	18%	0%	22%	-	20%	-	-	-	-	-
	Female	48%	51%	27%	-	20%	28%	-	-	-	-	33%	26%	*	28%	-	-	27%	-	-	-	-
Reading	All Students	52%	61%	39%	-	*	40%	-	-	-	*	50%	36%	*	42%	-	32%	48%	-	-	-	-
	CWD	24%	29%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	56%	64%	42%	-	*	43%	-	-	-	*	63%	37%	-	42%	-	35%	50%	-	-	-	-
	EL	31%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	57%	32%	-	*	33%	-	-	-	*	33%	32%	*	35%	-	32%	-	-	-	-	-
	Female	56%	64%	48%	-	*	47%	-	-	-	-	*	41%	*	50%	-	-	48%	-	-	-	-
Mathematics	All Students	41%	39%	13%	-	*	10%	-	-	*	*	10%	14%	*	14%	-	12%	14%	-	-	-	-
	CWD	22%	18%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	44%	41%	14%	-	*	11%	-	-	*	*	13%	14%	-	14%	-	13%	15%	-	-	-	-
	EL	29%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	42%	41%	12%	-	*	5%	-	-	*	*	17%	10%	*	13%	-	12%	-	-	-	-	-
	Female	40%	37%	14%	-	*	16%	-	-	-	-	*	18%	*	15%	-	-	14%	-	-	-	-
Science	All Students	46%	49%	6%	-	*	0%	-	-	-	*	20%	0%	*	7%	-	10%	0%	-	-	-	-
	CWD	23%	27%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	49%	51%	7%	-	*	0%	-	-	-	*	*	0%	-	7%	-	13%	0%	-	-	-	-
	EL	25%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	52%	10%	-	*	0%	-	-	-	*	*	0%	*	13%	-	10%	-	-	-	-	-
	Female	45%	46%	0%	-	*	0%	-	-	-	-	*	0%	-	0%	-	-	0%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						

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**QUEST COLLEGIATE ACADEMY-WHITEWRIGHT (221801078) - TEXAS COLLEGE PREPARATORY ACADEMIES - TAYLOR COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	22%	24%	6%	-	9%	5%	-	-	*	20%	8%	6%	0%	7%	-	2%	13%	-	-	-	-
	CWD	9%	10%	0%	-	-	0%	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	24%	25%	7%	-	9%	6%	-	-	*	20%	11%	6%	-	7%	-	2%	13%	-	-	-	-
	EL	12%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	23%	2%	-	0%	0%	-	-	*	20%	6%	0%	0%	2%	-	2%	-	-	-	-	-
	Female	23%	25%	13%	-	20%	12%	-	-	-	-	11%	13%	*	13%	-	-	13%	-	-	-	-
Reading	All Students	25%	31%	13%	-	*	10%	-	-	-	*	20%	11%	*	14%	-	4%	24%	-	-	-	-
	CWD	9%	11%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	27%	33%	14%	-	*	11%	-	-	-	*	25%	11%	-	14%	-	4%	25%	-	-	-	-
	EL	13%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	27%	4%	-	*	0%	-	-	-	*	17%	0%	*	4%	-	4%	-	-	-	-	-
	Female	28%	35%	24%	-	*	21%	-	-	-	-	*	24%	*	25%	-	-	24%	-	-	-	-
Mathematics	All Students	20%	18%	2%	-	*	3%	-	-	*	*	0%	3%	*	2%	-	0%	5%	-	-	-	-
	CWD	9%	7%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	21%	19%	2%	-	*	3%	-	-	*	*	0%	3%	-	2%	-	0%	5%	-	-	-	-
	EL	12%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	19%	0%	-	*	0%	-	-	*	*	0%	0%	*	0%	-	0%	-	-	-	-	-
	Female	19%	16%	5%	-	*	5%	-	-	-	-	*	6%	*	5%	-	-	5%	-	-	-	-
Science	All Students	20%	19%	0%	-	*	0%	-	-	-	*	0%	0%	*	0%	-	0%	0%	-	-	-	-
	CWD	8%	11%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	22%	20%	0%	-	*	0%	-	-	-	*	*	0%	-	0%	-	0%	0%	-	-	-	-
	EL	7%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	21%	0%	-	*	0%	-	-	-	*	*	0%	*	0%	-	0%	-	-	-	-	-
	Female	19%	17%	0%	-	*	0%	-	-	-	-	*	0%	-	0%	-	-	0%	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	50	-	*	45	-	-	-	*	67	*	-
CWD	*	-	-	*	-	-	-	-	*	*	-
CWOD	50	-	*	44	-	-	-	*	*	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	44	-	*	43	-	-	-	*	60	*	-
Female	60	-	*	*	-	-	-	-	*	-	-
<b>Mathematics</b>											
All Students	18	-	*	9	-	-	-	*	8	*	-
CWD	*	-	-	*	-	-	-	-	*	*	-
CWOD	21	-	*	11	-	-	-	*	*	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	17	-	*	0	-	-	-	*	10	*	-
Female	20	-	*	*	-	-	-	-	*	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

**There is no data for this campus.**

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	29	-	30	27	-	-	*	53	28	0	-
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N			N							

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N			N							
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N			N							
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N			N							
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N			N							
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N			N							
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N			N							
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N			N							
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	98%	-	100%	99%	-	-	*	100%	100%	98%	100%	98%	-	98%	98%	-
	CWD	100%	-	-	100%	-	-	-	-	100%	*	100%	-	-	100%	*	-
	CWOD	98%	-	100%	99%	-	-	*	100%	100%	98%	-	98%	-	98%	98%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	98%	-	100%	100%	-	-	*	100%	100%	98%	100%	98%	-	98%	-	-
	Female	98%	-	100%	98%	-	-	-	-	100%	98%	*	98%	-	-	98%	-
<b>Reading</b>	All Students	98%	-	*	100%	-	-	*	*	100%	97%	*	98%	-	96%	100%	-
	CWD	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	98%	-	*	100%	-	-	*	*	100%	97%	-	98%	-	96%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	96%	-	*	100%	-	-	*	*	100%	95%	*	96%	-	96%	-	-
	Female	100%	-	*	100%	-	-	-	-	*	100%	*	100%	-	-	100%	-
<b>Mathematics</b>	All Students	100%	-	*	100%	-	-	*	*	100%	100%	*	100%	-	100%	100%	-
		100%	-	*	100%	-	-	*	*	100%	100%	*	100%	-	100%	100%	-
	CWD	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-
		*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	100%	-	*	100%	-	-	*	*	100%	100%	-	100%	-	100%	100%	-
		100%	-	*	100%	-	-	*	*	100%	100%	-	100%	-	100%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	-	*	100%	-	-	*	*	100%	100%	*	100%	-	100%	-	-
		100%	-	*	100%	-	-	*	*	100%	100%	*	100%	-	100%	-	-
	Female	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
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	2%	-	0%	1%	-	-	*	0%	0%	2%	0%	2%	-	2%	2%	-
	CWD	0%	-	-	0%	-	-	-	-	0%	*	0%	-	-	0%	*	-
	CWOD	2%	-	0%	1%	-	-	*	0%	0%	2%	-	2%	-	2%	2%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	2%	-	0%	0%	-	-	*	0%	0%	2%	0%	2%	-	2%	-	-
	Female	2%	-	0%	2%	-	-	-	-	0%	2%	*	2%	-	-	2%	-
<b>Reading</b>	All Students	2%	-	*	0%	-	-	*	*	0%	3%	*	2%	-	4%	0%	-
	CWD	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	2%	-	*	0%	-	-	*	*	0%	3%	-	2%	-	4%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	4%	-	*	0%	-	-	*	*	0%	5%	*	4%	-	4%	-	-
	Female	0%	-	*	0%	-	-	-	-	*	0%	*	0%	-	-	0%	-
<b>Mathematics</b>	All Students	0%	-	*	0%	-	-	*	*	0%	0%	*	0%	-	0%	0%	-
	CWD	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	0%	-	*	0%	-	-	*	*	0%	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	-	*	0%	-	-	*	*	0%	0%	*	0%	-	0%	-	-
	Female	0%	-	*	0%	-	-	-	-	*	0%	*	0%	-	-	0%	-
<b>Science</b>	All Students	6%	-	*	8%	-	-	-	*	0%	8%	*	7%	-	0%	14%	-
	CWD	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	7%	-	*	9%	-	-	-	*	*	8%	-	7%	-	0%	14%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	-	*	0%	-	-	-	*	*	0%	*	0%	-	0%	-	-
	Female	14%	-	*	17%	-	-	-	-	*	17%	-	14%	-	-	14%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
SAT/ACT All Subjects	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

**There is no data for this campus.**

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

**There is no data for this campus.**

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.0	85.7%
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	0.0	-



- Indicates there are no data available in the group.  
Blank cell indicates there are no data available in the group.

## Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2023.*

## Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	*	0%	-	-
Mathematics	6,587	2%	*	0%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	6	0%	-	-
Mathematics	6,205	2%	6	0%	-	-
Science	6,200	2%	6	0%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	0%	-	-
Mathematics	6,120	2%	*	0%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	0%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	0%	-	-
<b>End of Course</b>						
English I	6,009	1%	-	-	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	59	0%	-	-
Reading	48,805	1%	25	0%	-	-
Mathematics	43,293	1%	24	0%	-	-
Science	17,856	1%	10	0%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

## Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

**Part (xiv): Additional Information - Chronic Absenteeism**

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**