

Texas Education Agency  
2022 Federal Report Card  
ARLINGTON ISD (220901) - TARRANT 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 and 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	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	77%	<b>68%</b>	60%	64%	84%	69%	85%	88%	74%	63%	82%	42%	72%	64%	64%	71%	-	60%	*	80%
	CWD	52%	54%	<b>42%</b>	35%	37%	60%	*	59%	-	35%	37%	59%	42%	-	33%	41%	45%	-	69%	*	-
	CWOD	80%	81%	<b>72%</b>	63%	68%	89%	67%	87%	88%	81%	67%	85%	-	72%	68%	69%	74%	-	58%	-	80%
	EL	66%	66%	<b>64%</b>	76%	61%	72%	*	83%	*	80%	63%	74%	33%	68%	64%	61%	67%	-	55%	-	*
	Male	74%	74%	<b>64%</b>	53%	62%	82%	71%	79%	*	71%	58%	82%	41%	69%	61%	64%	-	-	54%	*	*
	Female	78%	79%	<b>71%</b>	66%	67%	87%	67%	90%	100%	78%	68%	82%	45%	74%	67%	-	71%	-	68%	*	*
Mathematics	All Students	70%	71%	<b>61%</b>	47%	59%	77%	62%	84%	75%	71%	56%	75%	38%	64%	61%	62%	59%	-	49%	*	60%
	CWD	46%	48%	<b>38%</b>	27%	37%	50%	*	53%	-	35%	34%	51%	38%	-	36%	38%	36%	-	56%	*	-
	CWOD	74%	75%	<b>64%</b>	50%	62%	83%	58%	87%	75%	77%	59%	78%	-	64%	64%	67%	61%	-	48%	-	60%
	EL	64%	63%	<b>61%</b>	60%	59%	70%	*	80%	*	80%	60%	68%	36%	64%	61%	64%	59%	-	73%	-	*
	Male	72%	72%	<b>62%</b>	47%	63%	76%	57%	83%	*	71%	57%	78%	38%	67%	64%	62%	-	-	48%	*	*
	Female	68%	69%	<b>59%</b>	47%	56%	79%	67%	84%	80%	72%	55%	71%	36%	61%	59%	-	59%	-	51%	*	*
<b>Grade 4</b>																						
Reading	All Students	76%	77%	<b>68%</b>	62%	64%	82%	71%	84%	100%	75%	63%	80%	39%	72%	63%	64%	72%	-	54%	*	79%
	CWD	48%	51%	<b>39%</b>	34%	32%	63%	*	50%	-	45%	35%	53%	39%	-	28%	40%	37%	-	31%	*	*
	CWOD	81%	82%	<b>72%</b>	67%	68%	86%	69%	87%	100%	82%	68%	84%	-	72%	67%	69%	75%	-	58%	*	88%
	EL	66%	66%	<b>63%</b>	80%	60%	73%	*	84%	*	-	61%	77%	28%	67%	63%	60%	68%	-	65%	-	*
	Male	73%	75%	<b>64%</b>	59%	59%	81%	40%	85%	100%	75%	61%	74%	40%	69%	60%	64%	-	-	53%	*	86%
	Female	79%	80%	<b>72%</b>	66%	68%	84%	89%	84%	*	75%	66%	87%	37%	75%	68%	-	72%	-	55%	*	75%
Mathematics	All Students	68%	69%	<b>56%</b>	43%	55%	73%	71%	85%	50%	58%	51%	71%	32%	60%	58%	58%	55%	-	44%	*	68%
	CWD	42%	43%	<b>32%</b>	24%	29%	48%	*	50%	-	27%	28%	42%	32%	-	29%	38%	21%	-	15%	*	*
	CWOD	73%	74%	<b>60%</b>	46%	58%	78%	69%	88%	50%	65%	55%	74%	-	60%	61%	62%	58%	-	49%	*	75%
	EL	63%	61%	<b>58%</b>	71%	55%	60%	*	85%	*	-	57%	71%	29%	61%	58%	60%	57%	-	59%	-	*
	Male	70%	71%	<b>58%</b>	45%	56%	75%	60%	86%	33%	66%	53%	70%	38%	62%	60%	58%	-	-	40%	*	71%
	Female	67%	67%	<b>55%</b>	41%	53%	72%	78%	84%	*	50%	49%	71%	21%	58%	57%	-	55%	-	48%	*	67%
<b>Grade 5</b>																						
Reading	All Students	80%	81%	<b>75%</b>	70%	72%	88%	50%	89%	83%	85%	71%	84%	44%	79%	72%	72%	78%	-	66%	*	86%
	CWD	50%	52%	<b>44%</b>	37%	40%	65%	*	60%	-	46%	39%	59%	44%	-	33%	44%	44%	-	46%	*	*
	CWOD	85%	86%	<b>79%</b>	75%	76%	91%	63%	91%	83%	90%	76%	87%	-	79%	75%	77%	82%	-	69%	*	80%
	EL	71%	71%	<b>72%</b>	85%	69%	75%	*	86%	*	-	71%	75%	33%	75%	72%	69%	74%	-	64%	-	-
	Male	77%	78%	<b>72%</b>	63%	69%	87%	*	90%	*	81%	68%	83%	44%	77%	69%	72%	-	-	62%	*	*
	Female	83%	84%	<b>78%</b>	76%	74%	89%	67%	88%	*	89%	75%	86%	44%	82%	74%	-	78%	-	70%	*	*
Mathematics	All Students	76%	76%	<b>65%</b>	54%	64%	80%	50%	85%	83%	74%	61%	78%	38%	69%	66%	65%	66%	-	42%	*	100%
	CWD	50%	50%	<b>38%</b>	25%	38%	56%	*	70%	-	38%	34%	51%	38%	-	37%	41%	33%	-	23%	*	*
	CWOD	80%	80%	<b>69%</b>	59%	68%	84%	50%	86%	83%	78%	65%	81%	-	69%	68%	69%	70%	-	46%	*	100%
	EL	70%	69%	<b>66%</b>	72%	63%	64%	*	87%	*	-	65%	70%	37%	68%	66%	66%	66%	-	43%	-	-
	Male	75%	76%	<b>65%</b>	50%	64%	81%	*	84%	*	71%	60%	76%	41%	69%	66%	65%	-	-	31%	*	*
	Female	76%	76%	<b>66%</b>	59%	64%	80%	50%	87%	*	77%	61%	80%	33%	70%	66%	-	66%	-	53%	*	*



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Science	All Students	65%	66%	54%	44%	48%	80%	50%	82%	33%	65%	49%	70%	33%	57%	49%	57%	52%	-	34%	*	57%
	CWD	40%	42%	33%	26%	25%	61%	*	60%	-	23%	28%	48%	33%	-	23%	35%	28%	-	23%	*	*
	CWOD	69%	71%	57%	47%	51%	83%	63%	83%	33%	70%	52%	72%	-	57%	51%	60%	54%	-	36%	*	60%
	EL	52%	49%	49%	67%	44%	60%	*	81%	*	-	47%	60%	23%	51%	49%	52%	45%	-	36%	-	-
	Male	67%	69%	57%	44%	52%	80%	*	85%	*	60%	51%	71%	35%	60%	52%	57%	-	-	36%	*	*
	Female	63%	64%	52%	44%	44%	80%	67%	79%	*	71%	46%	68%	28%	54%	45%	-	52%	-	33%	*	*
Grade 6																						
Reading	All Students	69%	71%	68%	64%	63%	86%	64%	84%	56%	75%	64%	80%	38%	73%	61%	64%	72%	-	61%	40%	83%
	CWD	38%	40%	38%	29%	33%	57%	*	56%	*	52%	34%	48%	38%	-	28%	38%	37%	-	43%	-	*
	CWOD	74%	76%	73%	70%	67%	91%	75%	86%	83%	80%	68%	84%	-	73%	64%	69%	76%	-	65%	40%	94%
	EL	53%	55%	61%	76%	57%	73%	*	83%	*	*	60%	68%	28%	64%	61%	58%	64%	-	60%	*	*
	Male	66%	68%	64%	57%	59%	85%	50%	83%	50%	76%	59%	78%	38%	69%	58%	64%	-	-	56%	*	78%
	Female	72%	74%	72%	72%	67%	87%	80%	84%	*	74%	69%	82%	37%	76%	64%	-	72%	-	66%	*	89%
Mathematics	All Students	72%	74%	70%	60%	68%	85%	73%	92%	78%	81%	66%	80%	47%	74%	69%	70%	70%	-	57%	40%	83%
	CWD	47%	49%	47%	35%	46%	62%	*	69%	*	48%	44%	53%	47%	-	49%	48%	44%	-	43%	-	*
	CWOD	76%	78%	74%	64%	71%	89%	88%	94%	83%	88%	70%	83%	-	74%	71%	75%	73%	-	61%	40%	88%
	EL	61%	62%	69%	76%	66%	73%	*	91%	*	*	68%	74%	49%	71%	69%	70%	68%	-	67%	*	*
	Male	73%	75%	70%	57%	69%	87%	67%	90%	83%	79%	66%	81%	48%	75%	70%	70%	-	-	57%	*	78%
	Female	72%	73%	70%	63%	67%	82%	80%	94%	*	83%	67%	78%	44%	73%	68%	-	70%	-	57%	*	89%
Grade 7																						
Reading	All Students	79%	80%	72%	68%	68%	85%	63%	89%	94%	84%	68%	83%	38%	77%	64%	67%	79%	-	60%	*	86%
	CWD	47%	49%	38%	31%	33%	60%	*	*	*	50%	34%	52%	38%	-	26%	36%	41%	-	23%	*	*
	CWOD	83%	84%	77%	74%	72%	89%	67%	88%	94%	88%	73%	86%	-	77%	67%	71%	83%	-	65%	-	100%
	EL	63%	64%	64%	76%	61%	75%	60%	83%	-	*	64%	65%	26%	67%	64%	56%	72%	-	38%	-	-
	Male	75%	76%	67%	60%	61%	84%	67%	86%	90%	79%	61%	80%	36%	71%	56%	67%	-	-	54%	*	75%
	Female	83%	84%	79%	77%	75%	87%	*	90%	100%	90%	76%	86%	41%	83%	72%	-	79%	-	68%	*	100%
Mathematics	All Students	60%	59%	54%	43%	49%	74%	50%	86%	94%	63%	48%	69%	29%	57%	48%	54%	53%	-	42%	*	85%
	CWD	36%	36%	29%	21%	27%	45%	*	*	*	43%	25%	45%	29%	-	22%	33%	23%	-	23%	*	*
	CWOD	63%	63%	57%	47%	51%	78%	53%	86%	93%	65%	51%	71%	-	57%	51%	57%	57%	-	46%	-	100%
	EL	45%	43%	48%	57%	43%	64%	60%	85%	-	*	47%	58%	22%	51%	48%	49%	47%	-	40%	-	-
	Male	60%	60%	54%	40%	50%	77%	58%	87%	89%	67%	48%	71%	33%	57%	49%	54%	-	-	49%	*	75%
	Female	59%	59%	53%	46%	47%	70%	*	86%	100%	57%	48%	66%	23%	57%	47%	-	53%	-	32%	*	100%
Grade 8																						
Reading	All Students	82%	83%	77%	74%	73%	88%	88%	90%	73%	85%	73%	86%	44%	81%	66%	72%	82%	-	66%	*	81%
	CWD	50%	50%	44%	42%	35%	62%	*	43%	*	42%	38%	58%	44%	-	29%	45%	42%	-	40%	*	-
	CWOD	86%	87%	81%	79%	77%	92%	96%	92%	71%	90%	77%	89%	-	81%	70%	77%	85%	-	69%	-	81%
	EL	65%	66%	66%	79%	64%	76%	*	80%	*	*	66%	67%	29%	70%	66%	60%	73%	-	50%	-	-
	Male	78%	79%	72%	70%	67%	85%	100%	86%	50%	85%	67%	83%	45%	77%	60%	72%	-	-	63%	-	86%
	Female	86%	87%	82%	79%	79%	90%	84%	93%	89%	85%	79%	89%	42%	85%	73%	-	82%	-	70%	*	78%

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Mathematics	All Students	70%	71%	63%	58%	61%	74%	55%	81%	58%	67%	60%	71%	37%	67%	57%	61%	65%	-	60%	*	69%
	CWD	40%	40%	37%	36%	32%	47%	*	50%	*	33%	32%	50%	37%	-	27%	40%	30%	-	56%	*	-
	CWOD	74%	75%	67%	62%	64%	81%	58%	84%	64%	73%	64%	74%	-	67%	61%	65%	68%	-	61%	-	69%
	EL	57%	56%	57%	52%	56%	58%	*	72%	*	*	57%	57%	27%	61%	57%	55%	60%	-	65%	-	-
	Male	68%	69%	61%	57%	58%	71%	83%	82%	67%	68%	58%	69%	40%	65%	55%	61%	-	-	58%	-	86%
	Female	72%	72%	65%	60%	63%	76%	44%	81%	50%	67%	62%	73%	30%	68%	60%	-	65%	-	63%	*	50%
Science	All Students	73%	74%	64%	59%	59%	82%	63%	83%	69%	71%	59%	77%	38%	68%	53%	64%	65%	-	51%	*	69%
	CWD	42%	42%	38%	37%	29%	58%	*	29%	*	25%	31%	56%	38%	-	24%	40%	33%	-	50%	*	-
	CWOD	77%	77%	68%	62%	62%	87%	67%	86%	73%	76%	63%	79%	-	68%	56%	68%	67%	-	51%	-	69%
	EL	54%	52%	53%	70%	50%	64%	*	73%	*	*	53%	54%	24%	56%	53%	54%	52%	-	33%	-	-
	Male	73%	74%	64%	57%	59%	82%	67%	83%	71%	71%	59%	75%	40%	68%	54%	64%	-	-	48%	-	71%
	Female	73%	74%	65%	61%	58%	82%	61%	83%	67%	71%	59%	78%	33%	67%	52%	-	65%	-	54%	*	67%
End of Course																						
English I	All Students	64%	66%	57%	50%	52%	74%	59%	80%	58%	72%	51%	69%	21%	61%	40%	51%	64%	-	39%	27%	58%
	CWD	29%	29%	21%	16%	20%	30%	*	38%	*	25%	17%	31%	21%	-	15%	20%	22%	-	17%	*	*
	CWOD	68%	71%	61%	54%	56%	80%	64%	81%	64%	76%	55%	73%	-	61%	42%	55%	67%	-	41%	25%	62%
	EL	38%	42%	40%	43%	38%	44%	33%	57%	*	20%	39%	45%	15%	42%	40%	35%	45%	-	19%	-	20%
	Male	58%	60%	51%	43%	46%	67%	55%	80%	57%	61%	45%	63%	20%	55%	35%	51%	-	-	29%	0%	58%
	Female	70%	72%	64%	58%	60%	82%	71%	79%	60%	83%	58%	77%	22%	67%	45%	-	64%	-	51%	50%	58%
English II	All Students	71%	73%	63%	56%	58%	80%	69%	81%	40%	74%	57%	75%	24%	68%	40%	58%	69%	-	39%	56%	69%
	CWD	33%	34%	24%	20%	21%	34%	*	39%	*	44%	20%	34%	24%	-	18%	21%	30%	-	17%	60%	*
	CWOD	76%	78%	68%	62%	62%	86%	73%	83%	44%	76%	62%	80%	-	68%	43%	63%	72%	-	42%	*	76%
	EL	43%	44%	40%	50%	38%	38%	*	57%	*	*	40%	44%	18%	43%	40%	38%	44%	-	23%	-	*
	Male	65%	68%	58%	50%	53%	75%	68%	76%	29%	63%	52%	70%	21%	63%	38%	58%	-	-	34%	*	70%
	Female	77%	79%	69%	63%	64%	86%	69%	88%	*	83%	63%	83%	30%	72%	44%	-	69%	-	42%	63%	68%
Algebra I	All Students	74%	74%	66%	56%	66%	75%	70%	88%	58%	72%	63%	73%	30%	70%	64%	63%	70%	*	48%	42%	54%
	CWD	46%	45%	30%	24%	33%	35%	*	46%	*	31%	27%	39%	30%	-	32%	29%	33%	-	16%	*	*
	CWOD	78%	78%	70%	61%	70%	82%	72%	90%	64%	75%	67%	77%	-	70%	67%	68%	73%	*	53%	44%	61%
	EL	64%	63%	64%	62%	62%	60%	33%	83%	*	60%	64%	63%	32%	67%	64%	62%	66%	*	46%	-	40%
	Male	71%	71%	63%	51%	64%	70%	72%	89%	50%	65%	59%	71%	29%	68%	62%	63%	-	*	43%	20%	45%
	Female	78%	77%	70%	62%	69%	82%	67%	88%	67%	76%	67%	76%	33%	73%	66%	-	70%	*	54%	57%	60%
Biology	All Students	82%	83%	75%	68%	73%	87%	79%	88%	88%	88%	71%	84%	43%	79%	64%	72%	77%	-	58%	43%	77%
	CWD	57%	57%	43%	38%	41%	56%	*	43%	*	56%	38%	56%	43%	-	31%	43%	42%	-	39%	*	*
	CWOD	86%	87%	79%	72%	77%	91%	82%	90%	86%	90%	75%	87%	-	79%	68%	77%	80%	-	61%	40%	84%
	EL	66%	68%	64%	55%	64%	65%	50%	75%	-	*	64%	69%	31%	68%	64%	64%	65%	-	55%	-	33%
	Male	80%	81%	72%	64%	71%	83%	82%	87%	*	85%	69%	81%	43%	77%	64%	72%	-	-	54%	29%	90%
	Female	85%	85%	77%	72%	75%	91%	63%	90%	*	90%	73%	87%	42%	80%	65%	-	77%	-	61%	57%	62%
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						

Texas Education Agency  
2022 Federal Report Card  
ARLINGTON ISD (220901) - TARRANT COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	50%	52%	41%	33%	36%	61%	38%	61%	25%	50%	35%	59%	24%	44%	36%	40%	43%	-	40%	*	60%
	CWD	30%	31%	24%	22%	18%	37%	*	35%	-	20%	19%	39%	24%	-	15%	23%	26%	-	31%	*	-
	CWOD	54%	56%	44%	35%	39%	66%	42%	64%	25%	55%	37%	62%	-	44%	38%	43%	44%	-	42%	-	60%
	EL	37%	36%	36%	48%	33%	44%	*	55%	*	80%	34%	48%	15%	38%	36%	36%	36%	-	45%	-	*
	Male	49%	50%	40%	29%	37%	57%	43%	55%	*	51%	33%	60%	23%	43%	36%	40%	-	-	34%	*	*
	Female	52%	54%	43%	38%	35%	66%	33%	67%	40%	48%	37%	58%	26%	44%	36%	-	43%	-	49%	*	*
Mathematics	All Students	42%	43%	32%	22%	29%	47%	23%	62%	38%	44%	27%	46%	19%	34%	32%	35%	30%	-	20%	*	40%
	CWD	27%	27%	19%	15%	16%	24%	*	47%	-	25%	16%	29%	19%	-	17%	20%	16%	-	25%	*	-
	CWOD	45%	46%	34%	23%	31%	51%	25%	63%	38%	47%	29%	48%	-	34%	34%	38%	31%	-	18%	-	40%
	EL	35%	34%	32%	40%	28%	28%	*	61%	*	40%	31%	38%	17%	34%	32%	35%	30%	-	18%	-	*
	Male	45%	46%	35%	21%	33%	51%	43%	59%	*	48%	29%	51%	20%	38%	35%	35%	-	-	20%	*	*
	Female	39%	40%	30%	23%	25%	42%	0%	64%	20%	38%	26%	40%	16%	31%	30%	-	30%	-	19%	*	*
Grade 4																						
Reading	All Students	53%	55%	45%	36%	40%	65%	43%	68%	60%	51%	40%	59%	21%	48%	40%	43%	46%	-	29%	*	58%
	CWD	29%	30%	21%	18%	17%	33%	*	25%	-	23%	19%	27%	21%	-	15%	25%	13%	-	0%	*	*
	CWOD	57%	59%	48%	40%	43%	70%	46%	71%	60%	57%	43%	63%	-	48%	43%	47%	50%	-	34%	*	63%
	EL	41%	40%	40%	63%	35%	59%	*	66%	*	-	38%	54%	15%	43%	40%	40%	41%	-	41%	-	*
	Male	51%	53%	43%	35%	38%	65%	20%	67%	50%	57%	39%	56%	25%	47%	40%	43%	-	-	28%	*	71%
	Female	55%	57%	46%	38%	41%	65%	56%	69%	*	45%	41%	62%	13%	50%	41%	-	46%	-	30%	*	50%
Mathematics	All Students	42%	42%	29%	18%	26%	49%	36%	61%	20%	30%	24%	44%	18%	31%	29%	32%	26%	-	18%	*	42%
	CWD	25%	25%	18%	13%	15%	34%	*	42%	-	5%	16%	27%	18%	-	16%	22%	12%	-	0%	*	*
	CWOD	45%	46%	31%	19%	27%	52%	31%	62%	20%	36%	26%	46%	-	31%	31%	34%	28%	-	21%	*	44%
	EL	34%	32%	29%	40%	25%	37%	*	62%	*	-	28%	41%	16%	31%	29%	32%	26%	-	29%	-	*
	Male	45%	46%	32%	20%	29%	52%	40%	67%	17%	41%	28%	45%	22%	34%	32%	32%	-	-	21%	*	43%
	Female	38%	39%	26%	16%	23%	45%	33%	55%	*	20%	21%	43%	12%	28%	26%	-	26%	-	12%	*	42%
Grade 5																						
Reading	All Students	57%	58%	49%	42%	43%	69%	30%	71%	67%	57%	43%	64%	22%	52%	44%	46%	52%	-	32%	*	57%
	CWD	29%	29%	22%	19%	17%	35%	*	60%	-	15%	20%	26%	22%	-	17%	21%	23%	-	15%	*	*
	CWOD	61%	63%	52%	45%	47%	74%	38%	72%	67%	63%	46%	68%	-	52%	46%	50%	55%	-	35%	*	80%
	EL	43%	44%	44%	67%	40%	51%	*	63%	*	-	43%	53%	17%	46%	44%	42%	46%	-	36%	-	-
	Male	53%	55%	46%	37%	41%	65%	*	71%	*	53%	40%	60%	21%	50%	42%	46%	-	-	29%	*	*
	Female	60%	61%	52%	47%	46%	73%	33%	71%	*	61%	46%	68%	23%	55%	46%	-	52%	-	35%	*	*
Mathematics	All Students	47%	47%	36%	24%	33%	56%	20%	74%	33%	34%	30%	51%	17%	38%	35%	37%	35%	-	13%	*	57%
	CWD	25%	25%	17%	11%	14%	32%	*	60%	-	8%	15%	24%	17%	-	13%	19%	14%	-	0%	*	*
	CWOD	50%	50%	38%	26%	35%	60%	25%	75%	33%	38%	33%	54%	-	38%	36%	40%	37%	-	15%	*	60%
	EL	38%	36%	35%	44%	30%	45%	*	72%	*	-	34%	40%	13%	36%	35%	35%	34%	-	0%	-	-
	Male	48%	48%	37%	22%	35%	55%	*	71%	*	33%	31%	50%	19%	40%	35%	37%	-	-	17%	*	*
	Female	46%	45%	35%	26%	30%	57%	17%	76%	*	36%	29%	52%	14%	37%	34%	-	35%	-	9%	*	*

Texas Education Agency  
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ARLINGTON ISD (220901) - TARRANT COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	38%	39%	28%	18%	22%	52%	10%	55%	33%	35%	22%	43%	16%	29%	23%	31%	24%	-	6%	*	57%
	CWD	23%	23%	16%	14%	14%	27%	*	40%	-	0%	14%	23%	16%	-	9%	17%	16%	-	0%	*	*
	CWOD	40%	42%	29%	18%	24%	55%	13%	56%	33%	40%	23%	45%	-	29%	24%	34%	25%	-	7%	*	60%
	EL	24%	22%	23%	35%	18%	42%	*	50%	*	-	21%	32%	9%	24%	23%	28%	17%	-	7%	-	-
	Male	41%	43%	31%	18%	28%	53%	*	61%	*	40%	26%	45%	17%	34%	28%	31%	-	-	7%	*	*
	Female	34%	35%	24%	18%	17%	50%	17%	49%	*	30%	18%	41%	16%	25%	17%	-	24%	-	5%	*	*
Grade 6																						
Reading	All Students	42%	44%	42%	35%	35%	64%	55%	65%	44%	49%	36%	56%	20%	45%	34%	40%	44%	-	33%	40%	50%
	CWD	21%	22%	20%	17%	17%	29%	*	38%	*	24%	19%	23%	20%	-	15%	22%	16%	-	29%	-	*
	CWOD	46%	48%	45%	38%	38%	70%	63%	68%	67%	54%	39%	61%	-	45%	36%	43%	47%	-	34%	40%	56%
	EL	24%	26%	34%	43%	29%	53%	*	63%	*	*	32%	46%	15%	36%	34%	34%	34%	-	20%	*	*
	Male	40%	41%	40%	30%	34%	64%	50%	66%	50%	52%	34%	55%	22%	43%	34%	40%	-	-	32%	*	44%
	Female	45%	47%	44%	40%	37%	64%	60%	65%	*	45%	38%	58%	16%	47%	34%	-	44%	-	34%	*	56%
Mathematics	All Students	38%	41%	37%	26%	33%	60%	45%	73%	44%	47%	32%	52%	21%	40%	35%	39%	35%	-	28%	0%	39%
	CWD	20%	21%	21%	16%	19%	29%	*	50%	*	24%	20%	25%	21%	-	20%	24%	15%	-	33%	-	*
	CWOD	41%	44%	40%	27%	34%	65%	50%	75%	67%	52%	34%	55%	-	40%	36%	42%	38%	-	27%	0%	44%
	EL	24%	25%	35%	43%	29%	57%	*	71%	*	*	33%	49%	20%	36%	35%	37%	32%	-	40%	*	*
	Male	40%	43%	39%	27%	35%	61%	50%	77%	50%	47%	33%	55%	24%	42%	37%	39%	-	-	32%	*	44%
	Female	36%	38%	35%	24%	30%	58%	40%	69%	*	48%	30%	48%	15%	38%	32%	-	35%	-	23%	*	33%
Grade 7																						
Reading	All Students	55%	57%	48%	42%	42%	66%	50%	75%	65%	59%	43%	63%	20%	52%	37%	43%	54%	-	40%	*	71%
	CWD	25%	27%	20%	16%	16%	30%	*	*	*	43%	18%	26%	20%	-	10%	20%	18%	-	15%	*	*
	CWOD	59%	62%	52%	46%	45%	71%	53%	75%	63%	61%	46%	67%	-	52%	40%	46%	58%	-	44%	-	83%
	EL	33%	34%	37%	54%	33%	46%	40%	68%	-	*	36%	44%	10%	40%	37%	31%	44%	-	19%	-	-
	Male	50%	52%	43%	36%	36%	63%	58%	72%	70%	53%	37%	59%	20%	46%	31%	43%	-	-	38%	*	63%
	Female	60%	63%	54%	48%	49%	70%	*	77%	57%	68%	49%	67%	18%	58%	44%	-	54%	-	45%	*	83%
Mathematics	All Students	30%	30%	27%	18%	21%	48%	19%	64%	44%	35%	21%	42%	15%	29%	22%	27%	27%	-	13%	*	46%
	CWD	18%	18%	15%	12%	13%	22%	*	*	*	21%	13%	21%	15%	-	7%	17%	11%	-	15%	*	*
	CWOD	32%	32%	29%	19%	22%	51%	20%	64%	40%	37%	23%	44%	-	29%	23%	29%	29%	-	13%	-	55%
	EL	17%	15%	22%	35%	16%	42%	20%	61%	-	*	20%	31%	7%	23%	22%	21%	22%	-	7%	-	-
	Male	31%	31%	27%	17%	22%	50%	17%	61%	44%	36%	20%	45%	17%	29%	21%	27%	-	-	16%	*	50%
	Female	29%	29%	27%	20%	20%	46%	*	66%	43%	33%	23%	39%	11%	29%	22%	-	27%	-	8%	*	40%
Grade 8																						
Reading	All Students	57%	58%	51%	47%	44%	67%	54%	76%	60%	56%	45%	66%	25%	54%	36%	46%	57%	-	43%	*	69%
	CWD	25%	25%	25%	25%	18%	38%	*	36%	*	17%	21%	35%	25%	-	17%	24%	27%	-	30%	*	-
	CWOD	61%	62%	54%	51%	47%	72%	61%	78%	64%	61%	48%	70%	-	54%	38%	49%	59%	-	44%	-	69%
	EL	33%	33%	36%	36%	32%	48%	*	61%	*	*	35%	40%	17%	38%	36%	31%	40%	-	28%	-	-
	Male	51%	52%	46%	41%	40%	61%	71%	73%	50%	50%	39%	61%	24%	49%	31%	46%	-	-	39%	-	71%
	Female	63%	64%	57%	55%	49%	73%	47%	79%	67%	61%	50%	72%	27%	59%	40%	-	57%	-	48%	*	67%

Texas Education Agency  
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ARLINGTON ISD (220901) - TARRANT COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	39%	38%	27%	23%	23%	40%	27%	56%	50%	32%	24%	36%	19%	28%	21%	27%	28%	-	21%	*	38%
	CWD	20%	19%	19%	20%	14%	25%	*	29%	*	17%	17%	25%	19%	-	10%	21%	15%	-	44%	*	-
	CWOD	41%	41%	28%	24%	24%	43%	32%	59%	55%	34%	25%	38%	-	28%	22%	28%	29%	-	18%	-	38%
	EL	24%	21%	21%	30%	19%	22%	*	42%	*	*	21%	20%	10%	22%	21%	19%	23%	-	6%	-	-
	Male	38%	38%	27%	22%	23%	39%	50%	57%	67%	37%	23%	36%	21%	28%	19%	27%	-	-	21%	-	57%
	Female	40%	39%	28%	25%	23%	40%	19%	56%	33%	27%	25%	36%	15%	29%	23%	-	28%	-	21%	*	17%
Science	All Students	44%	45%	36%	29%	29%	55%	29%	65%	38%	42%	29%	51%	21%	38%	24%	37%	34%	-	22%	*	50%
	CWD	22%	21%	21%	21%	13%	36%	*	29%	*	8%	16%	35%	21%	-	10%	23%	17%	-	40%	*	-
	CWOD	47%	47%	38%	30%	31%	58%	33%	67%	40%	46%	31%	53%	-	38%	25%	39%	36%	-	20%	-	50%
	EL	23%	21%	24%	27%	21%	19%	*	48%	*	*	23%	28%	10%	25%	24%	25%	22%	-	6%	-	-
	Male	45%	46%	37%	29%	31%	57%	50%	73%	43%	43%	31%	52%	23%	39%	25%	37%	-	-	26%	-	57%
	Female	42%	43%	34%	28%	28%	53%	22%	57%	33%	41%	27%	50%	17%	36%	22%	-	34%	-	17%	*	44%
End of Course																						
English I	All Students	46%	49%	39%	30%	33%	59%	30%	65%	42%	58%	32%	53%	11%	42%	21%	33%	45%	-	21%	18%	38%
	CWD	17%	18%	11%	7%	12%	14%	*	25%	*	17%	9%	17%	11%	-	7%	11%	11%	-	11%	*	*
	CWOD	50%	53%	42%	33%	36%	65%	32%	67%	45%	62%	35%	56%	-	42%	22%	36%	48%	-	22%	13%	38%
	EL	19%	21%	21%	26%	19%	28%	0%	34%	*	0%	20%	28%	7%	22%	21%	18%	24%	-	6%	-	0%
	Male	40%	43%	33%	24%	28%	51%	25%	64%	29%	51%	27%	46%	11%	36%	18%	33%	-	-	12%	0%	42%
	Female	53%	55%	45%	38%	39%	69%	43%	67%	60%	65%	38%	62%	11%	48%	24%	-	45%	-	31%	33%	33%
English II	All Students	54%	57%	47%	38%	40%	69%	57%	68%	40%	62%	40%	61%	14%	51%	22%	41%	53%	-	25%	33%	55%
	CWD	21%	21%	14%	11%	11%	24%	*	17%	*	33%	12%	19%	14%	-	6%	12%	18%	-	17%	40%	*
	CWOD	59%	62%	51%	43%	43%	75%	61%	71%	44%	64%	43%	65%	-	51%	24%	46%	56%	-	27%	*	64%
	EL	22%	24%	22%	19%	21%	24%	*	35%	*	*	22%	23%	6%	24%	22%	19%	26%	-	9%	-	*
	Male	48%	51%	41%	32%	34%	64%	63%	63%	29%	47%	35%	54%	12%	46%	19%	41%	-	-	21%	*	60%
	Female	62%	64%	53%	45%	47%	76%	50%	75%	*	75%	46%	69%	18%	56%	26%	-	53%	-	28%	38%	53%
Algebra I	All Students	42%	43%	35%	25%	33%	48%	30%	68%	25%	38%	31%	44%	11%	37%	30%	32%	37%	*	18%	8%	35%
	CWD	19%	19%	11%	9%	11%	14%	*	15%	*	8%	9%	16%	11%	-	9%	11%	11%	-	0%	*	*
	CWOD	45%	46%	37%	27%	35%	53%	32%	70%	27%	40%	33%	46%	-	37%	33%	35%	39%	*	21%	11%	39%
	EL	28%	27%	30%	38%	28%	35%	0%	56%	*	20%	30%	30%	9%	33%	30%	28%	33%	*	20%	-	0%
	Male	40%	41%	32%	21%	31%	45%	22%	66%	17%	41%	28%	41%	11%	35%	28%	32%	-	*	12%	0%	27%
	Female	45%	45%	37%	28%	36%	51%	44%	69%	33%	33%	34%	46%	11%	39%	33%	-	37%	*	27%	14%	40%
Biology	All Students	54%	56%	43%	33%	38%	65%	46%	73%	25%	50%	36%	58%	14%	46%	28%	41%	45%	-	24%	21%	45%
	CWD	25%	26%	14%	5%	14%	29%	*	29%	*	33%	11%	24%	14%	-	9%	15%	13%	-	11%	*	*
	CWOD	57%	60%	46%	37%	41%	71%	50%	75%	29%	52%	40%	61%	-	46%	30%	45%	48%	-	25%	20%	53%
	EL	26%	28%	28%	30%	26%	31%	25%	48%	-	*	27%	36%	9%	30%	28%	29%	27%	-	9%	-	0%
	Male	52%	54%	41%	28%	38%	62%	41%	74%	*	46%	35%	55%	15%	45%	29%	41%	-	-	22%	0%	50%
	Female	56%	57%	45%	38%	39%	70%	50%	72%	*	54%	38%	61%	13%	48%	27%	-	45%	-	25%	43%	38%
STAAR Percent at Masters Grade Level																						
Grade 3																						

Texas Education Agency  
2022 Federal Report Card  
ARLINGTON ISD (220901) - TARRANT COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	29%	31%	23%	17%	19%	37%	23%	41%	0%	35%	18%	38%	8%	25%	20%	21%	25%	-	16%	*	40%
	CWD	12%	13%	8%	5%	6%	20%	*	18%	-	0%	5%	22%	8%	-	8%	8%	9%	-	0%	*	-
	CWOD	32%	35%	25%	19%	21%	40%	25%	43%	0%	41%	20%	40%	-	25%	22%	24%	26%	-	20%	-	40%
	EL	19%	19%	20%	36%	17%	23%	*	37%	*	40%	19%	31%	8%	22%	20%	18%	22%	-	0%	-	*
	Male	28%	30%	21%	14%	18%	34%	29%	37%	*	34%	15%	39%	8%	24%	18%	21%	-	-	10%	*	*
	Female	31%	33%	25%	20%	19%	40%	17%	44%	0%	37%	20%	36%	9%	26%	22%	-	25%	-	24%	*	*
Mathematics	All Students	20%	21%	14%	8%	11%	24%	0%	34%	13%	25%	11%	22%	6%	15%	15%	16%	12%	-	6%	*	20%
	CWD	10%	10%	6%	5%	5%	11%	*	6%	-	10%	5%	12%	6%	-	7%	7%	6%	-	19%	*	-
	CWOD	22%	23%	15%	9%	12%	26%	0%	36%	13%	28%	12%	24%	-	15%	16%	18%	13%	-	3%	-	20%
	EL	15%	15%	15%	26%	12%	14%	*	33%	*	20%	14%	18%	7%	16%	15%	16%	13%	-	0%	-	*
	Male	23%	23%	16%	7%	13%	27%	0%	37%	*	30%	12%	26%	7%	18%	16%	16%	-	-	8%	*	*
	Female	18%	19%	12%	9%	9%	20%	0%	30%	0%	18%	10%	18%	6%	13%	13%	-	12%	-	3%	*	*
Grade 4																						
Reading	All Students	28%	29%	22%	15%	17%	38%	36%	42%	40%	28%	17%	35%	7%	24%	18%	22%	22%	-	11%	*	21%
	CWD	10%	11%	7%	5%	5%	17%	*	8%	-	9%	5%	15%	7%	-	6%	8%	5%	-	0%	*	*
	CWOD	31%	32%	24%	17%	19%	42%	38%	44%	40%	32%	19%	37%	-	24%	19%	24%	24%	-	13%	*	25%
	EL	18%	17%	18%	17%	15%	24%	*	39%	*	-	16%	26%	6%	19%	18%	17%	18%	-	18%	-	*
	Male	26%	27%	22%	16%	16%	39%	0%	42%	33%	39%	18%	32%	8%	24%	17%	22%	-	-	13%	*	43%
	Female	29%	31%	22%	15%	18%	37%	56%	41%	*	17%	16%	38%	5%	24%	18%	-	22%	-	9%	*	8%
Mathematics	All Students	22%	23%	14%	7%	12%	26%	0%	37%	20%	16%	11%	24%	6%	15%	14%	16%	12%	-	5%	*	11%
	CWD	10%	10%	6%	3%	5%	10%	*	25%	-	0%	4%	12%	6%	-	5%	7%	3%	-	0%	*	*
	CWOD	25%	25%	15%	8%	12%	29%	0%	38%	20%	19%	12%	25%	-	15%	15%	18%	13%	-	6%	*	13%
	EL	16%	15%	14%	23%	11%	23%	*	38%	*	-	13%	22%	5%	15%	14%	17%	12%	-	6%	-	*
	Male	25%	26%	16%	8%	13%	30%	0%	47%	17%	25%	12%	27%	7%	18%	17%	16%	-	-	4%	*	14%
	Female	19%	20%	12%	6%	10%	22%	0%	29%	*	7%	9%	20%	3%	13%	12%	-	12%	-	6%	*	8%
Grade 5																						
Reading	All Students	36%	37%	29%	22%	24%	48%	20%	50%	50%	37%	23%	44%	10%	32%	25%	27%	31%	-	11%	*	14%
	CWD	12%	12%	10%	4%	9%	19%	*	30%	-	15%	8%	14%	10%	-	11%	10%	9%	-	0%	*	*
	CWOD	40%	41%	32%	25%	26%	52%	25%	51%	50%	39%	26%	47%	-	32%	26%	30%	33%	-	13%	*	20%
	EL	23%	23%	25%	39%	21%	36%	*	43%	*	-	24%	30%	11%	26%	25%	24%	26%	-	7%	-	-
	Male	32%	34%	27%	19%	23%	43%	*	48%	*	33%	22%	40%	10%	30%	24%	27%	-	-	12%	*	*
	Female	39%	40%	31%	25%	25%	54%	33%	52%	*	40%	25%	48%	9%	33%	26%	-	31%	-	9%	*	*
Mathematics	All Students	24%	24%	16%	8%	12%	30%	0%	47%	33%	18%	12%	26%	6%	17%	15%	17%	14%	-	2%	*	0%
	CWD	9%	9%	6%	1%	5%	13%	*	30%	-	8%	5%	9%	6%	-	7%	7%	4%	-	0%	*	*
	CWOD	26%	26%	17%	9%	13%	33%	0%	48%	33%	20%	13%	28%	-	17%	16%	19%	15%	-	3%	*	0%
	EL	17%	16%	15%	28%	11%	27%	*	47%	*	-	14%	22%	7%	16%	15%	16%	15%	-	0%	-	-
	Male	25%	25%	17%	7%	14%	32%	*	49%	*	24%	13%	27%	7%	19%	16%	17%	-	-	5%	*	*
	Female	23%	22%	14%	10%	10%	29%	0%	45%	*	13%	10%	25%	4%	15%	15%	-	14%	-	0%	*	*



Texas Education Agency  
2022 Federal Report Card  
ARLINGTON ISD (220901) - TARRANT COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	18%	12%	6%	8%	26%	0%	31%	17%	13%	8%	21%	6%	12%	8%	14%	10%	-	1%	*	0%
	CWD	9%	9%	6%	3%	6%	13%	*	0%	-	0%	5%	9%	6%	-	3%	7%	5%	-	0%	*	*
	CWOD	19%	19%	12%	7%	8%	28%	0%	33%	17%	15%	9%	23%	-	12%	8%	15%	10%	-	1%	*	0%
	EL	9%	8%	8%	9%	5%	19%	*	28%	*	-	7%	14%	3%	8%	8%	9%	7%	-	0%	-	-
	Male	20%	21%	14%	8%	10%	28%	*	31%	*	12%	10%	22%	7%	15%	9%	14%	-	-	2%	*	*
	Female	15%	15%	10%	5%	6%	24%	0%	32%	*	14%	6%	21%	5%	10%	7%	-	10%	-	0%	*	*
Grade 6																						
Reading	All Students	23%	24%	21%	17%	15%	41%	45%	37%	33%	26%	16%	33%	7%	23%	15%	19%	23%	-	20%	20%	28%
	CWD	8%	8%	7%	7%	4%	12%	*	13%	*	12%	7%	8%	7%	-	6%	8%	7%	-	24%	-	*
	CWOD	25%	26%	23%	18%	16%	46%	50%	40%	50%	29%	18%	37%	-	23%	16%	21%	25%	-	19%	20%	31%
	EL	9%	11%	15%	30%	12%	27%	*	34%	*	*	14%	22%	6%	16%	15%	14%	17%	-	20%	*	*
	Male	21%	21%	19%	14%	13%	40%	33%	34%	33%	21%	14%	32%	8%	21%	14%	19%	-	-	23%	*	33%
	Female	25%	26%	23%	19%	18%	41%	60%	40%	*	31%	19%	35%	7%	25%	17%	-	23%	-	17%	*	22%
Mathematics	All Students	16%	18%	16%	9%	12%	30%	27%	43%	11%	17%	12%	25%	9%	17%	14%	18%	13%	-	10%	0%	11%
	CWD	8%	7%	9%	7%	8%	9%	*	25%	*	12%	9%	8%	9%	-	10%	10%	6%	-	14%	-	*
	CWOD	17%	19%	17%	9%	12%	34%	25%	44%	17%	18%	12%	27%	-	17%	14%	19%	14%	-	9%	0%	13%
	EL	7%	8%	14%	15%	10%	25%	*	40%	*	*	13%	19%	10%	14%	14%	17%	10%	-	20%	*	*
	Male	17%	19%	18%	9%	14%	35%	33%	48%	17%	13%	14%	27%	10%	19%	17%	18%	-	-	13%	*	11%
	Female	14%	16%	13%	9%	9%	25%	20%	37%	*	22%	10%	22%	6%	14%	10%	-	13%	-	6%	*	11%
Grade 7																						
Reading	All Students	36%	39%	32%	27%	24%	48%	38%	64%	47%	40%	26%	45%	8%	35%	21%	27%	36%	-	22%	*	57%
	CWD	11%	11%	8%	5%	5%	15%	*	*	*	21%	7%	10%	8%	-	2%	7%	8%	-	0%	*	*
	CWOD	40%	42%	35%	30%	27%	52%	40%	64%	50%	43%	29%	48%	-	35%	23%	30%	40%	-	26%	-	67%
	EL	17%	17%	21%	30%	17%	29%	20%	55%	-	*	19%	31%	2%	23%	21%	17%	26%	-	6%	-	-
	Male	32%	33%	27%	20%	20%	45%	42%	64%	50%	38%	21%	41%	7%	30%	17%	27%	-	-	20%	*	50%
	Female	41%	44%	36%	34%	29%	50%	*	63%	43%	44%	32%	48%	8%	40%	26%	-	36%	-	26%	*	67%
Mathematics	All Students	13%	12%	11%	6%	7%	24%	0%	36%	13%	14%	7%	21%	5%	12%	7%	12%	10%	-	2%	*	8%
	CWD	7%	6%	5%	5%	3%	10%	*	*	*	0%	4%	7%	5%	-	2%	6%	3%	-	0%	*	*
	CWOD	14%	13%	12%	6%	7%	26%	0%	36%	13%	15%	8%	22%	-	12%	8%	12%	11%	-	3%	-	9%
	EL	6%	4%	7%	5%	5%	17%	0%	30%	-	*	6%	16%	2%	8%	7%	7%	8%	-	0%	-	-
	Male	13%	13%	12%	5%	7%	29%	0%	39%	22%	12%	7%	23%	6%	12%	7%	12%	-	-	0%	*	13%
	Female	12%	11%	10%	6%	7%	20%	*	33%	0%	16%	7%	18%	3%	11%	8%	-	10%	-	5%	*	0%
Grade 8																						
Reading	All Students	37%	37%	31%	26%	25%	47%	38%	56%	47%	41%	25%	46%	10%	34%	18%	27%	36%	-	23%	*	31%
	CWD	11%	10%	10%	7%	7%	20%	*	7%	*	8%	7%	17%	10%	-	6%	9%	12%	-	0%	*	-
	CWOD	40%	41%	34%	29%	27%	52%	43%	59%	50%	45%	27%	49%	-	34%	19%	30%	38%	-	26%	-	31%
	EL	16%	15%	18%	27%	15%	26%	*	37%	*	*	17%	25%	6%	19%	18%	15%	20%	-	11%	-	-
	Male	31%	32%	27%	20%	23%	39%	43%	56%	50%	35%	21%	38%	9%	30%	15%	27%	-	-	20%	-	43%
	Female	42%	44%	36%	32%	28%	55%	37%	57%	44%	46%	29%	54%	12%	38%	20%	-	36%	-	28%	*	22%

Texas Education Agency  
2022 Federal Report Card  
ARLINGTON ISD (220901) - TARRANT COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	14%	13%	7%	4%	5%	12%	5%	24%	17%	10%	5%	12%	3%	7%	4%	7%	6%	-	7%	*	8%
	CWD	8%	6%	3%	2%	3%	5%	*	7%	*	0%	4%	2%	3%	-	3%	3%	3%	-	0%	*	-
	CWOD	15%	14%	7%	5%	6%	14%	5%	26%	18%	11%	5%	13%	-	7%	4%	8%	7%	-	8%	-	8%
	EL	6%	5%	4%	4%	3%	3%	*	17%	*	*	4%	5%	3%	4%	4%	5%	3%	-	0%	-	-
	Male	14%	14%	7%	4%	6%	12%	17%	30%	33%	12%	6%	12%	3%	8%	5%	7%	-	-	8%	-	0%
	Female	14%	13%	6%	5%	4%	12%	0%	19%	0%	8%	5%	11%	3%	7%	3%	-	6%	-	5%	*	17%
Science	All Students	23%	23%	17%	11%	12%	30%	25%	42%	19%	24%	12%	27%	7%	18%	9%	18%	16%	-	3%	*	25%
	CWD	9%	8%	7%	6%	5%	13%	*	7%	*	0%	6%	9%	7%	-	4%	7%	6%	-	10%	*	-
	CWOD	24%	25%	18%	12%	13%	33%	29%	44%	20%	26%	13%	29%	-	18%	9%	20%	16%	-	2%	-	25%
	EL	8%	7%	9%	9%	6%	9%	*	32%	*	*	9%	9%	4%	9%	9%	10%	7%	-	0%	-	-
	Male	24%	24%	18%	11%	14%	30%	33%	48%	29%	27%	14%	28%	7%	20%	10%	18%	-	-	4%	-	29%
	Female	21%	21%	16%	12%	9%	29%	22%	38%	11%	21%	11%	27%	6%	16%	7%	-	16%	-	2%	*	22%
End of Course																						
English I	All Students	10%	11%	7%	4%	4%	15%	4%	25%	8%	12%	4%	14%	2%	8%	1%	6%	9%	-	2%	0%	4%
	CWD	4%	4%	2%	2%	2%	3%	*	0%	*	0%	1%	4%	2%	-	1%	2%	1%	-	0%	*	*
	CWOD	11%	12%	8%	4%	4%	17%	4%	26%	9%	13%	4%	15%	-	8%	1%	6%	9%	-	2%	0%	5%
	EL	1%	1%	1%	2%	1%	3%	0%	6%	*	0%	1%	3%	1%	1%	1%	1%	1%	-	0%	-	0%
	Male	8%	8%	6%	3%	3%	11%	0%	22%	14%	13%	3%	11%	2%	6%	1%	6%	-	-	1%	0%	8%
	Female	13%	13%	9%	5%	5%	20%	14%	29%	0%	11%	5%	18%	1%	9%	1%	-	9%	-	3%	0%	0%
English II	All Students	9%	9%	6%	4%	4%	15%	3%	17%	0%	11%	4%	12%	2%	7%	1%	5%	9%	-	2%	11%	7%
	CWD	5%	4%	2%	1%	0%	5%	*	0%	*	22%	2%	2%	2%	-	1%	2%	2%	-	6%	20%	*
	CWOD	9%	10%	7%	4%	4%	16%	3%	18%	0%	10%	4%	13%	-	7%	1%	5%	9%	-	1%	*	8%
	EL	1%	1%	1%	0%	1%	0%	*	2%	*	*	1%	1%	1%	1%	1%	0%	1%	-	0%	-	*
	Male	7%	7%	5%	2%	2%	11%	0%	13%	0%	4%	2%	9%	2%	5%	0%	5%	-	-	2%	*	10%
	Female	11%	12%	9%	5%	5%	19%	6%	23%	*	19%	5%	16%	2%	9%	1%	-	9%	-	1%	13%	5%
Algebra I	All Students	26%	27%	21%	13%	18%	34%	19%	55%	25%	25%	17%	30%	5%	23%	16%	20%	22%	*	11%	8%	31%
	CWD	8%	8%	5%	3%	5%	9%	*	0%	*	8%	4%	8%	5%	-	3%	5%	4%	-	0%	*	*
	CWOD	29%	29%	23%	14%	20%	38%	20%	58%	27%	27%	19%	32%	-	23%	18%	22%	23%	*	13%	11%	35%
	EL	14%	13%	16%	17%	13%	18%	0%	45%	*	20%	16%	18%	3%	18%	16%	17%	15%	*	14%	-	0%
	Male	25%	25%	20%	10%	18%	32%	6%	54%	17%	30%	16%	28%	5%	22%	17%	20%	-	*	6%	0%	18%
	Female	28%	28%	22%	16%	18%	36%	44%	57%	33%	20%	18%	33%	4%	23%	15%	-	22%	*	17%	14%	40%
Biology	All Students	21%	23%	15%	9%	11%	29%	25%	43%	0%	26%	11%	26%	4%	17%	6%	15%	16%	-	8%	7%	27%
	CWD	7%	7%	4%	1%	2%	11%	*	0%	*	22%	3%	6%	4%	-	1%	4%	3%	-	6%	*	*
	CWOD	22%	25%	17%	10%	12%	32%	27%	45%	0%	26%	12%	28%	-	17%	7%	16%	17%	-	8%	0%	32%
	EL	5%	6%	6%	13%	4%	14%	13%	24%	-	*	6%	8%	1%	7%	6%	7%	6%	-	0%	-	0%
	Male	21%	23%	15%	7%	11%	29%	12%	43%	*	28%	10%	24%	4%	16%	7%	15%	-	-	6%	0%	30%
	Female	21%	23%	16%	10%	11%	30%	50%	44%	*	24%	11%	27%	3%	17%	6%	-	16%	-	9%	14%	23%
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						



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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	74%	66%	58%	62%	81%	67%	86%	73%	75%	61%	77%	36%	70%	58%	63%	68%	*	52%	49%	73%
	CWD	44%	45%	36%	29%	32%	52%	35%	52%	40%	40%	32%	48%	36%	-	29%	37%	34%	-	35%	50%	33%
	CWOD	77%	78%	70%	62%	66%	86%	70%	88%	75%	80%	65%	81%	-	70%	62%	68%	72%	*	55%	49%	79%
	EL	59%	59%	58%	66%	56%	65%	51%	79%	63%	74%	58%	64%	29%	62%	58%	57%	61%	*	45%	*	48%
	Male	71%	72%	63%	54%	60%	79%	66%	85%	67%	72%	58%	75%	37%	68%	57%	63%	-	*	48%	32%	75%
	Female	75%	76%	68%	62%	65%	83%	67%	87%	79%	77%	64%	80%	34%	72%	61%	-	68%	*	56%	59%	73%
Reading	All Students	74%	75%	67%	62%	63%	83%	69%	84%	76%	78%	63%	79%	35%	72%	57%	63%	73%	-	54%	49%	75%
	CWD	43%	44%	35%	29%	30%	52%	27%	50%	29%	44%	31%	47%	35%	-	25%	34%	36%	-	36%	53%	31%
	CWOD	78%	80%	72%	67%	67%	87%	74%	86%	80%	83%	67%	83%	-	72%	61%	67%	76%	-	57%	45%	81%
	EL	57%	58%	57%	69%	55%	65%	46%	76%	62%	59%	57%	63%	25%	61%	57%	53%	63%	-	40%	*	38%
	Male	70%	71%	63%	56%	58%	79%	63%	82%	66%	74%	57%	75%	34%	67%	53%	63%	-	-	49%	29%	74%
	Female	78%	80%	73%	68%	69%	86%	76%	87%	87%	82%	68%	84%	36%	76%	63%	-	73%	-	60%	60%	76%
Mathematics	All Students	71%	72%	64%	53%	62%	78%	63%	88%	72%	71%	59%	75%	36%	67%	61%	63%	64%	*	50%	45%	73%
	CWD	44%	44%	36%	27%	35%	48%	46%	58%	50%	37%	32%	47%	36%	-	33%	38%	31%	-	33%	43%	33%
	CWOD	75%	76%	67%	57%	65%	83%	65%	90%	74%	76%	63%	78%	-	67%	64%	67%	67%	*	53%	47%	78%
	EL	61%	60%	61%	65%	58%	65%	57%	84%	67%	89%	60%	66%	33%	64%	61%	61%	61%	*	54%	*	67%
	Male	71%	72%	63%	51%	62%	78%	67%	88%	68%	71%	58%	75%	38%	67%	61%	63%	-	*	48%	38%	71%
	Female	71%	72%	64%	56%	61%	79%	58%	88%	76%	71%	60%	75%	31%	67%	61%	-	64%	*	52%	50%	74%
Science	All Students	74%	75%	66%	59%	61%	84%	67%	85%	67%	75%	61%	78%	38%	69%	56%	65%	66%	-	49%	53%	71%
	CWD	47%	47%	38%	34%	32%	58%	29%	43%	*	33%	33%	54%	38%	-	27%	40%	35%	-	37%	57%	33%
	CWOD	78%	79%	69%	62%	65%	88%	73%	88%	68%	79%	65%	81%	-	69%	59%	70%	69%	-	52%	50%	75%
	EL	58%	57%	56%	63%	53%	63%	50%	76%	60%	83%	55%	62%	27%	59%	56%	57%	55%	-	43%	-	33%
	Male	74%	75%	65%	57%	62%	82%	73%	85%	71%	72%	61%	77%	40%	70%	57%	65%	-	-	48%	25%	85%
	Female	75%	75%	66%	61%	61%	85%	63%	85%	63%	78%	61%	80%	35%	69%	55%	-	66%	-	51%	73%	60%
SAT/ACT All Subjects	All Students	92%	94%	92%	92%	87%	95%	*	98%	*	90%	89%	94%	80%	92%	63%	92%	92%	-	77%	-	100%
	CWD	75%	92%	80%	-	*	*	-	-	-	-	*	*	80%	-	*	*	*	-	-	-	-
	CWOD	92%	94%	92%	92%	87%	95%	*	98%	*	90%	89%	94%	-	92%	64%	92%	92%	-	77%	-	100%
	EL	69%	69%	63%	*	55%	*	-	100%	-	*	63%	60%	*	64%	63%	64%	61%	-	-	-	-
	Male	93%	95%	92%	95%	86%	96%	*	96%	*	88%	88%	94%	*	92%	64%	92%	-	-	100%	-	*
	Female	92%	94%	92%	90%	88%	94%	*	100%	-	94%	90%	94%	*	92%	61%	-	92%	-	57%	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	48%	39%	30%	34%	58%	38%	67%	43%	47%	33%	53%	18%	42%	30%	38%	41%	*	25%	26%	49%
	CWD	23%	24%	18%	15%	15%	28%	9%	35%	13%	19%	15%	25%	18%	-	12%	19%	16%	-	17%	30%	15%
	CWOD	50%	52%	42%	33%	36%	63%	42%	69%	46%	51%	36%	57%	-	42%	32%	41%	43%	*	26%	23%	53%
	EL	29%	29%	30%	40%	27%	40%	22%	56%	37%	41%	29%	37%	12%	32%	30%	30%	31%	*	17%	*	7%
	Male	45%	47%	38%	27%	33%	57%	40%	67%	45%	47%	32%	52%	19%	41%	30%	38%	-	*	24%	12%	52%
	Female	48%	49%	41%	34%	35%	60%	36%	68%	42%	47%	35%	55%	16%	43%	31%	-	41%	*	27%	35%	46%

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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	54%	45%	38%	39%	65%	47%	69%	52%	55%	39%	60%	19%	48%	33%	41%	49%	-	32%	33%	55%
	CWD	24%	25%	19%	16%	16%	29%	7%	33%	14%	24%	17%	25%	19%	-	12%	19%	19%	-	19%	37%	13%
	CWOD	56%	58%	48%	41%	42%	70%	51%	71%	56%	60%	42%	64%	-	48%	35%	44%	52%	-	34%	30%	61%
	EL	31%	32%	33%	44%	30%	44%	23%	55%	46%	41%	32%	41%	12%	35%	33%	30%	36%	-	20%	*	8%
	Male	47%	49%	41%	32%	35%	61%	47%	66%	47%	52%	35%	55%	19%	44%	30%	41%	-	-	28%	14%	56%
	Female	56%	58%	49%	43%	43%	70%	46%	72%	59%	58%	43%	65%	19%	52%	36%	-	49%	-	37%	44%	55%
Mathematics	All Students	41%	42%	33%	23%	29%	51%	30%	67%	36%	39%	28%	46%	17%	35%	29%	34%	33%	*	19%	16%	41%
	CWD	22%	22%	17%	14%	15%	25%	15%	40%	17%	16%	15%	23%	17%	-	13%	19%	13%	-	16%	21%	17%
	CWOD	44%	45%	35%	24%	31%	55%	31%	68%	38%	42%	30%	49%	-	35%	31%	36%	34%	*	20%	12%	44%
	EL	29%	27%	29%	39%	25%	39%	22%	62%	33%	50%	28%	35%	13%	31%	29%	30%	29%	*	18%	*	11%
	Male	42%	43%	34%	22%	30%	52%	33%	67%	43%	42%	28%	48%	19%	36%	30%	34%	-	*	20%	15%	45%
	Female	40%	40%	33%	24%	28%	50%	26%	66%	29%	36%	28%	45%	13%	34%	29%	-	33%	*	18%	17%	37%
Science	All Students	46%	48%	37%	27%	31%	58%	33%	66%	33%	44%	30%	52%	17%	39%	25%	37%	36%	-	18%	26%	49%
	CWD	23%	24%	17%	13%	14%	31%	0%	32%	*	12%	13%	27%	17%	-	9%	18%	15%	-	15%	29%	17%
	CWOD	49%	51%	39%	30%	33%	62%	37%	67%	36%	47%	32%	55%	-	39%	27%	40%	38%	-	19%	25%	53%
	EL	25%	24%	25%	31%	22%	32%	20%	49%	20%	17%	24%	32%	9%	27%	25%	28%	22%	-	7%	-	0%
	Male	47%	49%	37%	26%	33%	58%	38%	71%	43%	44%	31%	52%	18%	40%	28%	37%	-	-	20%	0%	60%
	Female	45%	46%	36%	29%	29%	58%	28%	60%	25%	43%	29%	53%	15%	38%	22%	-	36%	-	17%	45%	40%
SAT/ACT All Subjects	All Students	64%	66%	56%	39%	44%	69%	*	72%	*	73%	43%	67%	80%	56%	11%	60%	52%	-	38%	-	40%
	CWD	43%	66%	80%	-	*	*	-	-	-	-	*	*	80%	-	*	*	*	-	-	-	-
	CWOD	64%	66%	56%	39%	44%	69%	*	72%	*	73%	43%	67%	-	56%	11%	60%	52%	-	38%	-	40%
	EL	18%	24%	11%	*	6%	*	-	29%	-	*	8%	30%	*	11%	11%	8%	17%	-	-	-	-
	Male	68%	71%	60%	46%	45%	76%	*	74%	*	71%	46%	71%	*	60%	8%	60%	-	-	50%	-	*
	Female	60%	62%	52%	34%	43%	62%	*	70%	-	75%	41%	62%	*	52%	17%	-	52%	-	29%	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	23%	17%	11%	13%	30%	17%	39%	23%	23%	13%	27%	6%	18%	12%	16%	18%	*	9%	6%	19%
	CWD	9%	8%	6%	4%	5%	12%	6%	11%	0%	8%	5%	9%	6%	-	4%	6%	5%	-	5%	8%	0%
	CWOD	24%	25%	18%	12%	14%	33%	18%	40%	25%	26%	14%	29%	-	18%	13%	18%	19%	*	9%	4%	21%
	EL	12%	11%	12%	19%	10%	19%	8%	32%	19%	20%	12%	17%	4%	13%	12%	12%	13%	*	6%	*	4%
	Male	21%	22%	16%	10%	13%	29%	13%	39%	27%	24%	12%	26%	6%	18%	12%	16%	-	*	9%	0%	20%
	Female	23%	24%	18%	13%	13%	31%	21%	39%	18%	23%	13%	28%	5%	19%	13%	-	18%	*	9%	9%	18%
Reading	All Students	25%	26%	20%	15%	15%	34%	22%	38%	30%	29%	15%	30%	6%	21%	14%	17%	22%	-	12%	8%	21%
	CWD	9%	9%	6%	4%	4%	13%	7%	11%	0%	10%	5%	10%	6%	-	4%	6%	6%	-	5%	11%	0%
	CWOD	27%	28%	21%	16%	16%	37%	24%	40%	33%	31%	17%	33%	-	21%	15%	19%	24%	-	13%	5%	24%
	EL	13%	12%	14%	22%	11%	21%	15%	31%	23%	18%	13%	20%	4%	15%	14%	12%	16%	-	6%	*	0%
	Male	22%	23%	17%	12%	13%	30%	15%	35%	30%	27%	13%	27%	6%	19%	12%	17%	-	-	12%	0%	26%
	Female	28%	29%	22%	18%	17%	38%	30%	42%	31%	30%	18%	34%	6%	24%	16%	-	22%	-	13%	12%	17%

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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	20%	14%	8%	11%	26%	9%	38%	18%	19%	11%	23%	6%	16%	12%	15%	13%	*	7%	3%	14%
	CWD	9%	8%	6%	4%	5%	9%	8%	14%	0%	6%	5%	8%	6%	-	5%	7%	4%	-	6%	0%	0%
	CWOD	21%	22%	16%	9%	12%	28%	9%	40%	19%	20%	12%	24%	-	16%	13%	17%	14%	*	7%	6%	16%
	EL	12%	11%	12%	18%	9%	19%	0%	37%	22%	28%	12%	17%	5%	13%	12%	14%	11%	*	7%	*	11%
	Male	21%	21%	15%	7%	13%	28%	9%	42%	25%	21%	12%	24%	7%	17%	14%	15%	-	*	6%	0%	10%
	Female	19%	19%	13%	9%	10%	23%	9%	35%	9%	15%	10%	21%	4%	14%	11%	-	13%	*	7%	6%	18%
Science	All Students	20%	21%	15%	9%	10%	28%	21%	40%	13%	21%	10%	25%	5%	16%	8%	15%	14%	-	4%	5%	22%
	CWD	8%	8%	5%	3%	4%	12%	0%	3%	*	6%	5%	8%	5%	-	2%	6%	5%	-	5%	14%	0%
	CWOD	22%	23%	16%	10%	11%	31%	24%	42%	14%	23%	11%	27%	-	16%	8%	17%	15%	-	4%	0%	25%
	EL	7%	7%	8%	11%	5%	15%	10%	28%	0%	0%	7%	10%	2%	8%	8%	8%	7%	-	0%	-	0%
	Male	22%	23%	15%	8%	12%	29%	15%	42%	21%	23%	11%	25%	6%	17%	8%	15%	-	-	5%	0%	25%
	Female	19%	20%	14%	9%	9%	28%	25%	38%	6%	20%	9%	25%	5%	15%	7%	-	14%	-	4%	9%	20%
SAT/ACT All Subjects	All Students	13%	12%	8%	2%	2%	12%	*	18%	*	25%	4%	12%	0%	8%	0%	11%	6%	-	8%	-	0%
	CWD	11%	14%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	13%	12%	8%	2%	2%	12%	*	18%	*	25%	4%	12%	-	8%	0%	11%	6%	-	8%	-	0%
	EL	1%	1%	0%	*	0%	*	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	17%	15%	11%	4%	3%	16%	*	20%	*	25%	6%	15%	*	11%	0%	11%	-	-	0%	-	*
	Female	10%	9%	6%	1%	1%	9%	*	17%	-	25%	3%	9%	*	6%	0%	-	6%	-	14%	-	*

- 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	79	78	82	78	86	82	82	78	70	78
CWD	70	67	67	79	78	72	*	75	68	70	66
CWOD	81	81	79	83	78	87	86	83	79	-	79
EL ◇	78	83	76	86	71	87	86	75	77	66	78
Male	77	76	75	82	72	84	75	82	76	68	75

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	82	82	80	83	83	87	91	81	80	73	80
<b>Mathematics</b>											
All Students	72	68	72	75	72	86	72	74	71	60	72
CWD	60	54	61	66	55	74	*	63	59	60	59
CWOD	74	71	73	76	75	87	70	76	73	-	74
EL ◇	72	73	71	72	71	84	71	88	72	59	72
Male	71	67	71	75	67	86	67	74	70	62	71
Female	74	70	73	75	76	86	80	75	73	57	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	85.7%	83.9%	82.6%	91.6%	76.2%	93.0%	75.0%	88.8%	86.0%	73.2%	75.9%	65.6%	42.9%
CWD	73.2%	77.6%	72.3%	72.9%	* 45.5%	-	66.7%	75.0%	73.2%	69.5%	76.3%	*	*
CWOD	86.8%	84.6%	83.4%	93.0%	76.5%	94.5%	75.0%	90.8%	87.2%	-	76.6%	64.3%	*
EL ◇	75.9%	94.3%	72.3%	81.3%	* 91.9%	-	*	79.8%	69.5%	75.9%	55.6%	-	-
Male	82.8%	81.3%	78.9%	90.0%	75.0%	89.9%	66.7%	86.5%	83.2%	71.4%	71.4%	61.5%	*
Female	88.9%	86.6%	86.6%	93.1%	77.8%	96.1%	* 90.9%	89.0%	76.9%	81.4%	69.1%	*	*

- 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
15,452	2,330	15%

- 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	41	33	36	56	41	64	46	48	36	20	33
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	44%	29%	40%	58%	25%	71%	17%	48%	38%	52%	25%

- 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	N	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	Y	N	N	Y	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N	N	N	N	N	N	N	N
<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	N	N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N
<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	N	N	N	N		N		N	N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	N		N		N	N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N		N		N	N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N		N		N	N	N	N

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

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

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

### Part (vii): STAAR Participation

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

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		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	99%	98%	99%	99%	98%	99%	99%	98%	99%	99%	98%	99%	99%	99%	99%	*
	CWD	98%	98%	99%	98%	97%	98%	100%	99%	98%	99%	98%	-	99%	98%	99%	-
	CWOD	99%	98%	99%	99%	99%	99%	99%	98%	99%	99%	-	99%	99%	99%	99%	*
	EL	99%	99%	99%	100%	98%	100%	100%	98%	99%	99%	99%	99%	99%	99%	99%	*
	Male	99%	98%	99%	99%	98%	99%	99%	99%	99%	99%	98%	99%	99%	99%	-	*
	Female	99%	98%	99%	99%	99%	99%	100%	98%	99%	99%	99%	99%	99%	-	99%	*
<b>Reading</b>	All Students	99%	98%	99%	99%	98%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	-
	CWD	98%	98%	99%	98%	93%	98%	100%	99%	98%	99%	98%	-	99%	98%	98%	-
	CWOD	99%	98%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	-
	EL	99%	99%	99%	100%	97%	100%	100%	100%	99%	99%	99%	99%	99%	99%	99%	-
	Male	99%	98%	99%	99%	98%	99%	98%	98%	98%	99%	98%	99%	99%	99%	-	-
	Female	99%	98%	99%	99%	99%	100%	100%	99%	99%	99%	98%	99%	99%	-	99%	-
<b>Mathematics</b>	All Students	99%	99%	99%	99%	99%	99%	100%	98%	99%	99%	99%	99%	99%	99%	99%	*
		99%	99%	99%	99%	99%	99%	100%	98%	99%	99%	99%	99%	99%	99%	99%	*
	CWD	99%	99%	99%	99%	100%	99%	100%	100%	99%	100%	99%	-	99%	99%	99%	-
		99%	99%	99%	99%	100%	99%	100%	100%	99%	100%	99%	-	99%	99%	99%	-
	CWOD	99%	99%	99%	99%	99%	99%	100%	98%	99%	99%	-	99%	99%	99%	99%	*
		99%	99%	99%	99%	99%	99%	100%	98%	99%	99%	-	99%	99%	99%	99%	*
	EL	99%	99%	99%	100%	100%	100%	100%	95%	99%	99%	99%	99%	99%	99%	99%	*
		99%	99%	99%	100%	100%	100%	100%	95%	99%	99%	99%	99%	99%	99%	99%	*
	Male	99%	99%	99%	99%	98%	99%	100%	99%	99%	99%	99%	99%	99%	99%	-	*
		99%	99%	99%	99%	98%	99%	100%	99%	99%	99%	99%	99%	99%	99%	-	*
	Female	99%	99%	99%	99%	100%	99%	100%	98%	99%	99%	99%	99%	99%	-	99%	*
		99%	99%	99%	99%	100%	99%	100%	98%	99%	99%	99%	99%	99%	-	99%	*
<b>SAT/ACT All Subjects</b>	All Students	94%	96%	93%	95%	*	96%	*	89%	92%	96%	100%	94%	86%	93%	95%	-
	CWD	100%	-	*	*	-	-	-	-	*	*	100%	-	*	*	*	-
	CWOD	94%	96%	93%	95%	*	96%	*	89%	92%	96%	-	94%	86%	93%	95%	-
	EL	86%	*	83%	*	-	100%	-	*	87%	83%	*	86%	86%	87%	85%	-
	Male	93%	95%	90%	94%	*	96%	*	96%	90%	95%	*	93%	87%	93%	-	-
	Female	95%	97%	95%	96%	*	96%	-	80%	94%	97%	*	95%	85%	-	95%	-
<b>Non-Participation Rate</b>																	

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All Subjects	All Students	1%	2%	1%	1%	2%	1%	1%	2%	1%	1%	2%	1%	1%	1%	1%	*
	CWD	2%	2%	1%	2%	3%	2%	0%	1%	2%	1%	2%	-	1%	2%	1%	-
	CWOD	1%	2%	1%	1%	1%	1%	1%	2%	1%	1%	-	1%	1%	1%	1%	*
	EL	1%	1%	1%	0%	2%	0%	0%	2%	1%	1%	1%	1%	1%	1%	1%	*
	Male	1%	2%	1%	1%	2%	1%	1%	1%	1%	1%	2%	1%	1%	1%	-	*
	Female	1%	2%	1%	1%	1%	1%	0%	2%	1%	1%	1%	1%	1%	-	1%	*
Reading	All Students	1%	2%	1%	1%	2%	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	-
	CWD	2%	2%	1%	2%	7%	2%	0%	1%	2%	1%	2%	-	1%	2%	2%	-
	CWOD	1%	2%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	-
	EL	1%	1%	1%	0%	3%	0%	0%	0%	1%	1%	1%	1%	1%	1%	1%	-
	Male	1%	2%	1%	1%	2%	1%	2%	2%	2%	1%	2%	1%	1%	1%	-	-
	Female	1%	2%	1%	1%	1%	0%	0%	1%	1%	1%	2%	1%	1%	-	1%	-
Mathematics	All Students	1%	1%	1%	1%	1%	1%	0%	2%	1%	1%	1%	1%	1%	1%	1%	*
	CWD	1%	1%	1%	1%	0%	1%	0%	0%	1%	0%	1%	-	1%	1%	1%	-
	CWOD	1%	1%	1%	1%	1%	1%	0%	2%	1%	1%	-	1%	1%	1%	1%	*
	EL	1%	1%	1%	0%	0%	0%	0%	5%	1%	1%	1%	1%	1%	1%	1%	*
	Male	1%	1%	1%	1%	2%	1%	0%	1%	1%	1%	1%	1%	1%	1%	-	*
	Female	1%	1%	1%	1%	0%	1%	0%	2%	1%	1%	1%	1%	1%	-	1%	*
Science	All Students	2%	2%	2%	1%	2%	1%	0%	2%	2%	1%	2%	2%	2%	2%	1%	-
	CWD	2%	3%	2%	1%	0%	3%	*	3%	2%	1%	2%	-	2%	2%	2%	-
	CWOD	2%	2%	2%	1%	2%	1%	0%	2%	2%	1%	-	2%	2%	2%	1%	-
	EL	2%	0%	2%	1%	0%	0%	0%	0%	2%	1%	2%	2%	2%	2%	1%	-
	Male	2%	2%	2%	2%	4%	1%	0%	2%	2%	1%	2%	2%	2%	2%	-	-
	Female	1%	2%	2%	1%	0%	1%	0%	2%	2%	1%	2%	1%	1%	-	1%	-
SAT/ACT All Subjects	All Students	6%	4%	7%	5%	*	4%	*	11%	8%	4%	0%	6%	14%	7%	5%	-
	CWD	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-
	CWOD	6%	4%	7%	5%	*	4%	*	11%	8%	4%	-	6%	14%	7%	5%	-
	EL	14%	*	17%	*	-	0%	-	*	13%	17%	*	14%	14%	13%	15%	-
	Male	7%	5%	10%	6%	*	4%	*	4%	10%	5%	*	7%	13%	7%	-	-
	Female	5%	3%	5%	4%	*	4%	-	20%	6%	3%	*	5%	15%	-	5%	-

- 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	3,149	1,362	1,122	482	11	69	5	98	578		
	Female	1,437	628	568	166	3	23	2	47	224		
	Total	4,586	1,990	1,690	648	14	92	7	145	802		
<b>Out-of-School Suspensions</b>												
	Male	1,748	816	629	226	8	29	0	40	331		
	Female	903	442	346	77	1	7	0	30	136		
	Total	2,651	1,258	975	303	9	36	0	70	467		
<b>Expulsions</b>												
With Educational Services	Male	19	4	10	4	0	0	0	1	7		
	Female	3	1	1	1	0	0	0	0	0		
	Total	22	5	11	5	0	0	0	1	7		
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	913	377	287	214	2	6	1	26	136		324
	Female	246	119	65	48	4	0	0	10	28		82
	Total	1,159	496	352	262	6	6	1	36	164		406
<b>Out-of-School Suspensions</b>												
	Male	624	273	196	131	1	2	1	20	96		186
	Female	166	86	47	24	0	1	0	8	21		53
	Total	790	359	243	155	1	3	1	28	117		239
<b>Expulsions</b>												
With Educational Services	Male	8	2	2	3	0	0	0	1	0		1
	Female	1	0	1	0	0	0	0	0	0		1
	Total	9	2	3	3	0	0	0	1	0		2
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	5,045	1,640	2,254	872	17	102	13	147	979	964	-
	Female	4,215	1,284	2,009	692	20	85	10	115	825	409	-
	Total	9,260	2,924	4,263	1,564	37	187	23	262	1,804	1,373	-

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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	77
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	4
Incidents of threats of physical attack with a weapon	4
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	16
Incidents of possession of a firearm or explosive device	4
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	4
On the basis of race	0
On the basis of disability	7
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	1,708	473	871	161	7	133	0	63	851	36
	Female	1,719	428	911	189	9	128	4	50	870	18
	Total	3,427	901	1,782	350	16	261	4	113	1,721	54
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	2,665	486	967	760	9	388	5	50	154	22
	Female	3,196	622	1,249	852	11	389	6	67	159	22
	Total	5,861	1,108	2,216	1,612	20	777	11	117	313	44
International Baccalaureate Courses	Male	167	40	75	15	0	36	0	1	12	1
	Female	325	75	135	53	1	55	1	5	16	1
	Total	492	115	210	68	1	91	1	6	28	2

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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	499	50	175	186	1	71	1	15	11	5
	Female	682	96	300	200	1	77	2	6	13	1
	Total	1,181	146	475	386	2	148	3	21	24	6

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

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

### Part (ix): Teacher Quality Data

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

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	434.4	10.6%	143.5	11.7%	50.6	8.2%
Teachers Teaching with Emergency or Provisional Credentials	159.5	4.1%	48.0	4.1%	22.3	3.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	179.4	4.6%	53.4	4.5%	26.7	4.5%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	Region 11 Number of ALT2	Region 11 Rate of ALT2	District Number of ALT2	District Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	645	2%	48	1%
Mathematics	6,587	2%	646	2%	48	1%
<b>Grade 4</b>						
Reading	6,404	2%	607	1%	50	1%
Mathematics	6,408	2%	606	1%	49	1%
<b>Grade 5</b>						
Reading	6,204	2%	576	1%	32	1%
Mathematics	6,205	2%	577	1%	32	1%
Science	6,200	2%	577	1%	32	1%
<b>Grade 6</b>						
Reading	6,181	2%	598	1%	59	1%
Mathematics	6,177	2%	598	1%	59	1%
<b>Grade 7</b>						
Reading	6,130	1%	645	1%	46	1%
Mathematics	6,120	2%	644	2%	46	1%
<b>Grade 8</b>						
Reading	5,794	1%	532	1%	49	1%
Mathematics	5,803	2%	533	1%	50	1%
Science	5,796	1%	533	1%	50	1%
<b>End of Course</b>						
English I	6,009	1%	648	1%	35	1%
English II	5,490	1%	516	1%	35	1%
Algebra I	5,993	1%	646	1%	35	1%
Biology	5,860	1%	630	1%	36	1%
<b>All Grades</b>						
All Subjects	109,954	1%	10,757	1%	791	1%
Reading	48,805	1%	4,767	1%	354	1%
Mathematics	43,293	1%	4,250	1%	319	1%
Science	17,856	1%	1,740	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	40%	34%	51%	35%	79%	*	25%	39%	19%	31%
In-State Private Institutions	3%	3%	2%	4%	-	3%	-	*	2%	*	1%
Out-of-State Institutions	5%	7%	3%	7%	-	2%	-	8%	4%	4%	3%

- Indicates there are no students in the group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	22%	26%	25%	11%	28%	8%	20%	20%	25%	23%	23%

- 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 and 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%	57%	55%	47%	49%	71%	80%	71%	*	71%	50%	66%	18%	60%	36%	47%	65%	-	48%	*	*
	CWD	29%	21%	18%	11%	16%	19%	-	*	-	*	19%	12%	18%	-	17%	15%	23%	-	-	-	-
	CWOD	68%	61%	60%	52%	54%	80%	80%	72%	*	78%	55%	71%	-	60%	39%	54%	68%	-	48%	*	*
	EL	38%	40%	36%	13%	34%	25%	-	71%	*	-	35%	39%	17%	39%	36%	31%	42%	-	43%	-	-
	Male	58%	51%	47%	39%	42%	64%	*	62%	*	58%	43%	58%	15%	54%	31%	47%	-	-	33%	-	*
	Female	70%	64%	65%	58%	59%	82%	*	88%	*	89%	60%	76%	23%	68%	42%	-	65%	-	67%	*	*
English II	All Students	71%	63%	65%	51%	60%	80%	83%	78%	*	79%	57%	76%	24%	70%	40%	59%	72%	-	38%	*	*
	CWD	33%	24%	24%	4%	30%	27%	-	*	-	*	18%	39%	24%	-	38%	18%	36%	-	*	*	-
	CWOD	76%	68%	70%	59%	63%	89%	83%	80%	*	83%	63%	80%	-	70%	40%	65%	75%	-	50%	-	*
	EL	43%	40%	40%	*	37%	*	-	64%	-	*	38%	46%	38%	40%	40%	41%	37%	-	-	-	-
	Male	65%	58%	59%	37%	55%	75%	80%	73%	*	70%	50%	72%	18%	65%	41%	59%	-	-	29%	-	-
	Female	77%	69%	72%	62%	67%	85%	*	90%	-	*	65%	83%	36%	75%	37%	-	72%	-	44%	*	*
Algebra I	All Students	74%	66%	60%	54%	57%	69%	100%	86%	*	68%	58%	65%	21%	66%	49%	57%	64%	-	42%	*	*
	CWD	46%	30%	21%	25%	13%	31%	-	*	-	*	20%	27%	21%	-	11%	20%	24%	-	*	-	-
	CWOD	78%	70%	66%	58%	63%	77%	100%	85%	*	81%	64%	70%	-	66%	54%	64%	68%	-	44%	*	*
	EL	64%	64%	49%	71%	47%	17%	-	89%	-	-	47%	57%	11%	54%	49%	46%	53%	-	29%	-	-
	Male	71%	63%	57%	50%	56%	62%	*	78%	*	60%	55%	61%	20%	64%	46%	57%	-	-	33%	-	-
	Female	78%	70%	64%	58%	58%	78%	*	100%	-	78%	61%	71%	24%	68%	53%	-	64%	-	57%	*	*
Biology	All Students	82%	75%	74%	71%	66%	86%	*	83%	*	92%	68%	83%	41%	78%	59%	75%	72%	-	64%	-	*
	CWD	57%	43%	41%	38%	30%	54%	-	*	-	*	29%	63%	41%	-	36%	42%	38%	-	*	-	-
	CWOD	86%	79%	78%	76%	70%	91%	*	82%	*	100%	73%	86%	-	78%	61%	80%	76%	-	70%	-	*
	EL	66%	64%	59%	*	59%	33%	-	75%	-	-	60%	54%	36%	61%	59%	59%	58%	-	*	-	-
	Male	80%	72%	75%	77%	68%	82%	*	75%	-	88%	70%	82%	42%	80%	59%	75%	-	-	83%	-	-
	Female	85%	77%	72%	65%	64%	92%	-	90%	*	*	65%	85%	38%	76%	58%	-	72%	-	40%	-	*
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	46%	39%	36%	24%	31%	56%	60%	57%	*	67%	29%	52%	7%	41%	17%	30%	45%	-	26%	*	*
	CWD	17%	11%	7%	0%	7%	6%	-	*	-	*	6%	8%	7%	-	6%	7%	7%	-	-	-	-
	CWOD	50%	42%	41%	27%	34%	64%	60%	61%	*	72%	33%	56%	-	41%	19%	35%	48%	-	26%	*	*
	EL	19%	21%	17%	0%	15%	25%	-	50%	*	-	16%	22%	6%	19%	17%	12%	25%	-	14%	-	-
	Male	40%	33%	30%	19%	25%	46%	*	38%	*	58%	25%	42%	7%	35%	12%	30%	-	-	13%	-	*
	Female	53%	45%	45%	30%	38%	71%	*	88%	*	78%	36%	66%	7%	48%	25%	-	45%	-	44%	*	*
English II	All Students	54%	47%	50%	33%	42%	73%	83%	59%	*	57%	40%	65%	13%	54%	18%	44%	57%	-	31%	*	*
	CWD	21%	14%	13%	0%	14%	21%	-	*	-	*	11%	18%	13%	-	13%	8%	21%	-	*	*	-
	CWOD	59%	51%	54%	39%	46%	82%	83%	63%	*	67%	45%	70%	-	54%	19%	49%	61%	-	42%	-	*
	EL	22%	22%	18%	*	17%	*	-	36%	-	*	18%	20%	13%	19%	18%	18%	18%	-	-	-	-
	Male	48%	41%	44%	22%	37%	66%	80%	55%	*	50%	34%	59%	8%	49%	18%	44%	-	-	29%	-	-
	Female	62%	53%	57%	42%	50%	80%	*	70%	-	*	48%	73%	21%	61%	18%	-	57%	-	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
Algebra I	All Students	42%	35%	20%	17%	18%	28%	20%	21%	*	32%	18%	24%	3%	23%	15%	18%	23%	-	16%	*	*
	CWD	19%	11%	3%	4%	2%	3%	-	*	-	*	3%	0%	3%	-	0%	3%	3%	-	*	-	-
	CWOD	45%	37%	23%	18%	20%	33%	20%	23%	*	38%	21%	26%	-	23%	17%	21%	25%	-	17%	*	*
	EL	28%	30%	15%	29%	13%	17%	-	33%	-	-	14%	20%	0%	17%	15%	13%	18%	-	29%	-	-
	Male	40%	32%	18%	13%	15%	27%	*	22%	*	40%	16%	22%	3%	21%	13%	18%	-	-	8%	-	-
	Female	45%	37%	23%	21%	22%	28%	*	20%	-	22%	22%	26%	3%	25%	18%	-	23%	-	29%	*	*
Biology	All Students	54%	43%	46%	32%	37%	70%	*	67%	*	67%	36%	64%	14%	51%	25%	44%	50%	-	27%	-	*
	CWD	25%	14%	14%	0%	11%	25%	-	*	-	*	9%	25%	14%	-	14%	13%	17%	-	*	-	-
	CWOD	57%	46%	51%	37%	39%	79%	*	65%	*	73%	40%	68%	-	51%	26%	49%	53%	-	30%	-	*
	EL	26%	28%	25%	*	23%	17%	-	58%	-	-	24%	31%	14%	26%	25%	28%	21%	-	*	-	-
	Male	52%	41%	44%	28%	34%	66%	*	63%	-	63%	34%	60%	13%	49%	28%	44%	-	-	33%	-	-
	Female	56%	45%	50%	37%	39%	78%	-	70%	*	*	39%	69%	17%	53%	21%	-	50%	-	20%	-	*
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	10%	7%	5%	1%	2%	13%	0%	14%	*	14%	2%	11%	0%	6%	1%	3%	7%	-	4%	*	*
	CWD	4%	2%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	11%	8%	6%	2%	2%	16%	0%	17%	*	17%	3%	12%	-	6%	1%	4%	8%	-	4%	*	*
	EL	1%	1%	1%	0%	1%	0%	-	0%	*	-	1%	0%	0%	1%	1%	1%	0%	-	0%	-	-
	Male	8%	6%	3%	1%	1%	9%	*	8%	*	17%	2%	6%	0%	4%	1%	3%	-	-	7%	-	*
	Female	13%	9%	7%	2%	3%	20%	*	25%	*	11%	2%	17%	0%	8%	0%	-	7%	-	0%	*	*
English II	All Students	9%	6%	7%	2%	3%	16%	0%	16%	*	14%	3%	13%	0%	8%	2%	4%	10%	-	0%	*	*
	CWD	5%	2%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	*	*	-
	CWOD	9%	7%	8%	2%	4%	18%	0%	17%	*	17%	3%	15%	-	8%	2%	5%	11%	-	0%	-	*
	EL	1%	1%	2%	*	1%	*	-	7%	-	*	2%	0%	0%	2%	2%	2%	1%	-	-	-	-
	Male	7%	5%	4%	1%	1%	11%	0%	5%	*	10%	2%	7%	0%	5%	2%	4%	-	-	0%	-	-
	Female	11%	9%	10%	2%	6%	21%	*	40%	-	*	4%	21%	0%	11%	1%	-	10%	-	0%	*	*
Algebra I	All Students	26%	21%	8%	5%	7%	12%	0%	14%	*	21%	7%	9%	2%	9%	4%	8%	8%	-	5%	*	*
	CWD	8%	5%	2%	0%	2%	3%	-	*	-	*	2%	0%	2%	-	0%	3%	0%	-	*	-	-
	CWOD	29%	23%	9%	6%	8%	14%	0%	15%	*	25%	8%	10%	-	9%	5%	9%	9%	-	6%	*	*
	EL	14%	16%	4%	0%	3%	0%	-	22%	-	-	4%	6%	0%	5%	4%	4%	4%	-	0%	-	-
	Male	25%	20%	8%	3%	6%	15%	*	11%	*	40%	7%	9%	3%	9%	4%	8%	-	-	0%	-	-
	Female	28%	22%	8%	8%	9%	9%	*	20%	-	0%	8%	10%	0%	9%	4%	-	8%	-	14%	*	*
Biology	All Students	21%	15%	19%	13%	12%	36%	*	28%	*	33%	12%	31%	3%	21%	5%	19%	20%	-	18%	-	*
	CWD	7%	4%	3%	0%	4%	4%	-	*	-	*	2%	4%	3%	-	0%	2%	4%	-	*	-	-
	CWOD	22%	17%	21%	15%	13%	41%	*	29%	*	36%	13%	35%	-	21%	6%	21%	22%	-	20%	-	*
	EL	5%	6%	5%	*	5%	0%	-	17%	-	-	5%	8%	0%	6%	5%	5%	6%	-	*	-	-
	Male	21%	15%	19%	14%	11%	34%	*	13%	-	25%	13%	27%	2%	21%	5%	19%	-	-	17%	-	-
	Female	21%	16%	20%	12%	13%	37%	-	40%	*	*	11%	37%	4%	22%	6%	-	20%	-	20%	-	*
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%	66%	63%	55%	58%	78%	94%	81%	100%	77%	58%	74%	25%	69%	44%	59%	69%	-	49%	*	86%
	CWD	44%	36%	25%	18%	21%	33%	-	71%	-	22%	21%	35%	25%	-	23%	23%	31%	-	0%	*	-
	CWOD	77%	70%	69%	60%	62%	85%	94%	81%	100%	85%	63%	78%	-	69%	48%	65%	73%	-	52%	*	86%
	EL	59%	58%	44%	45%	43%	25%	-	74%	*	*	44%	48%	23%	48%	44%	43%	47%	-	40%	-	-
	Male	71%	63%	59%	49%	54%	72%	88%	74%	*	70%	54%	69%	23%	65%	43%	59%	-	-	44%	-	*
	Female	75%	68%	69%	61%	63%	85%	*	91%	*	89%	63%	80%	31%	73%	47%	-	69%	-	55%	*	100%
Reading	All Students	74%	67%	59%	50%	54%	75%	82%	75%	*	74%	53%	71%	21%	65%	37%	53%	68%	-	45%	*	*
	CWD	43%	35%	21%	8%	22%	24%	-	60%	-	40%	19%	26%	21%	-	25%	17%	31%	-	0%	*	-
	CWOD	78%	72%	65%	55%	58%	84%	82%	77%	*	80%	59%	76%	-	65%	39%	59%	71%	-	50%	*	*
	EL	57%	57%	37%	23%	36%	25%	-	68%	*	*	36%	42%	25%	39%	37%	36%	40%	-	43%	-	-
	Male	70%	63%	53%	39%	48%	69%	78%	69%	*	64%	46%	65%	17%	59%	36%	53%	-	-	33%	-	*
	Female	78%	73%	68%	60%	62%	84%	*	89%	*	92%	62%	80%	31%	71%	40%	-	68%	-	59%	*	*
Mathematics	All Students	71%	64%	64%	55%	60%	76%	100%	91%	*	74%	60%	73%	22%	70%	49%	61%	69%	-	45%	*	*
	CWD	44%	36%	22%	25%	13%	33%	-	*	-	*	20%	30%	22%	-	11%	21%	24%	-	*	-	-
	CWOD	75%	67%	70%	59%	66%	83%	100%	90%	*	85%	66%	77%	-	70%	54%	68%	72%	-	47%	*	*
	EL	61%	61%	49%	75%	47%	17%	-	90%	-	-	47%	57%	11%	54%	49%	47%	52%	-	29%	-	-
	Male	71%	63%	61%	51%	58%	70%	100%	87%	*	67%	58%	68%	21%	68%	47%	61%	-	-	38%	-	*
	Female	71%	64%	69%	60%	63%	84%	*	100%	-	82%	64%	78%	24%	72%	52%	-	69%	-	57%	*	*
Science	All Students	74%	66%	74%	71%	66%	86%	*	83%	*	92%	68%	83%	41%	78%	59%	75%	73%	-	64%	-	*
	CWD	47%	38%	41%	38%	30%	54%	-	*	-	*	29%	63%	41%	-	36%	42%	38%	-	*	-	-
	CWOD	78%	69%	78%	76%	70%	92%	*	82%	*	100%	74%	85%	-	78%	61%	80%	76%	-	70%	-	*
	EL	58%	56%	59%	*	59%	33%	-	75%	-	-	60%	54%	36%	61%	59%	59%	58%	-	*	-	-
	Male	74%	65%	75%	77%	67%	82%	*	75%	-	89%	70%	82%	42%	80%	59%	75%	-	-	83%	-	-
	Female	75%	66%	73%	64%	64%	92%	-	90%	*	*	66%	85%	38%	76%	58%	-	73%	-	40%	-	*
SAT/ACT All Subjects	All Students	92%	92%	90%	80%	81%	97%	*	100%	-	100%	84%	94%	*	90%	43%	89%	91%	-	*	-	*
	CWD	75%	80%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	92%	92%	90%	80%	81%	97%	*	100%	-	100%	84%	94%	-	90%	43%	89%	91%	-	*	-	*
	EL	69%	63%	43%	*	20%	-	-	*	-	-	43%	-	-	43%	43%	60%	*	-	-	-	-
	Male	93%	92%	89%	*	75%	100%	*	100%	-	*	82%	95%	*	89%	60%	89%	-	-	*	-	*
	Female	92%	92%	91%	83%	86%	95%	-	*	-	*	86%	94%	-	91%	*	-	91%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	38%	26%	32%	57%	67%	55%	67%	58%	31%	52%	9%	42%	18%	34%	44%	-	26%	*	71%
	CWD	23%	18%	9%	1%	8%	14%	-	29%	-	11%	7%	13%	9%	-	7%	8%	12%	-	0%	*	-
	CWOD	50%	42%	42%	29%	35%	64%	67%	57%	67%	65%	34%	56%	-	42%	20%	38%	47%	-	29%	*	71%
	EL	29%	30%	18%	14%	16%	17%	-	44%	*	*	17%	23%	7%	20%	18%	16%	20%	-	20%	-	-
	Male	45%	38%	34%	20%	28%	52%	63%	47%	*	56%	27%	47%	8%	38%	16%	34%	-	-	21%	-	*
	Female	48%	41%	44%	32%	38%	63%	*	69%	*	61%	36%	59%	12%	47%	20%	-	44%	-	34%	*	80%

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Reading	All Students	52%	45%	43%	28%	36%	64%	73%	58%	*	63%	34%	59%	10%	47%	18%	36%	51%	-	29%	*	*
	CWD	24%	19%	10%	0%	10%	14%	-	20%	-	20%	8%	13%	10%	-	8%	8%	15%	-	0%	*	-
	CWOD	56%	48%	47%	32%	39%	73%	73%	63%	*	70%	38%	63%	-	47%	19%	41%	54%	-	32%	*	*
	EL	31%	33%	18%	8%	16%	17%	-	43%	*	*	17%	21%	8%	19%	18%	15%	22%	-	14%	-	-
	Male	47%	41%	36%	21%	31%	55%	67%	49%	*	55%	29%	50%	8%	41%	15%	36%	-	-	19%	-	*
	Female	56%	49%	51%	36%	44%	76%	*	78%	*	77%	41%	70%	15%	54%	22%	-	51%	-	41%	*	*
Mathematics	All Students	41%	33%	26%	17%	22%	37%	33%	36%	*	43%	21%	35%	4%	29%	14%	24%	28%	-	20%	*	*
	CWD	22%	17%	4%	4%	2%	6%	-	*	-	*	3%	4%	4%	-	0%	4%	3%	-	*	-	-
	CWOD	44%	35%	29%	19%	24%	42%	33%	38%	*	50%	24%	37%	-	29%	16%	27%	30%	-	21%	*	*
	EL	29%	29%	14%	25%	13%	17%	-	30%	-	-	13%	20%	0%	16%	14%	12%	17%	-	29%	-	-
	Male	42%	34%	24%	14%	19%	38%	40%	33%	*	50%	19%	34%	4%	27%	12%	24%	-	-	15%	-	*
	Female	40%	33%	28%	21%	26%	37%	*	43%	-	36%	24%	36%	3%	30%	17%	-	28%	-	29%	*	*
Science	All Students	46%	37%	46%	32%	37%	69%	*	67%	*	69%	36%	62%	14%	51%	25%	44%	49%	-	27%	-	*
	CWD	23%	17%	14%	0%	11%	25%	-	*	-	*	9%	25%	14%	-	14%	13%	17%	-	*	-	-
	CWOD	49%	39%	51%	36%	40%	77%	*	65%	*	75%	40%	67%	-	51%	26%	49%	53%	-	30%	-	*
	EL	25%	25%	25%	*	23%	17%	-	58%	-	-	24%	31%	14%	26%	25%	28%	21%	-	*	-	-
	Male	47%	37%	44%	28%	34%	65%	*	63%	-	67%	34%	60%	13%	49%	28%	44%	-	-	33%	-	-
	Female	45%	36%	49%	36%	40%	76%	-	70%	*	*	40%	66%	17%	53%	21%	-	49%	-	20%	-	*
SAT/ACT All Subjects	All Students	64%	56%	57%	30%	51%	63%	*	63%	-	100%	48%	64%	*	57%	0%	65%	51%	-	*	-	*
	CWD	43%	80%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	64%	56%	57%	30%	51%	62%	*	63%	-	100%	48%	64%	-	57%	0%	64%	51%	-	*	-	*
	EL	18%	11%	0%	*	0%	-	-	*	-	-	0%	-	-	0%	0%	0%	*	-	-	-	-
	Male	68%	60%	65%	*	57%	72%	*	50%	-	*	52%	76%	*	64%	0%	65%	-	-	*	-	*
	Female	60%	52%	51%	17%	46%	55%	-	*	-	*	44%	55%	-	51%	*	-	51%	-	-	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	17%	9%	5%	5%	17%	6%	17%	0%	21%	5%	15%	1%	10%	3%	7%	10%	-	6%	*	29%
	CWD	9%	6%	1%	0%	1%	2%	-	0%	-	0%	1%	1%	1%	-	0%	1%	1%	-	0%	*	-
	CWOD	24%	18%	10%	5%	6%	20%	6%	19%	0%	24%	6%	16%	-	10%	3%	9%	11%	-	6%	*	29%
	EL	12%	12%	3%	0%	2%	0%	-	10%	*	*	3%	3%	0%	3%	3%	3%	3%	-	0%	-	-
	Male	21%	16%	7%	4%	4%	16%	6%	9%	*	26%	5%	12%	1%	9%	3%	7%	-	-	5%	-	*
	Female	23%	18%	10%	5%	7%	19%	*	31%	*	14%	5%	19%	1%	11%	3%	-	10%	-	7%	*	40%
Reading	All Students	25%	20%	6%	2%	3%	14%	0%	15%	*	14%	2%	12%	0%	7%	1%	4%	9%	-	3%	*	*
	CWD	9%	6%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	-	0%	0%	0%	-	0%	*	-
	CWOD	27%	21%	7%	2%	3%	17%	0%	17%	*	17%	3%	13%	-	7%	1%	4%	9%	-	3%	*	*
	EL	13%	14%	1%	0%	1%	0%	-	4%	*	*	1%	0%	0%	1%	1%	1%	1%	-	0%	-	-
	Male	22%	17%	4%	1%	1%	10%	0%	6%	*	14%	2%	6%	0%	4%	1%	4%	-	-	5%	-	*
	Female	28%	22%	9%	2%	4%	20%	*	33%	*	15%	3%	19%	0%	9%	1%	-	9%	-	0%	*	*



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Mathematics	All Students	20%	14%	7%	5%	6%	10%	17%	14%	*	22%	7%	9%	2%	8%	4%	8%	7%	-	5%	*	*
	CWD	9%	6%	2%	0%	2%	3%	-	*	-	*	2%	0%	2%	-	0%	3%	0%	-	*	-	-
	CWOD	21%	16%	8%	5%	7%	11%	17%	14%	*	25%	7%	10%	-	8%	4%	8%	8%	-	5%	*	*
	EL	12%	12%	4%	0%	3%	0%	-	20%	-	-	4%	6%	0%	4%	4%	4%	4%	-	0%	-	-
	Male	21%	15%	8%	3%	5%	13%	20%	13%	*	42%	7%	10%	3%	8%	4%	8%	-	-	0%	-	*
	Female	19%	13%	7%	7%	8%	6%	*	14%	-	0%	7%	8%	0%	8%	4%	-	7%	-	14%	*	*
Science	All Students	20%	15%	19%	13%	12%	35%	*	28%	*	38%	12%	31%	3%	22%	5%	19%	20%	-	18%	-	*
	CWD	8%	5%	3%	0%	4%	4%	-	*	-	*	2%	4%	3%	-	0%	2%	4%	-	*	-	-
	CWOD	22%	16%	22%	15%	13%	41%	*	29%	*	42%	14%	34%	-	22%	6%	22%	22%	-	20%	-	*
	EL	7%	8%	5%	*	5%	0%	-	17%	-	-	5%	8%	0%	6%	5%	5%	6%	-	*	-	-
	Male	22%	15%	19%	14%	11%	34%	*	13%	-	33%	13%	27%	2%	22%	5%	19%	-	-	17%	-	-
	Female	19%	14%	20%	12%	13%	37%	-	40%	*	*	11%	36%	4%	22%	6%	-	20%	-	20%	-	*
SAT/ACT All Subjects	All Students	13%	8%	6%	0%	2%	6%	*	13%	-	40%	1%	9%	*	6%	0%	9%	2%	-	*	-	*
	CWD	11%	0%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	13%	8%	6%	0%	2%	6%	*	13%	-	40%	1%	9%	-	6%	0%	10%	2%	-	*	-	*
	EL	1%	0%	0%	*	0%	-	-	*	-	-	0%	-	-	0%	0%	0%	*	-	-	-	-
	Male	17%	11%	9%	*	0%	9%	*	17%	-	*	0%	17%	*	10%	0%	9%	-	-	*	-	*
	Female	10%	6%	2%	0%	3%	3%	-	*	-	*	3%	2%	-	2%	*	-	2%	-	-	-	*

- 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	66	71	60	68	-	63	66	59	64
CWD	59	71	52	64	-	*	-	*	58	59	60
CWOD	67	60	67	71	60	65	-	75	67	-	65
EL ◇	64	*	63	-	-	75	-	*	63	60	64
Male	64	58	64	69	*	58	-	61	64	54	62



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	70	64	69	72	*	93	-	*	68	68	69
<b>Mathematics</b>											
All Students	51	47	49	59	*	50	-	55	49	14	41
CWD	14	25	10	20	-	*	-	*	15	14	4
CWOD	55	48	54	63	*	58	-	67	54	-	46
EL ◇	41	40	41	*	-	42	-	-	41	4	41
Male	47	45	44	57	*	*	-	*	46	11	37
Female	55	49	55	61	-	*	-	57	54	23	47

- 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	87.9%	84.1%	83.9%	94.2%	*	88.5%	-	100.0%	88.4%	82.7%	72.0%	64.4%	*
CWD	82.7%	89.5%	75.0%	81.8%	-	*	-	-	82.9%	82.7%	69.2%	83.3%	*
CWOD	88.3%	83.2%	84.6%	94.9%	*	87.5%	-	100.0%	89.0%	-	72.5%	62.3%	-
EL ◇	72.0%	*	69.3%	*	*	90.0%	-	-	77.0%	69.2%	72.0%	75.0%	-
Male	86.1%	81.8%	82.1%	94.1%	*	81.3%	-	100.0%	88.3%	81.6%	69.8%	60.6%	*
Female	90.2%	86.9%	86.5%	94.4%	*	100.0%	-	100.0%	88.5%	85.7%	75.0%	69.2%	-

- 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
442	64	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	37	29	32	51	56	51	56	52	31	12	22
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	48%	36%	45%	58%	*	55%	-	53%	42%	85%	28%

- 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		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	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	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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

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

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

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

### Part (vii): STAAR Participation

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

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		Campus	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%	97%	99%	98%	95%	100%	100%	100%	98%	99%	96%	99%	99%	98%	98%	-
	CWD	96%	91%	97%	96%	-	100%	-	100%	94%	99%	96%	-	100%	96%	95%	-
	CWOD	99%	98%	99%	99%	95%	100%	100%	100%	98%	99%	-	99%	99%	99%	99%	-
	EL	99%	96%	99%	100%	*	100%	*	*	99%	99%	100%	99%	99%	99%	99%	-
	Male	98%	97%	98%	98%	94%	100%	*	100%	98%	99%	96%	99%	99%	98%	-	-
	Female	98%	97%	99%	98%	*	100%	*	100%	98%	99%	95%	99%	99%	-	98%	-
<b>Reading</b>	All Students	97%	95%	97%	97%	92%	100%	*	100%	96%	99%	92%	98%	98%	97%	97%	-
	CWD	92%	85%	95%	92%	-	100%	-	100%	90%	98%	92%	-	100%	92%	91%	-
	CWOD	98%	96%	98%	98%	92%	100%	*	100%	97%	99%	-	98%	98%	98%	98%	-
	EL	98%	94%	98%	100%	*	100%	*	*	98%	99%	100%	98%	98%	98%	99%	-
	Male	97%	95%	97%	97%	90%	100%	*	100%	96%	99%	92%	98%	98%	97%	-	-
	Female	97%	94%	98%	97%	*	100%	*	100%	97%	99%	91%	98%	99%	-	97%	-
<b>Mathematics</b>	All Students	100%	100%	100%	99%	100%	100%	*	100%	100%	99%	100%	100%	100%	100%	100%	-
		100%	100%	100%	99%	100%	100%	*	100%	100%	99%	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%	99%	100%	100%	*	100%	100%	99%	-	100%	100%	100%	100%	-
		100%	100%	100%	99%	100%	100%	*	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	100%	100%	*	100%	100%	99%	100%	100%	100%	100%	-	-
		100%	100%	100%	99%	100%	100%	*	100%	100%	99%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	99%	*	100%	-	100%	100%	99%	100%	100%	100%	-	100%	-
		100%	100%	100%	99%	*	100%	-	100%	100%	99%	100%	100%	100%	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	99%	100%	100%	99%	*	100%	-	100%	100%	99%	*	99%	100%	99%	100%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	99%	100%	100%	99%	*	100%	-	100%	100%	99%	-	99%	100%	99%	100%	-
	EL	100%	*	100%	-	-	*	-	-	100%	-	-	100%	100%	100%	*	-
	Male	99%	*	100%	97%	*	100%	-	*	100%	98%	*	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	-	100%	-
<b>Non-Participation Rate</b>																	

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All Subjects	All Students	2%	3%	1%	2%	5%	0%	0%	0%	2%	1%	4%	1%	1%	2%	2%	-
	CWD	4%	9%	3%	4%	-	0%	-	0%	6%	1%	4%	-	0%	4%	5%	-
	CWOD	1%	2%	1%	1%	5%	0%	0%	0%	2%	1%	-	1%	1%	1%	1%	-
	EL	1%	4%	1%	0%	*	0%	*	*	1%	1%	0%	1%	1%	1%	1%	-
	Male	2%	3%	2%	2%	6%	0%	*	0%	2%	1%	4%	1%	1%	2%	-	-
	Female	2%	3%	1%	2%	*	0%	*	0%	2%	1%	5%	1%	1%	-	2%	-
Reading	All Students	3%	5%	3%	3%	8%	0%	*	0%	4%	1%	8%	2%	2%	3%	3%	-
	CWD	8%	15%	5%	8%	-	0%	-	0%	10%	2%	8%	-	0%	8%	9%	-
	CWOD	2%	4%	2%	2%	8%	0%	*	0%	3%	1%	-	2%	2%	2%	2%	-
	EL	2%	6%	2%	0%	*	0%	*	*	2%	1%	0%	2%	2%	2%	1%	-
	Male	3%	5%	3%	3%	10%	0%	*	0%	4%	1%	8%	2%	2%	3%	-	-
	Female	3%	6%	2%	3%	*	0%	*	0%	3%	1%	9%	2%	1%	-	3%	-
Mathematics	All Students	0%	0%	0%	1%	0%	0%	*	0%	0%	1%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	1%	0%	0%	*	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	1%	0%	0%	*	0%	0%	1%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	1%	*	0%	-	0%	0%	1%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	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%	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%	-
SAT/ACT All Subjects	All Students	1%	0%	0%	1%	*	0%	-	0%	0%	1%	*	1%	0%	1%	0%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	1%	0%	0%	1%	*	0%	-	0%	0%	1%	-	1%	0%	1%	0%	-
	EL	0%	*	0%	-	-	*	-	-	0%	-	-	0%	0%	0%	*	-
	Male	1%	*	0%	3%	*	0%	-	*	0%	2%	*	1%	0%	1%	-	-
	Female	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.

### 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	133	38	66	25	0	1	0	3	27		
	Female	61	15	29	16	0	1	0	0	8		
	Total	194	53	95	41	0	2	0	3	35		
<b>Out-of-School Suspensions</b>												
	Male	75	25	35	15	0	0	0	0	12		
	Female	34	11	13	9	0	0	0	1	4		
	Total	109	36	48	24	0	0	0	1	16		
<b>Expulsions</b>												
With Educational Services	Male	1	0	1	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	0		
	Total	2	0	2	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	38	14	14	9	0	0	0	1	6		15
	Female	13	3	2	7	0	0	0	1	1		4
	Total	51	17	16	16	0	0	0	2	7		19
<b>Out-of-School Suspensions</b>												
	Male	18	8	4	6	0	0	0	0	3		7
	Female	7	1	2	4	0	0	0	0	0		3
	Total	25	9	6	10	0	0	0	0	3		10
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	1	0	1	0	0	0	0	0	0		1
	Total	1	0	1	0	0	0	0	0	0		1
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	258	61	111	75	1	1	-8	9	40	36	-8
	Female	265	51	120	84	-8	2	-8	8	40	21	-8
	Total	523	112	231	159	1	3	-8	17	80	57	-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	8
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	447	60	155	199	1	18	1	13	21	4
	Female	508	66	195	201	2	31	0	13	19	4
	Total	955	126	350	400	3	49	1	26	40	8
International Baccalaureate Courses	Male	24	2	8	9	0	4	0	1	0	0
	Female	52	10	10	27	0	3	0	2	2	0
	Total	76	12	18	36	0	7	0	3	2	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
Dual Enrollment/Dual Credit Programs	Male	74	2	17	49	0	3	0	3	0	2
	Female	92	12	31	41	0	7	0	1	0	0
	Total	166	14	48	90	0	10	0	4	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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	18.0	10.9%
Teachers Teaching with Emergency or Provisional Credentials	5.0	3.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.2	2.6%

- 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%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	45%	41%	38%	57%	*	58%	-	*	41%	21%	28%
In-State Private Institutions	2%	-	2%	4%	-	-	-	-	*	-	*
Out-of-State Institutions	5%	9%	3%	5%	-	-	-	-	4%	*	*

- Indicates there are no students in the group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	15%	21%	18%	8%	6%	5%	*	11%	18%	15%	20%

- 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 and 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%	57%	44%	42%	44%	47%	*	64%	*	33%	44%	45%	12%	48%	36%	39%	52%	-	42%	-	*
	CWD	29%	21%	12%	11%	14%	0%	*	*	-	*	11%	17%	12%	-	9%	13%	9%	-	0%	-	*
	CWOD	68%	61%	48%	47%	48%	57%	*	69%	*	60%	48%	48%	-	48%	38%	42%	55%	-	50%	-	*
	EL	38%	40%	36%	39%	35%	33%	*	48%	*	*	36%	34%	9%	38%	36%	30%	43%	-	36%	-	*
	Male	58%	51%	39%	37%	38%	43%	*	65%	*	33%	39%	39%	13%	42%	30%	39%	-	-	40%	-	*
	Female	70%	64%	52%	47%	53%	53%	*	64%	*	*	52%	53%	9%	55%	43%	-	52%	-	44%	-	*
English II	All Students	71%	63%	47%	44%	48%	45%	*	59%	*	50%	47%	52%	12%	52%	32%	43%	53%	-	33%	-	*
	CWD	33%	24%	12%	15%	9%	15%	-	17%	*	*	12%	13%	12%	-	6%	11%	13%	-	17%	-	*
	CWOD	76%	68%	52%	48%	52%	54%	*	66%	*	50%	51%	58%	-	52%	36%	48%	57%	-	34%	-	*
	EL	43%	40%	32%	38%	32%	29%	*	39%	*	*	32%	34%	6%	36%	32%	29%	36%	-	20%	-	*
	Male	65%	58%	43%	41%	42%	40%	-	54%	*	43%	43%	41%	11%	48%	29%	43%	-	-	33%	-	-
	Female	77%	69%	53%	48%	54%	50%	*	69%	*	57%	51%	68%	13%	57%	36%	-	53%	-	32%	-	*
Algebra I	All Students	74%	66%	65%	56%	67%	72%	*	78%	*	50%	65%	63%	33%	69%	63%	60%	70%	*	53%	-	*
	CWD	46%	30%	33%	27%	34%	50%	*	*	-	*	31%	44%	33%	-	26%	32%	35%	-	17%	-	*
	CWOD	78%	70%	69%	61%	71%	77%	*	89%	*	*	70%	65%	-	69%	68%	65%	74%	*	63%	-	*
	EL	64%	64%	63%	47%	64%	67%	*	80%	-	*	64%	58%	26%	68%	63%	60%	67%	*	63%	-	*
	Male	71%	63%	60%	48%	63%	62%	*	90%	-	40%	61%	54%	32%	65%	60%	60%	-	*	44%	-	*
	Female	78%	70%	70%	64%	72%	83%	*	69%	*	*	70%	75%	35%	74%	67%	-	70%	-	60%	-	*
Biology	All Students	82%	75%	66%	61%	67%	70%	*	76%	*	75%	66%	68%	38%	70%	59%	64%	69%	-	53%	-	*
	CWD	57%	43%	38%	41%	37%	44%	*	*	-	*	40%	22%	38%	-	28%	43%	29%	-	40%	-	*
	CWOD	86%	79%	70%	64%	71%	77%	*	84%	*	*	70%	73%	-	70%	63%	68%	73%	-	55%	-	*
	EL	66%	64%	59%	39%	60%	45%	*	63%	-	*	59%	61%	28%	63%	59%	59%	61%	-	50%	-	*
	Male	80%	72%	64%	53%	67%	62%	*	67%	-	80%	65%	55%	43%	68%	59%	64%	-	-	56%	-	*
	Female	85%	77%	69%	69%	68%	87%	*	84%	*	*	67%	81%	29%	73%	61%	-	69%	-	47%	-	*
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	46%	39%	26%	25%	26%	28%	*	50%	*	22%	26%	27%	5%	29%	16%	22%	32%	-	19%	-	*
	CWD	17%	11%	5%	5%	6%	0%	*	*	-	*	5%	6%	5%	-	4%	6%	4%	-	0%	-	*
	CWOD	50%	42%	29%	28%	28%	34%	*	54%	*	40%	29%	29%	-	29%	17%	24%	34%	-	23%	-	*
	EL	19%	21%	16%	26%	16%	0%	*	28%	*	*	16%	18%	4%	17%	16%	13%	20%	-	18%	-	*
	Male	40%	33%	22%	18%	21%	31%	*	45%	*	17%	21%	23%	6%	24%	13%	22%	-	-	10%	-	*
	Female	53%	45%	32%	32%	31%	21%	*	55%	*	*	32%	31%	4%	34%	20%	-	32%	-	31%	-	*
English II	All Students	54%	47%	29%	26%	29%	32%	*	44%	*	29%	28%	30%	7%	31%	15%	25%	33%	-	18%	-	*
	CWD	21%	14%	7%	12%	6%	8%	-	0%	*	*	7%	9%	7%	-	1%	7%	8%	-	17%	-	*
	CWOD	59%	51%	31%	28%	31%	40%	*	51%	*	25%	31%	33%	-	31%	17%	28%	35%	-	17%	-	*
	EL	22%	22%	15%	13%	15%	21%	*	22%	*	*	15%	18%	1%	17%	15%	13%	19%	-	7%	-	*
	Male	48%	41%	25%	24%	24%	37%	-	39%	*	14%	25%	24%	7%	28%	13%	25%	-	-	19%	-	-
	Female	62%	53%	33%	29%	34%	22%	*	54%	*	43%	32%	38%	8%	35%	19%	-	33%	-	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
Algebra I	All Students	42%	35%	30%	28%	31%	23%	*	52%	*	13%	31%	27%	11%	33%	30%	26%	35%	*	20%	-	*
	CWD	19%	11%	11%	11%	10%	13%	*	*	-	*	10%	13%	11%	-	9%	11%	9%	-	0%	-	*
	CWOD	45%	37%	33%	30%	34%	26%	*	63%	*	*	34%	29%	-	33%	32%	29%	38%	*	25%	-	*
	EL	28%	30%	30%	29%	29%	22%	*	47%	-	*	30%	25%	9%	32%	30%	26%	34%	*	25%	-	*
	Male	40%	32%	26%	21%	27%	19%	*	60%	-	20%	26%	23%	11%	29%	26%	26%	-	*	6%	-	*
	Female	45%	37%	35%	34%	36%	28%	*	46%	*	*	35%	34%	9%	38%	34%	-	35%	-	33%	-	*
Biology	All Students	54%	43%	32%	28%	32%	36%	*	71%	*	50%	32%	39%	11%	35%	25%	31%	34%	-	18%	-	*
	CWD	25%	14%	11%	5%	13%	11%	*	*	-	*	10%	17%	11%	-	6%	10%	12%	-	0%	-	*
	CWOD	57%	46%	35%	32%	34%	43%	*	77%	*	*	34%	41%	-	35%	27%	35%	36%	-	21%	-	*
	EL	26%	28%	25%	28%	24%	9%	*	53%	-	*	24%	32%	6%	27%	25%	24%	26%	-	8%	-	*
	Male	52%	41%	31%	24%	31%	41%	*	67%	-	40%	31%	37%	10%	35%	24%	31%	-	-	17%	-	*
	Female	56%	45%	34%	32%	32%	27%	*	74%	*	*	33%	41%	12%	36%	26%	-	34%	-	18%	-	*
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	10%	7%	2%	2%	2%	2%	*	7%	*	0%	2%	4%	2%	2%	1%	2%	2%	-	0%	-	*
	CWD	4%	2%	2%	2%	2%	0%	*	*	-	*	1%	6%	2%	-	1%	3%	0%	-	0%	-	*
	CWOD	11%	8%	2%	2%	2%	2%	*	8%	*	0%	2%	4%	-	2%	1%	2%	2%	-	0%	-	*
	EL	1%	1%	1%	4%	1%	0%	*	0%	*	*	1%	1%	1%	1%	1%	1%	1%	-	0%	-	*
	Male	8%	6%	2%	3%	1%	3%	*	15%	*	0%	2%	5%	3%	2%	1%	2%	-	-	0%	-	*
	Female	13%	9%	2%	1%	2%	0%	*	0%	*	*	2%	3%	0%	2%	1%	-	2%	-	0%	-	*
English II	All Students	9%	6%	2%	1%	2%	0%	*	2%	*	0%	2%	1%	1%	2%	0%	1%	2%	-	3%	-	*
	CWD	5%	2%	1%	3%	0%	0%	-	0%	*	*	1%	0%	1%	-	0%	1%	0%	-	17%	-	*
	CWOD	9%	7%	2%	1%	2%	0%	*	3%	*	0%	2%	1%	-	2%	0%	1%	3%	-	0%	-	*
	EL	1%	1%	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-	*
	Male	7%	5%	1%	1%	1%	0%	-	4%	*	0%	2%	0%	1%	1%	0%	1%	-	-	5%	-	-
	Female	11%	9%	2%	1%	3%	0%	*	0%	*	0%	2%	2%	0%	3%	0%	-	2%	-	0%	-	*
Algebra I	All Students	26%	21%	14%	13%	14%	10%	*	35%	*	13%	14%	14%	1%	16%	13%	13%	16%	*	10%	-	*
	CWD	8%	5%	1%	0%	1%	0%	*	*	-	*	2%	0%	1%	-	1%	1%	2%	-	0%	-	*
	CWOD	29%	23%	16%	15%	16%	13%	*	42%	*	*	16%	16%	-	16%	15%	15%	18%	*	13%	-	*
	EL	14%	16%	13%	12%	13%	11%	*	40%	-	*	14%	12%	1%	15%	13%	13%	14%	*	25%	-	*
	Male	25%	20%	13%	8%	13%	10%	*	40%	-	20%	12%	13%	1%	15%	13%	13%	-	*	0%	-	*
	Female	28%	22%	16%	18%	16%	11%	*	31%	*	*	16%	16%	2%	18%	14%	-	16%	-	20%	-	*
Biology	All Students	21%	15%	8%	7%	7%	11%	*	24%	*	25%	7%	11%	2%	8%	4%	8%	8%	-	3%	-	*
	CWD	7%	4%	2%	2%	1%	0%	*	*	-	*	1%	6%	2%	-	0%	3%	0%	-	0%	-	*
	CWOD	22%	17%	8%	7%	8%	14%	*	26%	*	*	8%	12%	-	8%	5%	8%	8%	-	3%	-	*
	EL	5%	6%	4%	11%	3%	0%	*	21%	-	*	4%	4%	0%	5%	4%	3%	5%	-	0%	-	*
	Male	21%	15%	8%	6%	7%	17%	*	27%	-	40%	7%	12%	3%	8%	3%	8%	-	-	6%	-	*
	Female	21%	16%	8%	7%	8%	0%	*	21%	*	*	7%	10%	0%	8%	5%	-	8%	-	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%	66%	56%	52%	57%	58%	18%	71%	29%	55%	56%	58%	23%	60%	47%	51%	62%	*	46%	-	15%
	CWD	44%	36%	23%	24%	23%	26%	*	13%	*	43%	23%	24%	23%	-	17%	24%	21%	-	17%	-	17%
	CWOD	77%	70%	60%	56%	61%	67%	25%	77%	33%	60%	60%	62%	-	60%	51%	56%	65%	*	51%	-	14%
	EL	59%	58%	47%	41%	47%	42%	0%	55%	*	*	47%	47%	17%	51%	47%	44%	51%	*	40%	-	8%
	Male	71%	63%	51%	45%	52%	53%	*	66%	*	52%	52%	48%	24%	56%	44%	51%	-	*	46%	-	*
	Female	75%	68%	62%	58%	62%	68%	25%	76%	*	56%	61%	70%	21%	65%	51%	-	62%	-	46%	-	10%
Reading	All Students	74%	67%	46%	43%	46%	46%	20%	61%	20%	45%	45%	48%	12%	50%	34%	41%	52%	-	37%	-	17%
	CWD	43%	35%	12%	13%	12%	10%	*	11%	*	17%	11%	15%	12%	-	8%	12%	11%	-	8%	-	*
	CWOD	78%	72%	50%	48%	50%	56%	*	68%	*	53%	50%	53%	-	50%	37%	45%	56%	-	42%	-	*
	EL	57%	57%	34%	39%	34%	32%	*	44%	*	*	34%	34%	8%	37%	34%	30%	40%	-	27%	-	0%
	Male	70%	63%	41%	39%	40%	42%	*	58%	*	38%	41%	40%	12%	45%	30%	41%	-	-	37%	-	*
	Female	78%	73%	52%	47%	53%	51%	*	66%	*	50%	51%	60%	11%	56%	40%	-	52%	-	37%	-	20%
Mathematics	All Students	71%	64%	67%	59%	69%	74%	*	85%	*	56%	67%	68%	33%	72%	63%	62%	73%	*	56%	-	*
	CWD	44%	36%	33%	27%	34%	50%	*	*	-	*	31%	44%	33%	-	26%	32%	35%	-	17%	-	*
	CWOD	75%	67%	72%	63%	72%	77%	*	92%	*	60%	72%	70%	-	72%	68%	67%	76%	*	63%	-	*
	EL	61%	61%	63%	44%	63%	67%	*	81%	-	*	64%	56%	26%	68%	63%	60%	67%	*	63%	-	*
	Male	71%	63%	62%	51%	64%	65%	*	88%	-	50%	63%	58%	32%	67%	60%	62%	-	*	53%	-	*
	Female	71%	64%	73%	67%	74%	80%	*	83%	*	*	72%	78%	35%	76%	67%	-	73%	-	56%	-	*
Science	All Students	74%	66%	66%	61%	67%	70%	*	76%	*	75%	66%	68%	38%	70%	59%	64%	69%	-	53%	-	*
	CWD	47%	38%	38%	41%	37%	44%	*	*	-	*	40%	22%	38%	-	28%	43%	29%	-	40%	-	*
	CWOD	78%	69%	70%	64%	71%	77%	*	84%	*	*	70%	73%	-	70%	63%	68%	73%	-	55%	-	*
	EL	58%	56%	59%	39%	60%	45%	*	63%	-	*	59%	61%	28%	63%	59%	59%	61%	-	50%	-	*
	Male	74%	65%	64%	53%	67%	62%	*	67%	-	80%	65%	55%	43%	68%	59%	64%	-	-	56%	-	*
	Female	75%	66%	69%	69%	68%	87%	*	84%	*	*	67%	81%	29%	73%	61%	-	69%	-	47%	-	*
SAT/ACT All Subjects	All Students	92%	92%	86%	87%	84%	*	-	94%	-	*	86%	82%	-	86%	58%	80%	90%	-	*	-	-
	CWD	75%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	92%	86%	87%	84%	*	-	94%	-	*	86%	82%	-	86%	58%	80%	90%	-	*	-	-
	EL	69%	63%	58%	*	59%	-	-	*	-	-	63%	40%	-	58%	58%	59%	57%	-	-	-	-
	Male	93%	92%	80%	82%	79%	*	-	83%	-	*	82%	75%	-	80%	59%	80%	-	-	*	-	-
	Female	92%	92%	90%	92%	88%	*	-	100%	-	-	90%	88%	-	90%	57%	-	90%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	29%	27%	29%	30%	0%	55%	0%	29%	29%	32%	8%	32%	21%	26%	34%	*	19%	-	0%
	CWD	23%	18%	8%	8%	8%	8%	*	0%	*	29%	8%	11%	8%	-	5%	9%	8%	-	4%	-	0%
	CWOD	50%	42%	32%	30%	32%	35%	0%	62%	0%	28%	32%	35%	-	32%	23%	29%	36%	*	22%	-	0%
	EL	29%	30%	21%	25%	21%	13%	0%	35%	*	*	21%	23%	5%	23%	21%	19%	24%	*	13%	-	0%
	Male	45%	38%	26%	22%	26%	33%	*	49%	*	22%	26%	27%	9%	29%	19%	26%	-	*	14%	-	*
	Female	48%	41%	34%	32%	33%	24%	0%	62%	*	38%	33%	38%	8%	36%	24%	-	34%	-	25%	-	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	All Students	52%	45%	27%	25%	27%	30%	0%	47%	0%	27%	27%	28%	6%	30%	16%	23%	32%	-	19%	-	0%
	CWD	24%	19%	6%	8%	6%	5%	*	0%	*	17%	6%	8%	6%	-	3%	6%	6%	-	8%	-	*
	CWOD	56%	48%	30%	28%	29%	37%	*	53%	*	29%	30%	31%	-	30%	17%	26%	35%	-	20%	-	*
	EL	31%	33%	16%	21%	16%	11%	*	25%	*	*	16%	18%	3%	17%	16%	13%	19%	-	12%	-	0%
	Male	47%	41%	23%	21%	23%	34%	*	42%	*	15%	23%	24%	6%	26%	13%	23%	-	-	15%	-	*
	Female	56%	49%	32%	31%	32%	22%	*	54%	*	40%	32%	34%	6%	35%	19%	-	32%	-	23%	-	0%
Mathematics	All Students	41%	33%	31%	28%	31%	21%	*	60%	*	11%	31%	33%	11%	33%	29%	26%	36%	*	22%	-	*
	CWD	22%	17%	11%	11%	10%	13%	*	*	-	*	10%	13%	11%	-	9%	11%	9%	-	0%	-	*
	CWOD	44%	35%	33%	30%	33%	23%	*	67%	*	0%	33%	34%	-	33%	31%	29%	38%	*	27%	-	*
	EL	29%	29%	29%	28%	29%	22%	*	44%	-	*	29%	25%	9%	31%	29%	26%	33%	*	25%	-	*
	Male	42%	34%	26%	21%	27%	17%	*	56%	-	17%	26%	26%	11%	29%	26%	26%	-	*	11%	-	*
	Female	40%	33%	36%	35%	35%	25%	*	63%	*	*	35%	41%	9%	38%	33%	-	36%	-	33%	-	*
Science	All Students	46%	37%	32%	28%	32%	36%	*	71%	*	50%	32%	39%	11%	35%	25%	31%	34%	-	18%	-	*
	CWD	23%	17%	11%	5%	13%	11%	*	*	-	*	10%	17%	11%	-	6%	10%	12%	-	0%	-	*
	CWOD	49%	39%	35%	32%	34%	43%	*	77%	*	*	34%	41%	-	35%	27%	35%	36%	-	21%	-	*
	EL	25%	25%	25%	28%	24%	9%	*	53%	-	*	24%	32%	6%	27%	25%	24%	26%	-	8%	-	*
	Male	47%	37%	31%	24%	31%	41%	*	67%	-	40%	31%	37%	10%	35%	24%	31%	-	-	17%	-	*
	Female	45%	36%	34%	32%	32%	27%	*	74%	*	*	33%	41%	12%	36%	26%	-	34%	-	18%	-	*
SAT/ACT All Subjects	All Students	64%	56%	34%	35%	30%	*	-	71%	-	*	30%	52%	-	34%	8%	29%	39%	-	*	-	-
	CWD	43%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	56%	34%	35%	30%	*	-	71%	-	*	30%	52%	-	34%	8%	29%	39%	-	*	-	-
	EL	18%	11%	8%	*	9%	-	-	*	-	-	5%	20%	-	8%	8%	12%	0%	-	-	-	-
	Male	68%	60%	29%	18%	30%	*	-	50%	-	*	27%	38%	-	29%	12%	29%	-	-	*	-	-
	Female	60%	52%	39%	50%	30%	*	-	82%	-	-	33%	65%	-	39%	0%	-	39%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	17%	6%	6%	6%	5%	0%	13%	0%	8%	6%	7%	1%	6%	4%	5%	7%	*	3%	-	0%
	CWD	9%	6%	1%	2%	1%	0%	*	0%	*	14%	1%	3%	1%	-	1%	2%	0%	-	4%	-	0%
	CWOD	24%	18%	6%	6%	6%	7%	0%	15%	0%	4%	6%	7%	-	6%	5%	6%	7%	*	3%	-	0%
	EL	12%	12%	4%	7%	4%	2%	0%	12%	*	*	4%	4%	1%	5%	4%	4%	5%	*	4%	-	0%
	Male	21%	16%	5%	4%	5%	7%	*	16%	*	13%	5%	7%	2%	6%	4%	5%	-	*	3%	-	*
	Female	23%	18%	7%	7%	7%	3%	0%	10%	*	0%	7%	7%	0%	7%	5%	-	7%	-	4%	-	0%
Reading	All Students	25%	20%	2%	2%	2%	1%	0%	5%	0%	0%	2%	2%	1%	2%	1%	2%	2%	-	1%	-	0%
	CWD	9%	6%	1%	3%	1%	0%	*	0%	*	0%	1%	3%	1%	-	1%	2%	0%	-	8%	-	*
	CWOD	27%	21%	2%	2%	2%	1%	*	5%	*	0%	2%	2%	-	2%	1%	2%	2%	-	0%	-	*
	EL	13%	14%	1%	3%	1%	0%	*	0%	*	*	1%	1%	1%	1%	1%	0%	1%	-	0%	-	0%
	Male	22%	17%	2%	2%	1%	2%	*	8%	*	0%	2%	3%	2%	2%	0%	2%	-	-	2%	-	*
	Female	28%	22%	2%	1%	3%	0%	*	0%	*	0%	2%	2%	0%	2%	1%	-	2%	-	0%	-	0%

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Mathematics	All Students	20%	14%	13%	12%	13%	10%	*	23%	*	11%	13%	12%	1%	14%	13%	11%	14%	*	8%	-	*
	CWD	9%	6%	1%	0%	1%	0%	*	*	-	*	2%	0%	1%	-	1%	1%	2%	-	0%	-	*
	CWOD	21%	16%	14%	13%	14%	11%	*	25%	*	0%	14%	13%	-	14%	14%	13%	15%	*	10%	-	*
	EL	12%	12%	13%	11%	12%	11%	*	38%	-	*	13%	11%	1%	14%	13%	12%	14%	*	25%	-	*
	Male	21%	15%	11%	7%	12%	9%	*	31%	-	17%	11%	12%	1%	13%	12%	11%	-	*	0%	-	*
	Female	19%	13%	14%	16%	13%	10%	*	17%	*	*	14%	12%	2%	15%	14%	-	14%	-	17%	-	*
Science	All Students	20%	15%	8%	7%	7%	11%	*	24%	*	25%	7%	11%	2%	8%	4%	8%	8%	-	3%	-	*
	CWD	8%	5%	2%	2%	1%	0%	*	*	-	*	1%	6%	2%	-	0%	3%	0%	-	0%	-	*
	CWOD	22%	16%	8%	7%	8%	14%	*	26%	*	*	8%	12%	-	8%	5%	8%	8%	-	3%	-	*
	EL	7%	8%	4%	11%	3%	0%	*	21%	-	*	4%	4%	0%	5%	4%	3%	5%	-	0%	-	*
	Male	22%	15%	8%	6%	7%	17%	*	27%	-	40%	7%	12%	3%	8%	3%	8%	-	-	6%	-	*
	Female	19%	14%	8%	7%	8%	0%	*	21%	*	*	7%	10%	0%	8%	5%	-	8%	-	0%	-	*
SAT/ACT All Subjects	All Students	13%	8%	1%	0%	0%	*	-	6%	-	*	0%	3%	-	1%	0%	1%	0%	-	*	-	-
	CWD	11%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	8%	1%	0%	0%	*	-	6%	-	*	0%	3%	-	1%	0%	1%	0%	-	*	-	-
	EL	1%	0%	0%	*	0%	-	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	17%	11%	1%	0%	0%	*	-	17%	-	*	0%	6%	-	1%	0%	1%	-	-	*	-	-
	Female	10%	6%	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.

### 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	64	67	64	61	*	78	-	42	65	47	57
CWD	47	71	40	33	-	*	-	*	48	47	36
CWOD	66	67	66	75	*	77	-	30	67	-	60
EL ◇	57	56	56	*	-	81	-	-	57	36	57
Male	59	63	58	62	-	85	-	*	60	44	53

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	69	71	69	60	*	67	-	*	69	52	62
<b>Mathematics</b>											
All Students	66	63	68	53	*	88	-	*	67	34	63
CWD	34	22	39	*	*	*	-	*	32	34	31
CWOD	70	70	70	54	*	95	-	-	71	-	66
EL ◇	63	56	64	*	*	93	-	*	63	31	63
Male	59	51	63	40	*	*	-	*	59	28	60
Female	73	72	73	71	*	89	-	*	73	43	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.

	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	79.5%	80.2%	79.8%	65.5%	*	88.9%	-	50.0%	83.4%	68.1%	74.5%	57.9%	*
CWD	68.1%	78.3%	62.5%	*	-	*	-	*	68.9%	68.1%	72.0%	66.7%	-
CWOD	80.4%	80.5%	80.9%	66.7%	*	88.2%	-	50.0%	84.7%	-	74.7%	56.3%	*
EL ◇	74.5%	100.0%	72.6%	60.0%	-	93.3%	-	-	78.7%	72.0%	74.5%	35.0%	-
Male	76.7%	78.8%	76.6%	62.5%	*	88.2%	-	50.0%	80.3%	66.0%	70.1%	62.5%	-
Female	82.4%	81.8%	83.0%	69.2%	*	89.5%	-	*	86.6%	72.7%	80.1%	52.8%	*

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

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

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

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Total EL in Class	Proficiency of EL	Rate of Proficiency
1,443	160	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	30	28	31	31	6	46	10	31	30	11	24
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	34%	29%	34%	30%	*	50%	-	83%	35%	51%	25%

- 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		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		N			N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N		N			N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N		N			N	N	N
<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	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N		N			N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N			N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N			N	N	N
<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	N	N	N	N		N			N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	N		N			N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N		N			N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N		N			N	N	N

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

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

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

### Part (vii): STAAR Participation

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



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		Campus	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	96%	95%	96%	96%	100%	99%	100%	95%	96%	95%	97%	95%	97%	95%	96%	*
	CWD	97%	96%	97%	97%	*	100%	*	100%	97%	96%	97%	-	98%	96%	98%	-
	CWOD	95%	94%	96%	96%	100%	99%	100%	92%	95%	95%	-	95%	96%	95%	96%	*
	EL	97%	98%	96%	98%	100%	99%	*	*	97%	96%	98%	96%	97%	96%	97%	*
	Male	95%	94%	95%	96%	*	99%	*	96%	95%	94%	96%	95%	96%	95%	-	*
	Female	96%	95%	96%	97%	100%	99%	*	94%	96%	97%	98%	96%	97%	-	96%	-
<b>Reading</b>	All Students	96%	95%	97%	95%	100%	99%	100%	96%	96%	96%	98%	96%	98%	96%	97%	-
	CWD	98%	96%	98%	95%	*	100%	*	100%	98%	98%	98%	-	99%	97%	98%	-
	CWOD	96%	95%	96%	95%	*	99%	*	94%	96%	96%	-	96%	98%	96%	97%	-
	EL	98%	98%	98%	97%	*	99%	*	*	98%	98%	99%	98%	98%	98%	98%	-
	Male	96%	95%	96%	93%	*	98%	*	92%	96%	95%	97%	96%	98%	96%	-	-
	Female	97%	96%	97%	100%	*	100%	*	100%	97%	97%	98%	97%	98%	-	97%	-
<b>Mathematics</b>	All Students	95%	94%	95%	95%	*	98%	*	89%	95%	94%	96%	95%	95%	95%	95%	*
		95%	94%	95%	95%	*	98%	*	89%	95%	94%	96%	95%	95%	95%	95%	*
	CWD	96%	97%	95%	100%	*	*	-	*	96%	94%	96%	-	96%	94%	100%	-
		96%	97%	95%	100%	*	*	-	*	96%	94%	96%	-	96%	94%	100%	-
	CWOD	95%	93%	95%	94%	*	97%	*	80%	95%	94%	-	95%	95%	95%	94%	*
		95%	93%	95%	94%	*	97%	*	80%	95%	94%	-	95%	95%	95%	94%	*
	EL	95%	94%	95%	100%	*	100%	-	*	95%	93%	96%	95%	95%	95%	95%	*
		95%	94%	95%	100%	*	100%	-	*	95%	93%	96%	95%	95%	95%	95%	*
	Male	95%	93%	95%	100%	*	100%	-	100%	95%	93%	94%	95%	95%	95%	-	*
		95%	93%	95%	100%	*	100%	-	100%	95%	93%	94%	95%	95%	95%	-	*
	Female	95%	95%	95%	90%	*	96%	*	*	95%	96%	100%	94%	95%	-	95%	-
		95%	95%	95%	90%	*	96%	*	*	95%	96%	100%	94%	95%	-	95%	-
<b>SAT/ACT All Subjects</b>	All Students	94%	92%	95%	*	-	94%	-	*	92%	100%	-	94%	96%	94%	94%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	94%	92%	95%	*	-	94%	-	*	92%	100%	-	94%	96%	94%	94%	-
	EL	96%	*	96%	-	-	*	-	-	95%	100%	-	96%	96%	94%	100%	-
	Male	94%	92%	93%	*	-	100%	-	*	92%	100%	-	94%	94%	94%	-	-
	Female	94%	92%	96%	*	-	92%	-	-	92%	100%	-	94%	100%	-	94%	-
<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
All Subjects	All Students	4%	5%	4%	4%	0%	1%	0%	5%	4%	5%	3%	5%	3%	5%	4%	*
	CWD	3%	4%	3%	3%	*	0%	*	0%	3%	4%	3%	-	2%	4%	2%	-
	CWOD	5%	6%	4%	4%	0%	1%	0%	8%	5%	5%	-	5%	4%	5%	4%	*
	EL	3%	2%	4%	2%	0%	1%	*	*	3%	4%	2%	4%	3%	4%	3%	*
	Male	5%	6%	5%	4%	*	1%	*	4%	5%	6%	4%	5%	4%	5%	-	*
	Female	4%	5%	4%	3%	0%	1%	*	6%	4%	3%	2%	4%	3%	-	4%	-
Reading	All Students	4%	5%	3%	5%	0%	1%	0%	4%	4%	4%	2%	4%	2%	4%	3%	-
	CWD	2%	4%	2%	5%	*	0%	*	0%	2%	2%	2%	-	1%	3%	2%	-
	CWOD	4%	5%	4%	5%	*	1%	*	6%	4%	4%	-	4%	2%	4%	3%	-
	EL	2%	2%	2%	3%	*	1%	*	*	2%	2%	1%	2%	2%	2%	2%	-
	Male	4%	5%	4%	7%	*	2%	*	8%	4%	5%	3%	4%	2%	4%	-	-
	Female	3%	4%	3%	0%	*	0%	*	0%	3%	3%	2%	3%	2%	-	3%	-
Mathematics	All Students	5%	6%	5%	5%	*	2%	*	11%	5%	6%	4%	5%	5%	5%	5%	*
	CWD	4%	3%	5%	0%	*	*	-	*	4%	6%	4%	-	4%	6%	0%	-
	CWOD	5%	7%	5%	6%	*	3%	*	20%	5%	6%	-	5%	5%	5%	6%	*
	EL	5%	6%	5%	0%	*	0%	-	*	5%	7%	4%	5%	5%	5%	5%	*
	Male	5%	7%	5%	0%	*	0%	-	0%	5%	7%	6%	5%	5%	5%	-	*
	Female	5%	5%	5%	10%	*	4%	*	*	5%	4%	0%	6%	5%	-	5%	-
Science	All Students	6%	6%	6%	0%	*	0%	*	0%	6%	6%	4%	6%	6%	6%	6%	-
	CWD	4%	4%	5%	0%	*	*	-	*	4%	6%	4%	-	4%	5%	4%	-
	CWOD	6%	7%	6%	0%	*	0%	*	*	6%	6%	-	6%	6%	6%	6%	-
	EL	6%	0%	6%	0%	*	0%	-	*	6%	5%	4%	6%	6%	6%	5%	-
	Male	6%	7%	6%	0%	*	0%	-	0%	6%	9%	5%	6%	6%	6%	-	-
	Female	6%	6%	6%	0%	*	0%	*	*	6%	1%	4%	6%	5%	-	6%	-
SAT/ACT All Subjects	All Students	6%	8%	5%	*	-	6%	-	*	8%	0%	-	6%	4%	6%	6%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	6%	8%	5%	*	-	6%	-	*	8%	0%	-	6%	4%	6%	6%	-
	EL	4%	*	4%	-	-	*	-	-	5%	0%	-	4%	4%	6%	0%	-
	Male	6%	8%	7%	*	-	0%	-	*	8%	0%	-	6%	6%	6%	-	-
	Female	6%	8%	4%	*	-	8%	-	-	8%	0%	-	6%	0%	-	6%	-

- 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	163	60	94	7	0	2	0	0	50		
	Female	98	28	64	3	0	1	0	2	30		
	Total	261	88	158	10	0	3	0	2	80		
<b>Out-of-School Suspensions</b>												
	Male	110	46	52	11	0	1	0	0	30		
	Female	76	38	33	4	0	0	0	1	11		
	Total	186	84	85	15	0	1	0	1	41		
<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	48	24	21	3	0	0	0	0	11		14
	Female	8	3	4	1	0	0	0	0	2		1
	Total	56	27	25	4	0	0	0	0	13		15
<b>Out-of-School Suspensions</b>												
	Male	44	23	16	5	0	0	0	0	5		6
	Female	14	6	5	2	0	1	0	0	5		2
	Total	58	29	21	7	0	1	0	0	10		8
<b>Expulsions</b>												
With Educational Services	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
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	705	167	477	38	1	11	1	10	207	112	-8
	Female	685	136	484	40	1	15	-8	9	194	72	-8
	Total	1,390	303	961	78	2	26	1	19	401	184	-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	14
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	2
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	1
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	482	86	335	20	1	39	1	0	71	3
	Female	562	90	400	31	4	31	1	5	61	7
	Total	1,044	176	735	51	5	70	2	5	132	10
International Baccalaureate Courses	Male	88	20	53	1	0	14	0	0	10	0
	Female	145	30	92	9	0	12	1	1	12	1
	Total	233	50	145	10	0	26	1	1	22	1

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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	43	11	23	3	0	6	0	0	6	0
	Female	46	6	32	5	0	3	0	0	4	1
	Total	89	17	55	8	0	9	0	0	10	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.

High Poverty School		
		All School
		Number Percent
Inexperienced Teachers, Principals, and Other School Leaders		34.4 15.2%
Teachers Teaching with Emergency or Provisional Credentials		13.5 6.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		7.7 3.5%

- 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%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	10	1%
English II	5,490	1%	35	1%	12	1%
Algebra I	5,993	1%	35	1%	10	1%
Biology	5,860	1%	36	1%	10	1%
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	42	1%
Reading	48,805	1%	354	1%	22	1%
Mathematics	43,293	1%	319	1%	10	1%
Science	17,856	1%	118	1%	10	1%

- Indicates there are no students in the group.

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

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	27%	32%	25%	*	-	61%	-	*	28%	*	21%
In-State Private Institutions	2%	3%	1%	-	-	*	-	-	2%	-	*
Out-of-State Institutions	2%	*	3%	-	-	-	-	-	3%	*	4%

- 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	45%	41%	47%	41%	63%	27%	*	33%	44%	44%	48%

- 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 and 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%	57%	53%	47%	51%	81%	29%	86%	-	69%	51%	61%	20%	57%	39%	48%	60%	-	45%	*	*
	CWD	29%	21%	20%	20%	15%	44%	-	-	-	*	16%	35%	20%	-	19%	23%	14%	-	20%	*	*
	CWOD	68%	61%	57%	50%	54%	84%	29%	86%	-	72%	54%	63%	-	57%	41%	51%	62%	-	48%	*	*
	EL	38%	40%	39%	50%	38%	58%	*	60%	-	-	41%	27%	19%	41%	39%	36%	43%	-	*	-	-
	Male	58%	51%	48%	40%	46%	75%	20%	100%	-	67%	45%	57%	23%	51%	36%	48%	-	-	38%	*	*
	Female	70%	64%	60%	53%	57%	90%	*	75%	-	67%	57%	67%	14%	62%	43%	-	60%	-	50%	*	*
English II	All Students	71%	63%	59%	53%	55%	79%	43%	84%	*	64%	55%	69%	23%	63%	41%	55%	63%	-	45%	*	*
	CWD	33%	24%	23%	17%	28%	31%	*	*	-	*	24%	21%	23%	-	19%	22%	24%	-	*	*	*
	CWOD	76%	68%	63%	59%	58%	85%	60%	88%	*	67%	59%	72%	-	63%	44%	60%	67%	-	48%	*	*
	EL	43%	40%	41%	*	40%	*	*	80%	-	-	43%	30%	19%	44%	41%	44%	38%	-	*	-	*
	Male	65%	58%	55%	43%	52%	75%	40%	88%	*	64%	50%	67%	22%	60%	44%	55%	-	-	33%	-	*
	Female	77%	69%	63%	61%	58%	87%	*	82%	-	58%	60%	73%	24%	67%	38%	-	63%	-	53%	*	*
Algebra I	All Students	74%	66%	50%	44%	53%	61%	20%	100%	-	48%	49%	53%	27%	53%	53%	46%	54%	-	34%	20%	*
	CWD	46%	30%	27%	20%	33%	44%	-	-	-	*	26%	32%	27%	-	45%	28%	25%	-	*	*	*
	CWOD	78%	70%	53%	47%	55%	64%	20%	100%	-	50%	52%	55%	-	53%	54%	49%	57%	-	40%	*	*
	EL	64%	64%	53%	40%	53%	33%	*	*	-	-	53%	55%	45%	54%	53%	49%	57%	-	*	-	-
	Male	71%	63%	46%	39%	50%	55%	*	*	-	45%	45%	50%	28%	49%	49%	46%	-	-	29%	*	*
	Female	78%	70%	54%	49%	57%	75%	*	100%	-	46%	54%	57%	25%	57%	57%	-	54%	-	38%	*	*
Biology	All Students	82%	75%	69%	62%	70%	87%	50%	92%	-	74%	67%	75%	41%	72%	64%	68%	70%	-	48%	*	*
	CWD	57%	43%	41%	37%	39%	64%	-	-	-	*	37%	58%	41%	-	39%	41%	41%	-	20%	*	*
	CWOD	86%	79%	72%	65%	73%	90%	50%	92%	-	77%	70%	76%	-	72%	66%	72%	72%	-	54%	*	*
	EL	66%	64%	64%	*	63%	71%	*	80%	-	-	63%	66%	39%	66%	64%	64%	64%	-	*	-	-
	Male	80%	72%	68%	60%	69%	85%	*	100%	-	80%	66%	74%	41%	72%	64%	68%	-	-	50%	*	*
	Female	85%	77%	70%	63%	71%	90%	*	83%	-	64%	68%	76%	41%	72%	64%	-	70%	-	44%	*	*
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	46%	39%	35%	27%	32%	67%	14%	71%	-	54%	31%	44%	9%	37%	21%	31%	39%	-	29%	*	*
	CWD	17%	11%	9%	7%	6%	33%	-	-	-	*	6%	20%	9%	-	10%	11%	3%	-	0%	*	*
	CWOD	50%	42%	37%	29%	34%	70%	14%	71%	-	56%	34%	46%	-	37%	22%	34%	41%	-	33%	*	*
	EL	19%	21%	21%	33%	19%	50%	*	40%	-	-	22%	15%	10%	22%	21%	19%	23%	-	*	-	-
	Male	40%	33%	31%	24%	27%	59%	20%	83%	-	60%	28%	41%	11%	34%	19%	31%	-	-	25%	*	*
	Female	53%	45%	39%	30%	37%	78%	*	63%	-	42%	35%	50%	3%	41%	23%	-	39%	-	32%	*	*
English II	All Students	54%	47%	43%	35%	38%	73%	43%	53%	*	55%	39%	53%	17%	46%	24%	38%	49%	-	26%	*	*
	CWD	21%	14%	17%	13%	18%	23%	*	*	-	*	18%	11%	17%	-	8%	12%	24%	-	*	*	*
	CWOD	59%	51%	46%	38%	41%	79%	60%	53%	*	57%	42%	56%	-	46%	26%	42%	52%	-	28%	*	*
	EL	22%	22%	24%	*	25%	*	*	0%	-	-	25%	19%	8%	26%	24%	21%	28%	-	*	-	*
	Male	48%	41%	38%	26%	33%	68%	40%	38%	*	45%	33%	47%	12%	42%	21%	38%	-	-	17%	-	*
	Female	62%	53%	49%	42%	46%	80%	*	64%	-	58%	45%	61%	24%	52%	28%	-	49%	-	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
Algebra I	All Students	42%	35%	15%	11%	16%	34%	0%	33%	-	13%	15%	16%	9%	16%	13%	16%	14%	-	10%	0%	*
	CWD	19%	11%	9%	9%	3%	33%	-	-	-	*	7%	16%	9%	-	9%	11%	4%	-	*	*	*
	CWOD	45%	37%	16%	11%	17%	35%	0%	33%	-	14%	16%	16%	-	16%	14%	17%	15%	-	12%	*	*
	EL	28%	30%	13%	20%	13%	17%	*	*	-	-	14%	10%	9%	14%	13%	14%	12%	-	*	-	-
	Male	40%	32%	16%	11%	17%	34%	*	*	-	27%	16%	17%	11%	17%	14%	16%	-	-	6%	*	*
	Female	45%	37%	14%	11%	15%	35%	*	40%	-	0%	14%	15%	4%	15%	12%	-	14%	-	15%	*	*
Biology	All Students	54%	43%	35%	29%	32%	68%	17%	83%	-	35%	32%	47%	14%	38%	22%	35%	36%	-	30%	*	*
	CWD	25%	14%	14%	9%	9%	45%	-	-	-	*	9%	32%	14%	-	17%	16%	10%	-	20%	*	*
	CWOD	57%	46%	38%	31%	34%	71%	17%	83%	-	36%	34%	48%	-	38%	22%	37%	38%	-	32%	*	*
	EL	26%	28%	22%	*	20%	29%	*	60%	-	-	21%	25%	17%	22%	22%	23%	20%	-	*	-	-
	Male	52%	41%	35%	26%	33%	65%	*	83%	-	40%	32%	42%	16%	37%	23%	35%	-	-	25%	*	*
	Female	56%	45%	36%	32%	31%	73%	*	83%	-	29%	31%	51%	10%	38%	20%	-	36%	-	33%	*	*
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	10%	7%	5%	1%	4%	20%	0%	29%	-	15%	2%	13%	4%	5%	0%	5%	5%	-	5%	*	*
	CWD	4%	2%	4%	4%	0%	22%	-	-	-	*	3%	10%	4%	-	0%	7%	0%	-	0%	*	*
	CWOD	11%	8%	5%	0%	4%	19%	0%	29%	-	16%	2%	13%	-	5%	0%	5%	5%	-	6%	*	*
	EL	1%	1%	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	8%	6%	5%	1%	4%	17%	0%	17%	-	20%	2%	12%	7%	5%	0%	5%	-	-	0%	*	*
	Female	13%	9%	5%	0%	3%	24%	*	38%	-	8%	2%	13%	0%	5%	0%	-	5%	-	9%	*	*
English II	All Students	9%	6%	5%	3%	2%	15%	0%	16%	*	5%	3%	9%	3%	5%	0%	4%	5%	-	0%	*	*
	CWD	5%	2%	3%	2%	0%	15%	*	*	-	*	4%	0%	3%	-	0%	1%	5%	-	*	*	*
	CWOD	9%	7%	5%	4%	2%	15%	0%	18%	*	5%	3%	10%	-	5%	0%	4%	5%	-	0%	*	*
	EL	1%	1%	0%	*	0%	*	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	*
	Male	7%	5%	4%	2%	2%	13%	0%	13%	*	0%	2%	8%	1%	4%	0%	4%	-	-	0%	-	*
	Female	11%	9%	5%	5%	2%	18%	*	18%	-	8%	3%	11%	5%	5%	0%	-	5%	-	0%	*	*
Algebra I	All Students	26%	21%	6%	3%	5%	22%	0%	33%	-	4%	5%	7%	3%	6%	4%	7%	4%	-	10%	0%	*
	CWD	8%	5%	3%	4%	0%	11%	-	-	-	*	3%	5%	3%	-	0%	5%	0%	-	*	*	*
	CWOD	29%	23%	6%	3%	6%	24%	0%	33%	-	5%	6%	8%	-	6%	5%	7%	5%	-	12%	*	*
	EL	14%	16%	4%	20%	4%	0%	*	*	-	-	4%	3%	0%	5%	4%	7%	1%	-	*	-	-
	Male	25%	20%	7%	3%	7%	23%	*	*	-	9%	7%	9%	5%	7%	7%	7%	-	-	6%	*	*
	Female	28%	22%	4%	3%	3%	20%	*	40%	-	0%	4%	6%	0%	5%	1%	-	4%	-	15%	*	*
Biology	All Students	21%	15%	8%	3%	7%	25%	0%	42%	-	13%	6%	15%	3%	8%	3%	9%	7%	-	12%	*	*
	CWD	7%	4%	3%	0%	0%	27%	-	-	-	*	3%	5%	3%	-	0%	5%	0%	-	20%	*	*
	CWOD	22%	17%	8%	3%	8%	25%	0%	42%	-	14%	6%	15%	-	8%	3%	9%	8%	-	11%	*	*
	EL	5%	6%	3%	*	2%	0%	*	20%	-	-	2%	3%	0%	3%	3%	3%	2%	-	*	-	-
	Male	21%	15%	9%	3%	9%	24%	*	33%	-	20%	6%	16%	5%	9%	3%	9%	-	-	6%	*	*
	Female	21%	16%	7%	3%	6%	27%	*	50%	-	7%	6%	13%	0%	8%	2%	-	7%	-	17%	*	*
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%	66%	59%	52%	58%	81%	38%	90%	*	66%	56%	67%	28%	62%	49%	56%	63%	-	44%	14%	50%
	CWD	44%	36%	28%	23%	29%	45%	*	*	-	*	25%	37%	28%	-	30%	28%	26%	-	13%	*	*
	CWOD	77%	70%	62%	56%	61%	84%	41%	91%	*	68%	60%	70%	-	62%	51%	59%	66%	-	48%	20%	60%
	EL	59%	58%	49%	44%	48%	61%	33%	79%	-	-	50%	44%	30%	51%	49%	48%	51%	-	0%	-	*
	Male	71%	63%	56%	47%	55%	77%	35%	94%	*	66%	52%	65%	28%	59%	48%	56%	-	-	39%	29%	40%
	Female	75%	68%	63%	57%	62%	87%	38%	87%	-	62%	61%	70%	26%	66%	51%	-	63%	-	47%	0%	*
Reading	All Students	74%	67%	56%	50%	53%	80%	36%	85%	*	67%	52%	65%	22%	60%	40%	51%	61%	-	46%	0%	17%
	CWD	43%	35%	22%	18%	22%	36%	*	*	-	*	20%	29%	22%	-	19%	23%	20%	-	14%	*	*
	CWOD	78%	72%	60%	54%	56%	85%	42%	87%	*	70%	56%	68%	-	60%	42%	55%	65%	-	49%	*	*
	EL	57%	57%	40%	44%	39%	63%	*	70%	-	-	42%	28%	19%	42%	40%	40%	41%	-	*	-	*
	Male	70%	63%	51%	42%	49%	75%	30%	93%	*	65%	47%	62%	23%	55%	40%	51%	-	-	37%	*	*
	Female	78%	73%	61%	57%	58%	89%	*	79%	-	65%	58%	70%	20%	65%	41%	-	61%	-	51%	*	*
Mathematics	All Students	71%	64%	56%	46%	57%	75%	20%	96%	*	58%	53%	65%	27%	59%	54%	53%	60%	-	32%	20%	60%
	CWD	44%	36%	27%	20%	32%	44%	-	-	-	*	25%	32%	27%	-	43%	28%	24%	-	*	*	*
	CWOD	75%	67%	59%	50%	60%	78%	20%	96%	*	60%	56%	67%	-	59%	55%	56%	62%	-	37%	*	*
	EL	61%	61%	54%	40%	54%	50%	*	*	-	-	53%	58%	43%	55%	54%	50%	57%	-	*	-	-
	Male	71%	63%	53%	41%	55%	72%	*	92%	*	57%	48%	64%	28%	56%	50%	53%	-	-	28%	*	*
	Female	71%	64%	60%	52%	61%	78%	*	93%	-	56%	58%	65%	24%	62%	57%	-	60%	-	36%	*	*
Science	All Students	74%	66%	69%	62%	70%	88%	50%	85%	-	71%	67%	76%	41%	72%	64%	69%	70%	-	48%	*	*
	CWD	47%	38%	41%	37%	39%	64%	-	-	-	*	37%	58%	41%	-	39%	41%	41%	-	20%	*	*
	CWOD	78%	69%	72%	65%	73%	90%	50%	85%	-	74%	70%	77%	-	72%	66%	72%	72%	-	54%	*	*
	EL	58%	56%	64%	*	63%	71%	*	80%	-	-	63%	66%	39%	66%	64%	64%	64%	-	*	-	-
	Male	74%	65%	69%	60%	69%	84%	*	100%	-	80%	66%	75%	41%	72%	64%	69%	-	-	50%	*	*
	Female	75%	66%	70%	64%	71%	91%	*	71%	-	60%	68%	76%	41%	72%	64%	-	70%	-	44%	*	*
SAT/ACT All Subjects	All Students	92%	92%	88%	81%	84%	92%	-	94%	*	100%	84%	91%	*	88%	67%	94%	82%	-	*	-	*
	CWD	75%	80%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	92%	92%	88%	81%	85%	92%	-	94%	*	100%	85%	91%	-	88%	73%	94%	83%	-	*	-	*
	EL	69%	63%	67%	-	60%	*	-	-	-	-	60%	*	*	73%	67%	67%	67%	-	-	-	-
	Male	93%	92%	94%	100%	88%	97%	-	88%	*	*	87%	98%	-	94%	67%	94%	-	-	-	-	*
	Female	92%	92%	82%	74%	80%	85%	-	100%	-	*	83%	82%	*	83%	67%	-	82%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	33%	25%	30%	64%	21%	59%	*	40%	29%	43%	12%	35%	20%	31%	35%	-	24%	0%	36%
	CWD	23%	18%	12%	9%	9%	33%	*	*	-	*	10%	20%	12%	-	10%	13%	11%	-	6%	*	*
	CWOD	50%	42%	35%	27%	32%	67%	23%	59%	*	42%	31%	45%	-	35%	21%	34%	36%	-	27%	0%	50%
	EL	29%	30%	20%	22%	19%	42%	11%	26%	-	-	20%	18%	10%	21%	20%	19%	21%	-	0%	-	*
	Male	45%	38%	31%	22%	28%	62%	24%	56%	*	44%	27%	41%	13%	34%	19%	31%	-	-	19%	0%	20%
	Female	48%	41%	35%	29%	32%	67%	13%	61%	-	35%	31%	46%	11%	36%	21%	-	35%	-	29%	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	All Students	52%	45%	38%	30%	35%	70%	29%	61%	*	54%	35%	48%	13%	41%	22%	34%	44%	-	28%	0%	17%
	CWD	24%	19%	13%	10%	12%	27%	*	*	-	*	12%	16%	13%	-	9%	12%	15%	-	0%	*	*
	CWOD	56%	48%	41%	33%	37%	74%	33%	61%	*	57%	37%	51%	-	41%	24%	37%	46%	-	31%	*	*
	EL	31%	33%	22%	22%	22%	50%	*	20%	-	-	23%	16%	9%	24%	22%	20%	26%	-	*	-	*
	Male	47%	41%	34%	25%	30%	64%	30%	57%	*	54%	30%	44%	12%	37%	20%	34%	-	-	22%	*	*
	Female	56%	49%	44%	36%	41%	79%	*	63%	-	52%	39%	55%	15%	46%	26%	-	44%	-	32%	*	*
Mathematics	All Students	41%	33%	19%	12%	17%	47%	0%	44%	*	23%	16%	28%	9%	20%	14%	22%	17%	-	10%	0%	40%
	CWD	22%	17%	9%	9%	3%	33%	-	-	-	*	7%	16%	9%	-	9%	11%	3%	-	*	*	*
	CWOD	44%	35%	20%	13%	19%	48%	0%	44%	*	23%	17%	29%	-	20%	14%	23%	18%	-	11%	*	*
	EL	29%	29%	14%	20%	13%	38%	*	*	-	-	14%	13%	9%	14%	14%	14%	13%	-	*	-	-
	Male	42%	34%	22%	12%	19%	54%	*	42%	*	29%	17%	33%	11%	23%	14%	22%	-	-	6%	*	*
	Female	40%	33%	17%	12%	16%	35%	*	43%	-	17%	15%	23%	3%	18%	13%	-	17%	-	14%	*	*
Science	All Students	46%	37%	36%	29%	32%	71%	17%	77%	-	33%	32%	48%	14%	38%	22%	36%	36%	-	30%	*	*
	CWD	23%	17%	14%	9%	9%	45%	-	-	-	*	9%	32%	14%	-	17%	16%	10%	-	20%	*	*
	CWOD	49%	39%	38%	31%	34%	73%	17%	77%	-	35%	34%	50%	-	38%	22%	38%	38%	-	32%	*	*
	EL	25%	25%	22%	*	20%	29%	*	60%	-	-	21%	25%	17%	22%	22%	23%	20%	-	*	-	-
	Male	47%	37%	36%	26%	33%	67%	*	83%	-	40%	32%	45%	16%	38%	23%	36%	-	-	25%	*	*
	Female	45%	36%	36%	32%	31%	74%	*	71%	-	27%	31%	52%	10%	38%	20%	-	36%	-	33%	*	*
SAT/ACT All Subjects	All Students	64%	56%	45%	28%	28%	67%	-	50%	*	57%	29%	58%	*	45%	25%	61%	31%	-	*	-	*
	CWD	43%	80%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	64%	56%	45%	28%	28%	67%	-	50%	*	57%	29%	58%	-	45%	27%	61%	31%	-	*	-	*
	EL	18%	11%	25%	-	10%	*	-	-	-	-	20%	*	*	27%	25%	17%	33%	-	-	-	-
	Male	68%	60%	61%	56%	35%	86%	-	50%	*	*	39%	74%	-	61%	17%	61%	-	-	-	-	*
	Female	60%	52%	31%	17%	23%	41%	-	50%	-	*	23%	40%	*	31%	33%	-	31%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	17%	6%	2%	5%	18%	0%	23%	*	11%	4%	11%	4%	6%	2%	6%	5%	-	7%	0%	7%
	CWD	9%	6%	4%	3%	0%	19%	*	*	-	*	3%	5%	4%	-	0%	4%	2%	-	6%	*	*
	CWOD	24%	18%	6%	2%	5%	18%	0%	24%	*	11%	4%	11%	-	6%	2%	6%	6%	-	7%	0%	10%
	EL	12%	12%	2%	6%	2%	0%	0%	5%	-	-	2%	2%	0%	2%	2%	2%	1%	-	0%	-	*
	Male	21%	16%	6%	2%	5%	18%	0%	16%	*	12%	4%	11%	4%	6%	2%	6%	-	-	3%	0%	0%
	Female	23%	18%	5%	3%	4%	19%	0%	29%	-	9%	4%	11%	2%	6%	1%	-	5%	-	10%	0%	*
Reading	All Students	25%	20%	5%	2%	3%	17%	0%	21%	*	10%	2%	11%	4%	5%	0%	5%	5%	-	3%	0%	0%
	CWD	9%	6%	4%	3%	0%	18%	*	*	-	*	3%	5%	4%	-	0%	4%	3%	-	0%	*	*
	CWOD	27%	21%	5%	2%	3%	17%	0%	23%	*	11%	2%	11%	-	5%	0%	5%	5%	-	3%	*	*
	EL	13%	14%	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	*
	Male	22%	17%	5%	1%	3%	15%	0%	14%	*	12%	2%	10%	4%	5%	0%	5%	-	-	0%	*	*
	Female	28%	22%	5%	2%	3%	21%	*	26%	-	9%	3%	12%	3%	5%	0%	-	5%	-	5%	*	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	14%	6%	3%	5%	16%	0%	16%	*	10%	5%	8%	3%	6%	4%	7%	4%	-	10%	0%	20%
	CWD	9%	6%	3%	4%	0%	11%	-	-	-	*	3%	5%	3%	-	0%	5%	0%	-	*	*	*
	CWOD	21%	16%	6%	3%	5%	17%	0%	16%	*	10%	5%	8%	-	6%	4%	8%	4%	-	11%	*	*
	EL	12%	12%	4%	20%	4%	0%	*	*	-	-	4%	3%	0%	4%	4%	7%	1%	-	*	-	-
	Male	21%	15%	7%	3%	7%	21%	*	8%	*	7%	6%	9%	5%	8%	7%	7%	-	-	6%	*	*
	Female	19%	13%	4%	3%	3%	9%	*	21%	-	11%	3%	6%	0%	4%	1%	-	4%	-	14%	*	*
Science	All Students	20%	15%	8%	3%	7%	24%	0%	38%	-	13%	6%	14%	3%	8%	3%	9%	7%	-	12%	*	*
	CWD	8%	5%	3%	0%	0%	27%	-	-	-	*	3%	5%	3%	-	0%	5%	0%	-	20%	*	*
	CWOD	22%	16%	8%	3%	8%	23%	0%	38%	-	13%	6%	15%	-	8%	3%	9%	8%	-	11%	*	*
	EL	7%	8%	3%	*	2%	0%	*	20%	-	-	2%	3%	0%	3%	3%	3%	2%	-	*	-	-
	Male	22%	15%	9%	3%	9%	22%	*	33%	-	20%	6%	15%	5%	9%	3%	9%	-	-	6%	*	*
	Female	19%	14%	7%	3%	6%	26%	*	43%	-	7%	6%	13%	0%	8%	2%	-	7%	-	17%	*	*
SAT/ACT All Subjects	All Students	13%	8%	6%	0%	2%	9%	-	6%	*	29%	1%	9%	*	6%	0%	8%	3%	-	*	-	*
	CWD	11%	0%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	13%	8%	6%	0%	2%	9%	-	6%	*	29%	1%	9%	-	6%	0%	8%	3%	-	*	-	*
	EL	1%	0%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	17%	11%	8%	0%	4%	16%	-	0%	*	*	3%	11%	-	8%	0%	8%	-	-	-	-	*
	Female	10%	6%	3%	0%	0%	0%	-	13%	-	*	0%	7%	*	3%	0%	-	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	69	66	69	69	*	81	*	100	67	63	68
CWD	63	57	63	80	-	*	-	-	57	63	70
CWOD	69	68	69	68	*	79	*	100	69	-	68
EL ◇	68	*	69	*	*	*	-	-	68	70	68
Male	67	65	66	72	*	70	*	*	63	59	68

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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	68	72	65	*	88	-	*	72	68	68
<b>Mathematics</b>											
All Students	43	36	47	48	*	*	-	58	43	25	45
CWD	25	23	25	*	-	-	-	*	24	25	38
CWOD	44	37	49	50	*	*	-	70	45	-	46
EL ◇	45	*	47	0	*	*	-	-	44	38	45
Male	40	30	49	39	-	*	-	*	41	27	46
Female	45	42	46	65	*	*	-	*	45	23	44

- 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	80.1%	75.3%	77.3%	90.2%	40.0%	91.7%	*	95.8%	80.0%	64.1%	74.8%	67.1%	*
CWD	64.1%	64.0%	76.9%	44.4%	*	*	-	*	64.2%	64.1%	71.4%	85.7%	*
CWOD	81.7%	76.7%	77.3%	93.5%	*	95.7%	*	100.0%	82.1%	-	75.2%	65.3%	*
EL ◇	74.8%	100.0%	71.4%	100.0%	-	83.3%	-	*	80.4%	71.4%	74.8%	60.0%	-
Male	73.4%	66.4%	70.4%	87.7%	*	88.9%	*	90.0%	72.4%	67.4%	69.6%	51.2%	*
Female	87.2%	85.2%	84.4%	93.3%	*	93.3%	*	100.0%	87.2%	57.1%	80.6%	82.9%	*

- 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
492	70	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	33	26	31	54	20	57	*	40	30	15	24
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	37%	18%	36%	62%	*	72%	*	32%	28%	35%	22%

- 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	N	Y		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	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N		N		N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N		N		N	N	N	N
<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	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N		N		N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N		N	N	N	N
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											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	N	N	N	N					N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N					N	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; 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	97%	96%	98%	97%	92%	97%	*	93%	97%	97%	98%	97%	98%	97%	97%	-
	CWD	98%	98%	97%	100%	*	*	-	*	98%	97%	98%	-	98%	98%	98%	-
	CWOD	97%	96%	98%	97%	96%	97%	*	92%	97%	97%	-	97%	98%	97%	97%	-
	EL	98%	100%	98%	100%	100%	100%	-	-	98%	99%	98%	98%	98%	99%	97%	-
	Male	97%	96%	98%	98%	88%	100%	*	100%	97%	98%	98%	97%	99%	97%	-	-
	Female	97%	97%	97%	96%	100%	95%	-	86%	97%	96%	98%	97%	97%	-	97%	-
<b>Reading</b>	All Students	97%	95%	98%	99%	93%	100%	*	94%	97%	97%	98%	97%	99%	97%	97%	-
	CWD	98%	97%	99%	100%	*	*	-	*	98%	95%	98%	-	100%	97%	99%	-
	CWOD	97%	94%	98%	99%	100%	100%	*	94%	97%	97%	-	97%	98%	97%	96%	-
	EL	99%	100%	98%	100%	*	100%	-	-	98%	100%	100%	98%	99%	99%	98%	-
	Male	97%	94%	99%	99%	90%	100%	*	100%	97%	98%	97%	97%	99%	97%	-	-
	Female	97%	96%	97%	98%	*	100%	-	88%	97%	96%	99%	96%	98%	-	97%	-
<b>Mathematics</b>	All Students	97%	98%	96%	96%	100%	96%	*	91%	97%	97%	99%	96%	97%	97%	96%	-
		97%	98%	96%	96%	100%	96%	*	91%	97%	97%	99%	96%	97%	97%	96%	-
	CWD	99%	100%	97%	100%	-	-	-	*	99%	100%	99%	-	96%	100%	97%	-
		99%	100%	97%	100%	-	-	-	*	99%	100%	99%	-	96%	100%	97%	-
	CWOD	96%	98%	96%	96%	100%	96%	*	90%	96%	96%	-	96%	97%	97%	96%	-
		96%	98%	96%	96%	100%	96%	*	90%	96%	96%	-	96%	97%	97%	96%	-
	EL	97%	100%	96%	100%	*	*	-	-	97%	97%	96%	97%	97%	99%	94%	-
		97%	100%	96%	100%	*	*	-	-	97%	97%	96%	97%	97%	99%	94%	-
	Male	97%	98%	96%	97%	*	100%	*	100%	97%	97%	100%	97%	99%	97%	-	-
		97%	98%	96%	97%	*	100%	*	100%	97%	97%	100%	97%	99%	97%	-	-
	Female	96%	98%	96%	94%	*	93%	-	83%	96%	96%	97%	96%	94%	-	96%	-
		96%	98%	96%	94%	*	93%	-	83%	96%	96%	97%	96%	94%	-	96%	-
<b>SAT/ACT All Subjects</b>	All Students	88%	100%	80%	93%	-	89%	*	78%	86%	90%	*	88%	67%	88%	88%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-
	CWOD	88%	100%	80%	93%	-	89%	*	78%	86%	90%	-	88%	65%	88%	88%	-
	EL	67%	-	63%	*	-	-	-	-	67%	*	*	65%	67%	75%	60%	-
	Male	88%	100%	74%	95%	-	100%	*	*	82%	93%	-	88%	75%	88%	-	-
	Female	88%	100%	85%	90%	-	80%	-	67%	90%	87%	*	88%	60%	-	88%	-
<b>Non-Participation Rate</b>																	

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All Subjects	All Students	3%	4%	2%	3%	8%	3%	*	7%	3%	3%	2%	3%	2%	3%	3%	-
	CWD	2%	2%	3%	0%	*	*	-	*	2%	3%	2%	-	2%	2%	2%	-
	CWOD	3%	4%	2%	3%	4%	3%	*	8%	3%	3%	-	3%	2%	3%	3%	-
	EL	2%	0%	2%	0%	0%	0%	-	-	2%	1%	2%	2%	2%	1%	3%	-
	Male	3%	4%	2%	2%	12%	0%	*	0%	3%	2%	2%	3%	1%	3%	-	-
	Female	3%	3%	3%	4%	0%	5%	-	14%	3%	4%	2%	3%	3%	-	3%	-
Reading	All Students	3%	5%	2%	1%	7%	0%	*	6%	3%	3%	2%	3%	1%	3%	3%	-
	CWD	2%	3%	1%	0%	*	*	-	*	2%	5%	2%	-	0%	3%	1%	-
	CWOD	3%	6%	2%	1%	0%	0%	*	6%	3%	3%	-	3%	2%	3%	4%	-
	EL	1%	0%	2%	0%	*	0%	-	-	2%	0%	0%	2%	1%	1%	2%	-
	Male	3%	6%	1%	1%	10%	0%	*	0%	3%	2%	3%	3%	1%	3%	-	-
	Female	3%	4%	3%	2%	*	0%	-	12%	3%	4%	1%	4%	2%	-	3%	-
Mathematics	All Students	3%	2%	4%	4%	0%	4%	*	9%	3%	3%	1%	4%	3%	3%	4%	-
	CWD	1%	0%	3%	0%	-	-	-	*	1%	0%	1%	-	4%	0%	3%	-
	CWOD	4%	2%	4%	4%	0%	4%	*	10%	4%	4%	-	4%	3%	3%	4%	-
	EL	3%	0%	4%	0%	*	*	-	-	3%	3%	4%	3%	3%	1%	6%	-
	Male	3%	2%	4%	3%	*	0%	*	0%	3%	3%	0%	3%	1%	3%	-	-
	Female	4%	2%	4%	6%	*	7%	-	17%	4%	4%	3%	4%	6%	-	4%	-
Science	All Students	3%	2%	2%	5%	17%	8%	-	8%	3%	2%	2%	3%	2%	3%	2%	-
	CWD	2%	0%	6%	0%	-	-	-	*	3%	0%	2%	-	5%	3%	0%	-
	CWOD	3%	2%	2%	6%	17%	8%	-	8%	3%	2%	-	3%	2%	3%	3%	-
	EL	2%	*	2%	0%	*	0%	-	-	2%	0%	5%	2%	2%	2%	2%	-
	Male	3%	3%	2%	6%	*	0%	-	0%	3%	2%	3%	3%	2%	3%	-	-
	Female	2%	1%	2%	4%	*	14%	-	13%	2%	3%	0%	3%	2%	-	2%	-
SAT/ACT All Subjects	All Students	12%	0%	20%	7%	-	11%	*	22%	14%	10%	*	12%	33%	12%	12%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-
	CWOD	12%	0%	20%	7%	-	11%	*	22%	14%	10%	-	12%	35%	12%	12%	-
	EL	33%	-	37%	*	-	-	-	-	33%	*	*	35%	33%	25%	40%	-
	Male	12%	0%	26%	5%	-	0%	*	*	18%	7%	-	12%	25%	12%	-	-
	Female	12%	0%	15%	10%	-	20%	-	33%	10%	13%	*	12%	40%	-	12%	-

- 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	190	100	70	13	1	1	0	5	33		
	Female	93	47	36	7	1	0	1	1	19		
	Total	283	147	106	20	2	1	1	6	52		
<b>Out-of-School Suspensions</b>												
	Male	128	71	44	11	0	0	0	2	13		
	Female	76	38	30	7	1	0	0	0	10		
	Total	204	109	74	18	1	0	0	2	23		
<b>Expulsions</b>												
With Educational Services	Male	4	0	4	0	0	0	0	0	3		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	0	4	0	0	0	0	0	3		
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	41	22	14	3	0	0	1	1	6		10
	Female	16	9	3	4	0	0	0	0	1		1
	Total	57	31	17	7	0	0	1	1	7		11
<b>Out-of-School Suspensions</b>												
	Male	36	23	11	1	0	0	1	0	4		10
	Female	8	6	0	2	0	0	0	0	0		2
	Total	44	29	11	3	0	0	1	0	4		12
<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	522	232	201	66	4	5	2	12	86	78	-8
	Female	378	157	159	45	2	7	1	7	53	38	-8
	Total	900	389	360	111	6	12	3	19	139	116	-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	12
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	6
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	436	88	166	144	1	31	0	6	17	1
	Female	556	141	213	160	1	30	1	10	35	4
	Total	992	229	379	304	2	61	1	16	52	5
International Baccalaureate Courses	Male	12	4	5	1	0	2	0	0	0	0
	Female	36	13	5	15	0	2	0	1	1	0
	Total	48	17	10	16	0	4	0	1	1	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
Dual Enrollment/Dual Credit Programs	Male	47	4	13	23	0	3	0	4	0	0
	Female	59	12	8	33	0	6	0	0	0	0
	Total	106	16	21	56	0	9	0	4	0	0

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

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

### Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	19.9	11.4%
Teachers Teaching with Emergency or Provisional Credentials	8.9	5.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	13.9	8.3%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	7	1%
English II	5,490	1%	35	1%	11	1%
Algebra I	5,993	1%	35	1%	7	1%
Biology	5,860	1%	36	1%	8	1%
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	33	1%
Reading	48,805	1%	354	1%	18	1%
Mathematics	43,293	1%	319	1%	7	1%
Science	17,856	1%	118	1%	8	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	38%	32%	33%	51%	-	*	-	38%	36%	*	29%
In-State Private Institutions	2%	*	*	*	-	*	-	-	*	-	-
Out-of-State Institutions	6%	9%	4%	8%	-	-	-	-	5%	*	5%

- Indicates there are no students in the group.

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

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

This section provides information on the Chronic Absenteeism per 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	33%	36%	37%	16%	40%	11%	14%	34%	35%	34%	40%

- 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 and 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%	57%	53%	44%	56%	56%	*	74%	*	69%	49%	62%	20%	57%	44%	47%	61%	-	38%	*	40%
	CWD	29%	21%	20%	11%	19%	42%	-	40%	*	*	13%	39%	20%	-	8%	20%	21%	-	-	-	*
	CWOD	68%	61%	57%	48%	60%	58%	*	76%	*	67%	53%	64%	-	57%	48%	51%	64%	-	38%	*	*
	EL	38%	40%	44%	45%	43%	50%	*	48%	*	*	42%	51%	8%	48%	44%	42%	46%	-	*	-	-
	Male	58%	51%	47%	34%	50%	49%	*	75%	*	75%	43%	53%	20%	51%	42%	47%	-	-	30%	*	*
	Female	70%	64%	61%	54%	62%	72%	*	74%	*	63%	55%	76%	21%	64%	46%	-	61%	-	50%	-	*
English II	All Students	71%	63%	61%	53%	59%	65%	*	87%	*	65%	57%	70%	22%	66%	45%	53%	70%	-	45%	*	*
	CWD	33%	24%	22%	19%	17%	22%	-	*	-	*	18%	29%	22%	-	28%	22%	20%	-	*	-	-
	CWOD	76%	68%	66%	58%	63%	74%	*	87%	*	69%	62%	75%	-	66%	48%	59%	73%	-	40%	*	*
	EL	43%	40%	45%	50%	39%	40%	-	67%	-	*	44%	51%	28%	48%	45%	39%	54%	-	*	-	-
	Male	65%	58%	53%	45%	50%	45%	*	83%	-	75%	49%	62%	22%	59%	39%	53%	-	-	60%	-	*
	Female	77%	69%	70%	60%	70%	95%	-	90%	*	56%	65%	79%	20%	73%	54%	-	70%	-	33%	*	*
Algebra I	All Students	74%	66%	46%	41%	46%	47%	*	75%	*	23%	42%	53%	26%	48%	47%	45%	46%	-	33%	*	0%
	CWD	46%	30%	26%	9%	39%	36%	-	*	*	*	21%	37%	26%	-	35%	25%	25%	-	-	-	*
	CWOD	78%	70%	48%	45%	47%	50%	*	75%	*	25%	45%	55%	-	48%	49%	49%	48%	-	33%	*	*
	EL	64%	64%	47%	58%	40%	*	-	72%	-	-	45%	52%	35%	49%	47%	54%	39%	-	*	-	-
	Male	71%	63%	45%	39%	47%	41%	*	80%	*	17%	42%	51%	25%	49%	54%	45%	-	-	30%	*	*
	Female	78%	70%	46%	42%	45%	60%	-	64%	-	29%	41%	56%	25%	48%	39%	-	46%	-	40%	-	*
Biology	All Students	82%	75%	73%	66%	75%	71%	*	85%	*	80%	70%	78%	35%	77%	65%	68%	78%	-	50%	*	*
	CWD	57%	43%	35%	25%	34%	55%	-	40%	*	*	31%	41%	35%	-	26%	34%	35%	-	-	-	*
	CWOD	86%	79%	77%	72%	80%	76%	*	88%	*	79%	75%	83%	-	77%	71%	73%	81%	-	50%	*	*
	EL	66%	64%	65%	60%	64%	57%	*	69%	-	*	62%	73%	26%	71%	65%	65%	65%	-	*	-	-
	Male	80%	72%	68%	58%	72%	62%	*	88%	*	83%	65%	72%	34%	73%	65%	68%	-	-	25%	*	*
	Female	85%	77%	78%	74%	79%	89%	*	82%	-	78%	75%	86%	35%	81%	65%	-	78%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	46%	39%	34%	25%	35%	42%	*	60%	*	44%	31%	41%	12%	37%	23%	28%	42%	-	6%	*	20%
	CWD	17%	11%	12%	7%	17%	17%	-	20%	*	*	8%	21%	12%	-	0%	11%	15%	-	-	-	*
	CWOD	50%	42%	37%	28%	37%	48%	*	62%	*	47%	34%	43%	-	37%	25%	31%	44%	-	6%	*	*
	EL	19%	21%	23%	18%	22%	33%	*	27%	*	*	19%	35%	0%	25%	23%	21%	25%	-	*	-	-
	Male	40%	33%	28%	17%	29%	37%	*	58%	*	38%	26%	33%	11%	31%	21%	28%	-	-	0%	*	*
	Female	53%	45%	42%	34%	42%	56%	*	63%	*	50%	36%	55%	15%	44%	25%	-	42%	-	17%	-	*
English II	All Students	54%	47%	42%	34%	35%	54%	*	75%	*	53%	37%	52%	11%	45%	23%	34%	51%	-	45%	*	*
	CWD	21%	14%	11%	9%	7%	22%	-	*	-	*	8%	18%	11%	-	8%	11%	12%	-	*	-	-
	CWOD	59%	51%	45%	38%	38%	62%	*	76%	*	56%	41%	56%	-	45%	26%	38%	53%	-	40%	*	*
	EL	22%	22%	23%	10%	17%	20%	-	46%	-	*	23%	23%	8%	26%	23%	18%	31%	-	*	-	-
	Male	48%	41%	34%	28%	26%	38%	*	70%	-	50%	30%	43%	11%	38%	18%	34%	-	-	60%	-	*
	Female	62%	53%	51%	40%	47%	79%	-	80%	*	56%	45%	62%	12%	53%	31%	-	51%	-	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
Algebra I	All Students	42%	35%	13%	8%	13%	12%	*	44%	*	8%	12%	15%	6%	14%	13%	12%	14%	-	7%	*	0%
	CWD	19%	11%	6%	2%	12%	0%	-	*	*	*	4%	11%	6%	-	0%	3%	13%	-	-	-	*
	CWOD	45%	37%	14%	9%	13%	15%	*	45%	*	8%	13%	15%	-	14%	15%	13%	14%	-	7%	*	*
	EL	28%	30%	13%	17%	8%	*	-	34%	-	-	14%	10%	0%	15%	13%	10%	17%	-	*	-	-
	Male	40%	32%	12%	7%	11%	11%	*	43%	*	0%	10%	14%	3%	13%	10%	12%	-	-	10%	*	*
	Female	45%	37%	14%	9%	15%	13%	-	44%	-	14%	14%	16%	13%	14%	17%	-	14%	-	0%	-	*
Biology	All Students	54%	43%	34%	26%	33%	50%	*	64%	*	20%	30%	43%	13%	37%	24%	31%	37%	-	17%	*	*
	CWD	25%	14%	13%	2%	14%	45%	-	20%	*	*	7%	24%	13%	-	0%	12%	13%	-	-	-	*
	CWOD	57%	46%	37%	29%	35%	51%	*	66%	*	21%	33%	45%	-	37%	27%	34%	39%	-	17%	*	*
	EL	26%	28%	24%	0%	22%	29%	*	33%	-	*	21%	33%	0%	27%	24%	25%	22%	-	*	-	-
	Male	52%	41%	31%	18%	33%	44%	*	66%	*	0%	28%	38%	12%	34%	25%	31%	-	-	13%	*	*
	Female	56%	45%	37%	34%	33%	61%	*	61%	-	33%	32%	51%	13%	39%	22%	-	37%	-	*	-	*
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	10%	7%	6%	2%	4%	8%	*	22%	*	13%	4%	9%	2%	6%	1%	4%	7%	-	0%	*	0%
	CWD	4%	2%	2%	2%	3%	0%	-	0%	*	*	0%	7%	2%	-	0%	0%	6%	-	-	-	*
	CWOD	11%	8%	6%	2%	4%	10%	*	23%	*	13%	4%	10%	-	6%	1%	5%	7%	-	0%	*	*
	EL	1%	1%	1%	0%	0%	17%	*	4%	*	*	1%	2%	0%	1%	1%	1%	2%	-	*	-	-
	Male	8%	6%	4%	1%	3%	7%	*	16%	*	13%	3%	7%	0%	5%	1%	4%	-	-	0%	*	*
	Female	13%	9%	7%	3%	5%	11%	*	30%	*	13%	5%	13%	6%	7%	2%	-	7%	-	0%	-	*
English II	All Students	9%	6%	5%	2%	2%	13%	*	17%	*	0%	3%	7%	0%	5%	0%	3%	7%	-	0%	*	*
	CWD	5%	2%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	9%	7%	5%	2%	2%	15%	*	18%	*	0%	4%	8%	-	5%	0%	3%	7%	-	0%	*	*
	EL	1%	1%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	7%	5%	3%	1%	1%	3%	*	15%	-	0%	1%	6%	0%	3%	0%	3%	-	-	0%	-	*
	Female	11%	9%	7%	3%	4%	26%	-	20%	*	0%	5%	9%	0%	7%	0%	-	7%	-	0%	*	*
Algebra I	All Students	26%	21%	6%	2%	5%	8%	*	25%	*	8%	4%	8%	3%	6%	6%	6%	5%	-	0%	*	0%
	CWD	8%	5%	3%	2%	6%	0%	-	*	*	*	0%	11%	3%	-	0%	2%	6%	-	-	-	*
	CWOD	29%	23%	6%	2%	5%	10%	*	27%	*	8%	5%	8%	-	6%	7%	6%	5%	-	0%	*	*
	EL	14%	16%	6%	8%	2%	*	-	22%	-	-	7%	2%	0%	7%	6%	6%	6%	-	*	-	-
	Male	25%	20%	6%	3%	5%	5%	*	26%	*	0%	4%	8%	2%	6%	6%	6%	-	-	0%	*	*
	Female	28%	22%	5%	2%	5%	13%	-	24%	-	14%	4%	8%	6%	5%	6%	-	5%	-	0%	-	*
Biology	All Students	21%	15%	9%	5%	6%	16%	*	36%	*	0%	6%	15%	1%	10%	6%	7%	11%	-	0%	*	*
	CWD	7%	4%	1%	2%	0%	0%	-	0%	*	*	0%	3%	1%	-	0%	0%	3%	-	-	-	*
	CWOD	22%	17%	10%	5%	6%	20%	*	39%	*	0%	7%	16%	-	10%	7%	8%	12%	-	0%	*	*
	EL	5%	6%	6%	0%	2%	29%	*	15%	-	*	6%	4%	0%	7%	6%	4%	8%	-	*	-	-
	Male	21%	15%	7%	2%	5%	8%	*	34%	*	0%	5%	10%	0%	8%	4%	7%	-	-	0%	*	*
	Female	21%	16%	11%	7%	7%	33%	*	39%	-	0%	7%	21%	3%	12%	8%	-	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%	66%	59%	52%	60%	61%	82%	83%	33%	63%	55%	67%	26%	63%	50%	54%	65%	-	42%	25%	44%
	CWD	44%	36%	26%	16%	28%	41%	-	59%	*	*	21%	37%	26%	-	24%	25%	26%	-	*	-	*
	CWOD	77%	70%	63%	57%	63%	66%	82%	84%	33%	64%	59%	71%	-	63%	54%	59%	67%	-	40%	25%	47%
	EL	59%	58%	50%	53%	46%	52%	*	63%	*	20%	48%	57%	24%	54%	50%	50%	50%	-	36%	-	-
	Male	71%	63%	54%	45%	56%	51%	78%	83%	29%	68%	51%	61%	25%	59%	50%	54%	-	-	34%	14%	33%
	Female	75%	68%	65%	59%	64%	82%	*	82%	*	57%	60%	75%	26%	67%	50%	-	65%	-	52%	*	50%
Reading	All Students	74%	67%	57%	48%	57%	60%	80%	81%	20%	69%	53%	66%	21%	61%	44%	50%	65%	-	42%	*	67%
	CWD	43%	35%	21%	15%	19%	35%	-	56%	*	*	15%	34%	21%	-	18%	21%	21%	-	*	-	*
	CWOD	78%	72%	61%	53%	61%	66%	80%	81%	*	70%	57%	69%	-	61%	48%	54%	68%	-	40%	*	63%
	EL	57%	57%	44%	48%	41%	45%	*	56%	*	*	42%	51%	18%	48%	44%	41%	49%	-	20%	-	-
	Male	70%	63%	50%	40%	50%	47%	*	79%	*	75%	46%	57%	21%	54%	41%	50%	-	-	40%	*	*
	Female	78%	73%	65%	57%	66%	84%	*	83%	*	59%	60%	78%	21%	68%	49%	-	65%	-	42%	*	67%
Mathematics	All Students	71%	64%	51%	45%	51%	52%	*	84%	*	29%	46%	61%	26%	54%	47%	51%	52%	-	31%	*	0%
	CWD	44%	36%	26%	9%	39%	36%	-	*	*	*	21%	37%	26%	-	35%	25%	25%	-	-	-	*
	CWOD	75%	67%	54%	49%	52%	56%	*	84%	*	31%	49%	64%	-	54%	48%	55%	54%	-	31%	*	*
	EL	61%	61%	47%	58%	40%	*	-	72%	-	*	45%	52%	35%	48%	47%	54%	38%	-	*	-	-
	Male	71%	63%	51%	42%	52%	45%	*	86%	*	29%	47%	60%	25%	55%	54%	51%	-	-	30%	*	*
	Female	71%	64%	52%	47%	49%	65%	-	80%	-	30%	45%	64%	25%	54%	38%	-	52%	-	33%	-	*
Science	All Students	74%	66%	73%	66%	75%	71%	*	86%	*	80%	70%	78%	35%	77%	65%	68%	78%	-	50%	*	*
	CWD	47%	38%	35%	25%	34%	55%	-	40%	*	*	31%	41%	35%	-	26%	34%	35%	-	-	-	*
	CWOD	78%	69%	77%	72%	80%	76%	*	88%	*	79%	75%	83%	-	77%	71%	73%	81%	-	50%	*	*
	EL	58%	56%	65%	60%	64%	57%	*	69%	-	*	62%	73%	26%	71%	65%	65%	65%	-	*	-	-
	Male	74%	65%	68%	58%	72%	62%	*	88%	*	83%	65%	72%	34%	73%	65%	68%	-	-	25%	*	*
	Female	75%	66%	78%	74%	79%	89%	*	82%	-	78%	75%	86%	35%	81%	65%	-	78%	-	*	-	*
SAT/ACT All Subjects	All Students	92%	92%	87%	90%	78%	100%	-	98%	-	*	81%	94%	-	87%	44%	91%	83%	-	*	-	-
	CWD	75%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	92%	87%	90%	78%	100%	-	98%	-	*	81%	94%	-	87%	44%	91%	83%	-	*	-	-
	EL	69%	63%	44%	-	38%	-	-	-	-	*	43%	*	-	44%	44%	57%	*	-	-	-	-
	Male	93%	92%	91%	100%	82%	*	-	96%	-	*	84%	100%	-	91%	57%	91%	-	-	-	-	-
	Female	92%	92%	83%	85%	73%	*	-	100%	-	*	78%	89%	-	83%	*	-	83%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	32%	24%	30%	41%	36%	65%	22%	34%	28%	39%	11%	34%	20%	27%	37%	-	17%	13%	28%
	CWD	23%	18%	11%	5%	13%	22%	-	29%	*	*	7%	19%	11%	-	2%	9%	13%	-	*	-	*
	CWOD	50%	42%	34%	26%	31%	45%	36%	66%	33%	36%	30%	42%	-	34%	23%	30%	39%	-	15%	13%	27%
	EL	29%	30%	20%	12%	17%	29%	*	35%	*	0%	19%	26%	2%	23%	20%	18%	23%	-	9%	-	-
	Male	45%	38%	27%	18%	25%	33%	33%	62%	14%	25%	24%	33%	9%	30%	18%	27%	-	-	16%	0%	33%
	Female	48%	41%	37%	29%	35%	56%	*	67%	*	40%	32%	48%	13%	39%	23%	-	37%	-	19%	*	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
Reading	All Students	52%	45%	38%	29%	35%	48%	40%	68%	20%	50%	34%	46%	12%	41%	23%	31%	46%	-	23%	*	44%
	CWD	24%	19%	12%	8%	13%	20%	-	33%	*	*	8%	20%	12%	-	4%	11%	14%	-	*	-	*
	CWOD	56%	48%	41%	32%	38%	54%	40%	69%	*	53%	37%	49%	-	41%	25%	34%	48%	-	20%	*	38%
	EL	31%	33%	23%	14%	20%	27%	*	36%	*	*	20%	30%	4%	25%	23%	19%	27%	-	0%	-	-
	Male	47%	41%	31%	22%	28%	37%	*	64%	*	44%	28%	37%	11%	34%	19%	31%	-	-	20%	*	*
	Female	56%	49%	46%	37%	44%	68%	*	72%	*	53%	40%	58%	14%	48%	27%	-	46%	-	25%	*	33%
Mathematics	All Students	41%	33%	18%	11%	17%	16%	*	59%	*	12%	15%	25%	6%	20%	12%	17%	21%	-	6%	*	0%
	CWD	22%	17%	6%	2%	12%	0%	-	*	*	*	4%	11%	6%	-	0%	3%	13%	-	-	-	*
	CWOD	44%	35%	20%	12%	17%	20%	*	60%	*	13%	17%	26%	-	20%	14%	18%	21%	-	6%	*	*
	EL	29%	29%	12%	17%	7%	*	-	34%	-	*	13%	9%	0%	14%	12%	9%	16%	-	*	-	-
	Male	42%	34%	17%	10%	13%	13%	*	58%	*	0%	14%	22%	3%	18%	9%	17%	-	-	10%	*	*
	Female	40%	33%	21%	12%	20%	24%	-	61%	-	20%	17%	28%	13%	21%	16%	-	21%	-	0%	-	*
Science	All Students	46%	37%	34%	26%	33%	50%	*	63%	*	20%	30%	43%	13%	37%	24%	31%	38%	-	17%	*	*
	CWD	23%	17%	13%	2%	14%	45%	-	20%	*	*	7%	24%	13%	-	0%	12%	13%	-	-	-	*
	CWOD	49%	39%	37%	29%	35%	51%	*	66%	*	21%	33%	45%	-	37%	27%	34%	40%	-	17%	*	*
	EL	25%	25%	24%	0%	22%	29%	*	33%	-	*	21%	33%	0%	27%	24%	25%	22%	-	*	-	-
	Male	47%	37%	31%	18%	32%	44%	*	65%	*	0%	28%	38%	12%	34%	25%	31%	-	-	13%	*	*
	Female	45%	36%	38%	34%	33%	61%	*	62%	-	33%	32%	51%	13%	40%	22%	-	38%	-	*	-	*
SAT/ACT All Subjects	All Students	64%	56%	53%	43%	38%	60%	-	79%	-	*	41%	65%	-	53%	0%	49%	56%	-	*	-	-
	CWD	43%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	56%	53%	43%	38%	60%	-	79%	-	*	41%	65%	-	53%	0%	49%	56%	-	*	-	-
	EL	18%	11%	0%	-	0%	-	-	-	-	*	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	68%	60%	49%	60%	25%	*	-	76%	-	*	41%	60%	-	49%	0%	49%	-	-	-	-	-
	Female	60%	52%	56%	35%	50%	*	-	83%	-	*	42%	69%	-	56%	*	-	56%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	17%	6%	3%	4%	11%	9%	23%	0%	5%	4%	9%	2%	7%	3%	5%	7%	-	0%	0%	11%
	CWD	9%	6%	2%	2%	2%	0%	-	0%	*	*	0%	5%	2%	-	0%	0%	4%	-	*	-	*
	CWOD	24%	18%	7%	3%	4%	14%	9%	24%	0%	5%	5%	10%	-	7%	4%	6%	8%	-	0%	0%	13%
	EL	12%	12%	3%	2%	1%	14%	*	9%	*	0%	4%	2%	0%	4%	3%	3%	4%	-	0%	-	-
	Male	21%	16%	5%	2%	3%	6%	0%	21%	0%	4%	4%	8%	0%	6%	3%	5%	-	-	0%	0%	0%
	Female	23%	18%	7%	4%	5%	21%	*	25%	*	6%	5%	12%	4%	8%	4%	-	7%	-	0%	*	17%
Reading	All Students	25%	20%	5%	2%	3%	10%	0%	20%	0%	6%	4%	8%	1%	6%	1%	4%	7%	-	0%	*	11%
	CWD	9%	6%	1%	1%	2%	0%	-	0%	*	*	0%	4%	1%	-	0%	0%	4%	-	*	-	*
	CWOD	27%	21%	6%	2%	3%	13%	0%	21%	*	7%	4%	9%	-	6%	1%	4%	7%	-	0%	*	13%
	EL	13%	14%	1%	0%	0%	9%	*	2%	*	*	1%	1%	0%	1%	1%	0%	1%	-	0%	-	-
	Male	22%	17%	4%	1%	2%	6%	*	16%	*	6%	2%	6%	0%	4%	0%	4%	-	-	0%	*	*
	Female	28%	22%	7%	3%	4%	19%	*	24%	*	6%	5%	11%	4%	7%	1%	-	7%	-	0%	*	17%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	14%	5%	2%	4%	7%	*	18%	*	6%	4%	7%	3%	5%	5%	6%	5%	-	0%	*	0%
	CWD	9%	6%	3%	2%	6%	0%	-	*	*	*	0%	11%	3%	-	0%	2%	6%	-	-	-	*
	CWOD	21%	16%	5%	2%	4%	9%	*	19%	*	6%	5%	6%	-	5%	6%	6%	4%	-	0%	*	*
	EL	12%	12%	5%	8%	2%	*	-	22%	-	*	6%	2%	0%	6%	5%	6%	5%	-	*	-	-
	Male	21%	15%	6%	2%	5%	5%	*	20%	*	0%	4%	8%	2%	6%	6%	6%	-	-	0%	*	*
	Female	19%	13%	5%	2%	4%	12%	-	15%	-	10%	4%	6%	6%	4%	5%	-	5%	-	0%	-	*
Science	All Students	20%	15%	9%	5%	6%	16%	*	36%	*	0%	6%	15%	1%	10%	6%	7%	11%	-	0%	*	*
	CWD	8%	5%	1%	2%	0%	0%	-	0%	*	*	0%	3%	1%	-	0%	0%	3%	-	-	-	*
	CWOD	22%	16%	10%	5%	6%	20%	*	38%	*	0%	7%	16%	-	10%	7%	8%	12%	-	0%	*	*
	EL	7%	8%	6%	0%	2%	29%	*	15%	-	*	6%	4%	0%	7%	6%	4%	8%	-	*	-	-
	Male	22%	15%	7%	2%	5%	8%	*	33%	*	0%	5%	10%	0%	8%	4%	7%	-	-	0%	*	*
	Female	19%	14%	11%	7%	7%	33%	*	38%	-	0%	7%	21%	3%	12%	8%	-	11%	-	*	-	*
SAT/ACT All Subjects	All Students	13%	8%	2%	0%	0%	0%	-	7%	-	*	3%	2%	-	2%	0%	4%	0%	-	*	-	-
	CWD	11%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	8%	2%	0%	0%	0%	-	7%	-	*	3%	2%	-	2%	0%	4%	0%	-	*	-	-
	EL	1%	0%	0%	-	0%	-	-	-	-	*	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	17%	11%	4%	0%	0%	*	-	12%	-	*	5%	3%	-	4%	0%	4%	-	-	-	-	-
	Female	10%	6%	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.

### 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	72	67	72	66	*	87	-	79	68	73	72
CWD	73	64	85	*	-	*	-	-	72	73	91
CWOD	72	68	70	69	*	86	-	79	68	-	69
EL ◇	72	*	69	*	-	87	-	-	70	91	72
Male	66	64	62	62	*	82	-	*	58	74	59

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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	72	81	71	-	90	-	*	79	70	87
<b>Mathematics</b>											
All Students	31	26	34	31	*	53	-	*	32	15	35
CWD	15	5	25	*	-	*	-	-	18	15	7
CWOD	32	28	35	37	*	53	-	*	33	-	38
EL ◇	35	*	30	*	-	54	-	-	33	7	35
Male	29	24	29	32	*	67	-	*	31	11	36
Female	33	28	38	29	-	36	-	*	33	29	33

- Indicates there are no students in the group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	88.1%	90.3%	84.8%	82.7%	*	95.2%	*	80.0%	91.4%	66.7%	80.7%	79.4%	*
CWD	66.7%	83.3%	59.1%	50.0%	-	*	-	*	76.7%	66.7%	57.1%	*	*
CWOD	90.4%	91.1%	87.6%	90.5%	*	97.1%	*	77.8%	93.1%	-	84.2%	83.3%	-
EL ◇	80.7%	85.7%	77.1%	*	*	92.6%	-	-	82.7%	57.1%	80.7%	*	-
Male	84.1%	89.0%	78.0%	75.0%	*	92.6%	*	85.7%	87.6%	62.8%	75.0%	71.4%	*
Female	92.6%	91.8%	93.1%	87.5%	-	98.0%	-	*	95.9%	76.5%	91.9%	85.0%	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

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

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



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Total EL in Class	Proficiency of EL	Rate of Proficiency
418	60	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	32	26	31	38	42	57	21	34	29	13	24
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	41%	30%	36%	43%	*	75%	-	50%	39%	45%	24%

- 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		N		N	Y	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N		N		N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N		N		N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N		N		N	N	N	N
<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	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N		N			N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N			N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N			N	N	N
<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	N	N	N	Y		Y			N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	N		Y			N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N		Y			N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N		Y			N	N	N

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

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

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

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; 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	96%	95%	98%	94%	100%	98%	89%	94%	95%	98%	95%	96%	98%	96%	96%	-
	CWD	95%	93%	97%	95%	-	95%	*	*	93%	100%	95%	-	98%	96%	92%	-
	CWOD	96%	95%	98%	94%	100%	98%	83%	94%	96%	97%	-	96%	98%	96%	96%	-
	EL	98%	100%	98%	92%	*	98%	*	83%	98%	97%	98%	98%	98%	98%	98%	-
	Male	96%	95%	97%	95%	100%	98%	86%	97%	96%	97%	96%	96%	98%	96%	-	-
	Female	96%	94%	98%	92%	*	97%	*	92%	95%	99%	92%	96%	98%	-	96%	-
<b>Reading</b>	All Students	96%	94%	98%	92%	100%	98%	80%	94%	95%	98%	93%	96%	99%	96%	96%	-
	CWD	93%	93%	95%	91%	-	92%	*	*	91%	100%	93%	-	98%	95%	89%	-
	CWOD	96%	94%	98%	92%	100%	99%	*	94%	96%	97%	-	96%	99%	96%	96%	-
	EL	99%	100%	98%	100%	*	99%	*	*	99%	98%	98%	99%	99%	98%	99%	-
	Male	96%	95%	98%	93%	*	98%	*	94%	96%	97%	95%	96%	98%	96%	-	-
	Female	96%	93%	97%	90%	*	99%	*	94%	94%	99%	89%	96%	99%	-	96%	-
<b>Mathematics</b>	All Students	96%	95%	97%	97%	*	97%	*	88%	95%	97%	97%	96%	96%	96%	96%	-
		96%	95%	97%	97%	*	97%	*	88%	95%	97%	97%	96%	96%	96%	96%	-
	CWD	97%	96%	97%	100%	-	*	*	*	96%	100%	97%	-	96%	98%	94%	-
		97%	96%	97%	100%	-	*	*	*	96%	100%	97%	-	96%	98%	94%	-
	CWOD	96%	95%	97%	96%	*	97%	*	88%	95%	97%	-	96%	96%	96%	96%	-
		96%	95%	97%	96%	*	97%	*	88%	95%	97%	-	96%	96%	96%	96%	-
	EL	96%	100%	97%	*	-	97%	-	*	96%	96%	96%	96%	96%	97%	95%	-
		96%	100%	97%	*	-	97%	-	*	96%	96%	96%	96%	96%	97%	95%	-
	Male	96%	96%	96%	98%	*	98%	*	100%	97%	96%	98%	96%	97%	96%	-	-
		96%	96%	96%	98%	*	98%	*	100%	97%	96%	98%	96%	97%	96%	-	-
	Female	96%	94%	98%	94%	-	95%	-	80%	94%	99%	94%	96%	95%	-	96%	-
		96%	94%	98%	94%	-	95%	-	80%	94%	99%	94%	96%	95%	-	96%	-
<b>SAT/ACT All Subjects</b>	All Students	95%	100%	94%	83%	-	96%	-	*	92%	97%	-	95%	82%	92%	97%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	95%	100%	94%	83%	-	96%	-	*	92%	97%	-	95%	82%	92%	97%	-
	EL	82%	-	80%	-	-	-	-	*	78%	*	-	82%	82%	78%	*	-
	Male	92%	100%	90%	*	-	93%	-	*	90%	94%	-	92%	78%	92%	-	-
	Female	97%	100%	97%	*	-	100%	-	*	95%	100%	-	97%	*	-	97%	-
<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
All Subjects	All Students	4%	5%	2%	6%	0%	2%	11%	6%	5%	2%	5%	4%	2%	4%	4%	-
	CWD	5%	7%	3%	5%	-	5%	*	*	7%	0%	5%	-	2%	4%	8%	-
	CWOD	4%	5%	2%	6%	0%	2%	17%	6%	4%	3%	-	4%	2%	4%	4%	-
	EL	2%	0%	2%	8%	*	2%	*	17%	2%	3%	2%	2%	2%	2%	2%	-
	Male	4%	5%	3%	5%	0%	2%	14%	3%	4%	3%	4%	4%	2%	4%	-	-
	Female	4%	6%	2%	8%	*	3%	*	8%	5%	1%	8%	4%	2%	-	4%	-
Reading	All Students	4%	6%	2%	8%	0%	2%	20%	6%	5%	2%	7%	4%	1%	4%	4%	-
	CWD	7%	7%	5%	9%	-	8%	*	*	9%	0%	7%	-	2%	5%	11%	-
	CWOD	4%	6%	2%	8%	0%	1%	*	6%	4%	3%	-	4%	1%	4%	4%	-
	EL	1%	0%	2%	0%	*	1%	*	*	1%	2%	2%	1%	1%	2%	1%	-
	Male	4%	5%	2%	7%	*	2%	*	6%	4%	3%	5%	4%	2%	4%	-	-
	Female	4%	7%	3%	10%	*	1%	*	6%	6%	1%	11%	4%	1%	-	4%	-
Mathematics	All Students	4%	5%	3%	3%	*	3%	*	12%	5%	3%	3%	4%	4%	4%	4%	-
	CWD	3%	4%	3%	0%	-	*	*	*	4%	0%	3%	-	4%	2%	6%	-
	CWOD	4%	5%	3%	4%	*	3%	*	12%	5%	3%	-	4%	4%	4%	4%	-
	EL	4%	0%	3%	*	-	3%	-	*	4%	4%	4%	4%	4%	3%	5%	-
	Male	4%	4%	4%	2%	*	2%	*	0%	3%	4%	2%	4%	3%	4%	-	-
	Female	4%	6%	2%	6%	-	5%	-	20%	6%	1%	6%	4%	5%	-	4%	-
Science	All Students	3%	4%	2%	3%	*	3%	*	0%	4%	2%	4%	3%	3%	3%	3%	-
	CWD	4%	9%	0%	0%	-	0%	*	*	6%	0%	4%	-	0%	3%	6%	-
	CWOD	3%	3%	2%	4%	*	3%	*	0%	3%	2%	-	3%	3%	3%	3%	-
	EL	3%	0%	3%	14%	*	2%	-	*	3%	2%	0%	3%	3%	3%	3%	-
	Male	3%	4%	3%	2%	*	2%	*	0%	3%	2%	3%	3%	3%	3%	-	-
	Female	3%	4%	1%	6%	*	5%	-	0%	4%	1%	6%	3%	3%	-	3%	-
SAT/ACT All Subjects	All Students	5%	0%	6%	17%	-	4%	-	*	8%	3%	-	5%	18%	8%	3%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	5%	0%	6%	17%	-	4%	-	*	8%	3%	-	5%	18%	8%	3%	-
	EL	18%	-	20%	-	-	-	-	*	22%	*	-	18%	18%	22%	*	-
	Male	8%	0%	10%	*	-	7%	-	*	10%	6%	-	8%	22%	8%	-	-
	Female	3%	0%	3%	*	-	0%	-	*	5%	0%	-	3%	*	-	3%	-

- 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	237	119	83	18	0	12	2	3	33		
	Female	126	66	38	13	0	5	0	4	6		
	Total	363	185	121	31	0	17	2	7	39		
<b>Out-of-School Suspensions</b>												
	Male	79	52	20	2	0	3	0	2	10		
	Female	56	35	14	4	0	0	0	3	2		
	Total	135	87	34	6	0	3	0	5	12		
<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	58	32	18	5	0	0	0	3	8		15
	Female	13	3	6	3	0	0	0	1	2		3
	Total	71	35	24	8	0	0	0	4	10		18
<b>Out-of-School Suspensions</b>												
	Male	33	20	5	6	0	2	0	0	4		7
	Female	10	3	3	2	0	0	0	2	2		3
	Total	43	23	8	8	0	2	0	2	6		10
<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	388	162	147	44	-8	24	2	9	56	70	-8
	Female	259	88	113	32	-8	20	-8	6	30	23	-8
	Total	647	250	260	76	-8	44	2	15	86	93	-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	3
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	1
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	393	114	121	31	1	119	0	7	21	4
	Female	436	135	151	30	0	111	1	8	23	5
	Total	829	249	272	61	1	230	1	15	44	9
International Baccalaureate Courses	Male	43	14	9	4	0	16	0	0	2	1
	Female	92	22	28	2	1	38	0	1	1	0
	Total	135	36	37	6	1	54	0	1	3	1

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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	34	8	8	3	0	15	0	0	3	0
	Female	49	16	13	6	0	14	0	0	0	0
	Total	83	24	21	9	0	29	0	0	3	0

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

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

### Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	11.7	7.0%
Teachers Teaching with Emergency or Provisional Credentials	6.6	4.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	16.6	10.4%

- Indicates there are no data available in the group.

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

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

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

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

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

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



	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	6	1%
English II	5,490	1%	35	1%	*	0%
Algebra I	5,993	1%	35	1%	6	1%
Biology	5,860	1%	36	1%	6	1%
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	19	0%
Reading	48,805	1%	354	1%	7	0%
Mathematics	43,293	1%	319	1%	6	1%
Science	17,856	1%	118	1%	6	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	43%	39%	48%	-	82%	*	*	47%	19%	52%
In-State Private Institutions	4%	6%	4%	*	-	*	-	-	5%	*	*
Out-of-State Institutions	4%	7%	*	*	-	*	-	*	5%	-	-

- Indicates there are no students in the group.

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

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

This section provides information on the Chronic Absenteeism per 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%	9%	6%	33%	3%	*	9%	7%	11%	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 and 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%	57%	75%	61%	70%	81%	83%	94%	*	82%	62%	84%	31%	79%	54%	70%	79%	-	67%	*	100%
	CWD	29%	21%	31%	16%	36%	39%	*	*	-	*	21%	42%	31%	-	27%	26%	38%	-	*	*	-
	CWOD	68%	61%	79%	67%	75%	85%	100%	97%	*	83%	68%	87%	-	79%	59%	76%	83%	-	71%	*	100%
	EL	38%	40%	54%	43%	49%	56%	-	80%	-	*	49%	69%	27%	59%	54%	52%	57%	-	-	-	-
	Male	58%	51%	70%	56%	65%	76%	80%	92%	*	65%	59%	78%	26%	76%	52%	70%	-	-	*	-	100%
	Female	70%	64%	79%	67%	76%	85%	*	97%	*	93%	65%	89%	38%	83%	57%	-	79%	-	80%	*	*
English II	All Students	71%	63%	79%	67%	75%	87%	83%	93%	*	81%	71%	86%	33%	84%	54%	75%	84%	-	44%	*	83%
	CWD	33%	24%	33%	20%	26%	47%	-	*	-	*	23%	44%	33%	-	17%	26%	46%	-	*	*	-
	CWOD	76%	68%	84%	73%	82%	90%	83%	94%	*	83%	77%	89%	-	84%	61%	82%	87%	-	60%	*	83%
	EL	43%	40%	54%	*	53%	38%	*	69%	-	-	50%	67%	17%	61%	54%	49%	61%	-	-	-	-
	Male	65%	58%	75%	62%	69%	84%	80%	87%	*	59%	64%	83%	26%	82%	49%	75%	-	-	20%	-	83%
	Female	77%	69%	84%	72%	81%	90%	86%	100%	*	95%	77%	90%	46%	87%	61%	-	84%	-	*	*	83%
Algebra I	All Students	74%	66%	65%	59%	63%	70%	*	76%	*	68%	58%	73%	26%	72%	58%	63%	67%	-	63%	*	71%
	CWD	46%	30%	26%	32%	23%	24%	*	*	-	*	23%	30%	26%	-	33%	22%	32%	-	*	*	-
	CWOD	78%	70%	72%	63%	70%	79%	*	84%	*	71%	65%	79%	-	72%	64%	71%	73%	-	83%	*	71%
	EL	64%	64%	58%	67%	55%	58%	*	63%	-	*	62%	47%	33%	64%	58%	61%	55%	-	-	-	-
	Male	71%	63%	63%	53%	62%	70%	*	73%	*	59%	54%	73%	22%	71%	61%	63%	-	-	*	-	*
	Female	78%	70%	67%	65%	63%	71%	-	80%	*	72%	62%	74%	32%	73%	55%	-	67%	-	*	*	*
Biology	All Students	82%	75%	87%	75%	84%	93%	100%	95%	*	91%	80%	93%	51%	91%	71%	85%	89%	-	89%	*	100%
	CWD	57%	43%	51%	32%	51%	61%	*	*	-	*	36%	74%	51%	-	23%	49%	53%	-	*	*	-
	CWOD	86%	79%	91%	83%	90%	96%	*	96%	*	91%	88%	94%	-	91%	78%	90%	93%	-	100%	*	100%
	EL	66%	64%	71%	50%	63%	88%	*	84%	-	-	69%	75%	23%	78%	71%	74%	67%	-	-	-	-
	Male	80%	72%	85%	68%	83%	94%	*	91%	*	79%	75%	92%	49%	90%	74%	85%	-	-	*	-	100%
	Female	85%	77%	89%	83%	86%	92%	*	100%	*	100%	84%	93%	53%	93%	67%	-	89%	-	100%	*	*
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	46%	39%	57%	41%	48%	66%	33%	84%	*	68%	41%	68%	16%	62%	36%	52%	63%	-	33%	*	67%
	CWD	17%	11%	16%	3%	23%	18%	*	*	-	*	13%	19%	16%	-	13%	14%	18%	-	*	*	-
	CWOD	50%	42%	62%	46%	52%	71%	40%	86%	*	69%	45%	72%	-	62%	39%	57%	67%	-	29%	*	67%
	EL	19%	21%	36%	0%	34%	33%	-	60%	-	*	28%	56%	13%	39%	36%	38%	34%	-	-	-	-
	Male	40%	33%	52%	32%	47%	61%	20%	83%	*	53%	37%	63%	14%	57%	38%	52%	-	-	*	-	80%
	Female	53%	45%	63%	50%	50%	72%	*	86%	*	78%	45%	74%	18%	67%	34%	-	63%	-	40%	*	*
English II	All Students	54%	47%	65%	50%	59%	73%	67%	84%	*	76%	53%	73%	17%	70%	30%	61%	70%	-	22%	*	67%
	CWD	21%	14%	17%	11%	9%	26%	-	*	-	*	10%	24%	17%	-	0%	14%	22%	-	*	*	-
	CWOD	59%	51%	70%	55%	65%	77%	67%	86%	*	77%	59%	77%	-	70%	35%	67%	73%	-	20%	*	67%
	EL	22%	22%	30%	*	29%	25%	*	31%	-	-	27%	38%	0%	35%	30%	28%	32%	-	-	-	-
	Male	48%	41%	61%	44%	54%	69%	80%	80%	*	53%	47%	69%	14%	67%	28%	61%	-	-	20%	-	67%
	Female	62%	53%	70%	56%	64%	79%	57%	88%	*	90%	59%	79%	22%	73%	32%	-	70%	-	*	*	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
Algebra I	All Students	42%	35%	28%	18%	28%	36%	*	43%	*	29%	23%	35%	6%	32%	26%	29%	28%	-	25%	*	57%
	CWD	19%	11%	6%	4%	11%	5%	*	*	-	*	6%	7%	6%	-	20%	5%	9%	-	*	*	-
	CWOD	45%	37%	32%	20%	31%	41%	*	47%	*	32%	26%	39%	-	32%	28%	34%	30%	-	33%	*	57%
	EL	28%	30%	26%	50%	18%	42%	*	38%	-	*	26%	26%	20%	28%	26%	27%	25%	-	-	-	-
	Male	40%	32%	29%	18%	29%	36%	*	55%	*	29%	22%	37%	5%	34%	27%	29%	-	-	*	-	*
	Female	45%	37%	28%	18%	27%	35%	-	30%	*	28%	23%	33%	9%	30%	25%	-	28%	-	*	*	*
Biology	All Students	54%	43%	57%	40%	50%	68%	40%	82%	*	54%	44%	67%	12%	63%	40%	56%	58%	-	33%	*	63%
	CWD	25%	14%	12%	0%	8%	25%	*	*	-	*	6%	21%	12%	-	0%	14%	9%	-	*	*	-
	CWOD	57%	46%	63%	46%	58%	72%	*	85%	*	53%	50%	71%	-	63%	46%	62%	63%	-	43%	*	63%
	EL	26%	28%	40%	38%	31%	50%	*	58%	-	-	34%	54%	0%	46%	40%	48%	29%	-	-	-	-
	Male	52%	41%	56%	32%	54%	67%	*	85%	*	43%	43%	67%	14%	62%	48%	56%	-	-	*	-	80%
	Female	56%	45%	58%	47%	46%	69%	*	76%	*	62%	44%	69%	9%	63%	29%	-	58%	-	20%	*	*
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	10%	7%	16%	11%	11%	18%	17%	38%	*	9%	9%	21%	2%	18%	7%	13%	19%	-	0%	*	11%
	CWD	4%	2%	2%	0%	3%	2%	*	*	-	*	0%	4%	2%	-	0%	3%	0%	-	*	*	-
	CWOD	11%	8%	18%	12%	13%	20%	20%	39%	*	10%	10%	23%	-	18%	8%	14%	21%	-	0%	*	11%
	EL	1%	1%	7%	0%	4%	6%	-	20%	-	*	4%	16%	0%	8%	7%	10%	4%	-	-	-	-
	Male	8%	6%	13%	6%	9%	15%	0%	37%	*	6%	7%	17%	3%	14%	10%	13%	-	-	*	-	20%
	Female	13%	9%	19%	16%	14%	22%	*	41%	*	11%	11%	25%	0%	21%	4%	-	19%	-	0%	*	*
English II	All Students	9%	6%	14%	9%	9%	17%	8%	29%	*	24%	7%	20%	2%	16%	4%	11%	18%	-	0%	*	8%
	CWD	5%	2%	2%	0%	0%	3%	-	*	-	*	2%	2%	2%	-	0%	0%	5%	-	*	*	-
	CWOD	9%	7%	16%	11%	10%	19%	8%	30%	*	23%	7%	21%	-	16%	4%	12%	19%	-	0%	*	8%
	EL	1%	1%	4%	*	3%	0%	*	8%	-	-	2%	10%	0%	4%	4%	0%	8%	-	-	-	-
	Male	7%	5%	11%	8%	6%	14%	0%	20%	*	0%	3%	16%	0%	12%	0%	11%	-	-	0%	-	17%
	Female	11%	9%	18%	10%	12%	22%	14%	40%	*	43%	11%	24%	5%	19%	8%	-	18%	-	*	*	0%
Algebra I	All Students	26%	21%	14%	6%	12%	21%	*	24%	*	21%	9%	20%	5%	16%	11%	15%	14%	-	0%	*	43%
	CWD	8%	5%	5%	4%	9%	2%	*	*	-	*	6%	2%	5%	-	13%	5%	4%	-	*	*	-
	CWOD	29%	23%	16%	6%	12%	24%	*	26%	*	23%	9%	22%	-	16%	10%	16%	15%	-	0%	*	43%
	EL	14%	16%	11%	0%	7%	17%	*	25%	-	*	9%	16%	13%	10%	11%	18%	3%	-	-	-	-
	Male	25%	20%	15%	8%	13%	19%	*	36%	*	18%	10%	19%	5%	16%	18%	15%	-	-	*	-	*
	Female	28%	22%	14%	4%	11%	23%	-	10%	*	22%	8%	21%	4%	15%	3%	-	14%	-	*	*	*
Biology	All Students	21%	15%	25%	15%	17%	31%	40%	55%	*	26%	15%	33%	8%	27%	14%	25%	24%	-	11%	*	38%
	CWD	7%	4%	8%	0%	5%	17%	*	*	-	*	6%	12%	8%	-	0%	10%	7%	-	*	*	-
	CWOD	22%	17%	27%	18%	19%	32%	*	57%	*	24%	16%	35%	-	27%	16%	28%	26%	-	14%	*	38%
	EL	5%	6%	14%	25%	6%	19%	*	26%	-	-	10%	21%	0%	16%	14%	22%	2%	-	-	-	-
	Male	21%	15%	25%	12%	20%	30%	*	59%	*	29%	16%	33%	10%	28%	22%	25%	-	-	*	-	60%
	Female	21%	16%	24%	19%	14%	31%	*	48%	*	24%	13%	33%	7%	26%	2%	-	24%	-	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%	66%	79%	67%	75%	85%	86%	94%	89%	84%	69%	86%	36%	84%	60%	75%	83%	-	70%	67%	89%
	CWD	44%	36%	36%	25%	35%	43%	*	25%	-	50%	27%	47%	36%	-	25%	31%	43%	-	30%	50%	-
	CWOD	77%	70%	84%	73%	81%	89%	88%	96%	89%	85%	75%	89%	-	84%	66%	81%	86%	-	85%	*	89%
	EL	59%	58%	60%	50%	55%	63%	*	77%	-	*	58%	66%	25%	66%	60%	59%	60%	-	-	-	-
	Male	71%	63%	75%	62%	71%	83%	83%	90%	80%	71%	65%	83%	31%	81%	59%	75%	-	-	50%	-	90%
	Female	75%	68%	83%	73%	78%	87%	90%	98%	*	93%	74%	89%	43%	86%	60%	-	83%	-	89%	67%	88%
Reading	All Students	74%	67%	77%	64%	73%	84%	83%	94%	80%	84%	66%	85%	32%	82%	54%	73%	82%	-	59%	67%	90%
	CWD	43%	35%	32%	18%	31%	43%	*	*	-	*	22%	43%	32%	-	22%	27%	41%	-	33%	*	-
	CWOD	78%	72%	82%	70%	78%	88%	88%	95%	80%	84%	72%	88%	-	82%	60%	79%	85%	-	67%	*	90%
	EL	57%	57%	54%	33%	51%	50%	*	76%	-	*	49%	68%	22%	60%	54%	51%	58%	-	-	-	-
	Male	70%	63%	73%	59%	67%	80%	80%	90%	*	64%	61%	80%	27%	79%	51%	73%	-	-	33%	-	91%
	Female	78%	73%	82%	69%	79%	87%	88%	99%	*	94%	71%	89%	41%	85%	58%	-	82%	-	78%	67%	90%
Mathematics	All Students	71%	64%	75%	65%	71%	81%	80%	93%	*	77%	65%	83%	27%	81%	60%	72%	78%	-	73%	*	75%
	CWD	44%	36%	27%	32%	25%	24%	*	*	-	*	25%	30%	27%	-	33%	22%	33%	-	*	*	-
	CWOD	75%	67%	81%	69%	77%	86%	*	96%	*	80%	71%	87%	-	81%	66%	79%	83%	-	89%	*	75%
	EL	61%	61%	60%	67%	56%	58%	*	70%	-	*	63%	48%	33%	66%	60%	60%	59%	-	-	-	-
	Male	71%	63%	72%	58%	70%	79%	*	88%	*	73%	59%	81%	22%	79%	60%	72%	-	-	60%	-	*
	Female	71%	64%	78%	72%	72%	82%	*	95%	*	82%	70%	85%	33%	83%	59%	-	78%	-	83%	*	*
Science	All Students	74%	66%	88%	76%	85%	93%	100%	96%	*	92%	80%	93%	51%	92%	71%	86%	90%	-	89%	*	100%
	CWD	47%	38%	51%	32%	53%	61%	*	*	-	*	37%	74%	51%	-	23%	49%	55%	-	*	*	-
	CWOD	78%	69%	92%	83%	90%	96%	*	97%	*	89%	88%	95%	-	92%	78%	91%	93%	-	100%	*	100%
	EL	58%	56%	71%	50%	63%	88%	*	84%	-	-	69%	75%	23%	78%	71%	74%	67%	-	-	-	-
	Male	74%	65%	86%	69%	83%	94%	*	92%	*	78%	75%	93%	49%	91%	74%	86%	-	-	*	-	100%
	Female	75%	66%	90%	83%	86%	92%	*	100%	*	100%	84%	94%	55%	93%	67%	-	90%	-	100%	*	*
SAT/ACT All Subjects	All Students	92%	92%	97%	98%	97%	97%	*	100%	-	89%	97%	97%	*	97%	*	96%	98%	-	*	-	*
	CWD	75%	80%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	92%	92%	97%	98%	97%	97%	*	100%	-	89%	97%	97%	-	97%	*	96%	98%	-	*	-	*
	EL	69%	63%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	93%	92%	96%	100%	95%	96%	-	100%	-	86%	100%	95%	-	96%	-	96%	-	-	*	-	-
	Female	92%	92%	98%	97%	98%	98%	*	100%	-	100%	96%	99%	*	98%	*	-	98%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	56%	39%	49%	65%	50%	79%	44%	62%	42%	65%	13%	60%	34%	53%	58%	-	32%	33%	62%
	CWD	23%	18%	13%	5%	14%	18%	*	0%	-	38%	10%	18%	13%	-	9%	12%	15%	-	20%	38%	-
	CWOD	50%	42%	60%	44%	54%	69%	56%	82%	44%	63%	47%	69%	-	60%	38%	59%	62%	-	37%	*	62%
	EL	29%	30%	34%	27%	28%	39%	*	52%	-	*	29%	47%	9%	38%	34%	36%	31%	-	-	-	-
	Male	45%	38%	53%	34%	48%	62%	39%	82%	20%	54%	39%	63%	12%	59%	36%	53%	-	-	33%	-	75%
	Female	48%	41%	58%	45%	49%	67%	70%	77%	*	68%	44%	68%	15%	62%	31%	-	58%	-	32%	33%	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
Reading	All Students	52%	45%	61%	45%	54%	70%	56%	84%	60%	73%	47%	71%	16%	66%	33%	56%	66%	-	29%	33%	67%
	CWD	24%	19%	16%	8%	16%	22%	*	*	-	*	11%	21%	16%	-	7%	14%	20%	-	33%	*	-
	CWOD	56%	48%	66%	50%	59%	74%	59%	86%	60%	74%	52%	75%	-	66%	38%	62%	70%	-	25%	*	67%
	EL	31%	33%	33%	0%	32%	31%	*	48%	-	*	27%	49%	7%	38%	33%	34%	33%	-	-	-	-
	Male	47%	41%	56%	38%	50%	65%	50%	81%	*	55%	42%	66%	14%	62%	34%	56%	-	-	22%	-	73%
	Female	56%	49%	66%	53%	57%	75%	63%	87%	*	83%	52%	76%	20%	70%	33%	-	66%	-	33%	33%	60%
Mathematics	All Students	41%	33%	43%	25%	37%	51%	40%	70%	*	46%	30%	52%	7%	47%	27%	43%	42%	-	36%	*	50%
	CWD	22%	17%	7%	4%	14%	5%	*	*	-	*	8%	7%	7%	-	20%	5%	10%	-	*	*	-
	CWOD	44%	35%	47%	28%	41%	56%	*	72%	*	49%	33%	56%	-	47%	29%	48%	45%	-	44%	*	50%
	EL	29%	29%	27%	50%	17%	42%	*	50%	-	*	26%	29%	20%	29%	27%	27%	27%	-	-	-	-
	Male	42%	34%	43%	24%	38%	51%	*	77%	*	54%	29%	53%	5%	48%	27%	43%	-	-	40%	-	*
	Female	40%	33%	42%	26%	36%	52%	*	65%	*	36%	31%	51%	10%	45%	27%	-	42%	-	33%	*	*
Science	All Students	46%	37%	57%	40%	51%	68%	40%	78%	*	58%	43%	68%	13%	63%	40%	57%	58%	-	33%	*	63%
	CWD	23%	17%	13%	0%	11%	25%	*	*	-	*	8%	21%	13%	-	0%	14%	11%	-	*	*	-
	CWOD	49%	39%	63%	46%	58%	71%	*	81%	*	55%	49%	71%	-	63%	46%	63%	62%	-	43%	*	63%
	EL	25%	25%	40%	38%	31%	50%	*	58%	-	-	34%	54%	0%	46%	40%	48%	29%	-	-	-	-
	Male	47%	37%	57%	33%	55%	68%	*	86%	*	50%	43%	68%	14%	63%	48%	57%	-	-	*	-	80%
	Female	45%	36%	58%	46%	47%	68%	*	70%	*	62%	43%	68%	11%	62%	29%	-	58%	-	20%	*	*
SAT/ACT All Subjects	All Students	64%	56%	72%	57%	66%	75%	*	77%	-	79%	60%	75%	*	72%	*	78%	67%	-	*	-	*
	CWD	43%	80%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	64%	56%	72%	57%	65%	75%	*	77%	-	79%	59%	75%	-	72%	*	78%	66%	-	*	-	*
	EL	18%	11%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	68%	60%	78%	73%	68%	80%	-	94%	-	86%	76%	79%	-	78%	-	78%	-	-	*	-	-
	Female	60%	52%	67%	50%	64%	71%	*	71%	-	60%	54%	72%	*	66%	*	-	67%	-	*	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	17%	17%	10%	12%	21%	18%	37%	11%	21%	10%	23%	4%	19%	9%	16%	19%	-	5%	17%	22%
	CWD	9%	6%	4%	1%	4%	6%	*	0%	-	25%	4%	5%	4%	-	4%	4%	4%	-	0%	25%	-
	CWOD	24%	18%	19%	12%	13%	22%	20%	38%	11%	20%	11%	24%	-	19%	10%	18%	20%	-	7%	*	22%
	EL	12%	12%	9%	9%	5%	11%	*	19%	-	*	6%	16%	4%	10%	9%	13%	4%	-	-	-	-
	Male	21%	16%	16%	9%	12%	19%	11%	38%	20%	16%	10%	21%	4%	18%	13%	16%	-	-	6%	-	35%
	Female	23%	18%	19%	12%	12%	23%	30%	37%	*	24%	10%	25%	4%	20%	4%	-	19%	-	5%	17%	6%
Reading	All Students	25%	20%	15%	10%	10%	18%	11%	34%	20%	16%	8%	20%	2%	17%	6%	12%	19%	-	0%	17%	10%
	CWD	9%	6%	2%	0%	1%	2%	*	*	-	*	1%	3%	2%	-	0%	1%	2%	-	0%	*	-
	CWOD	27%	21%	17%	12%	11%	19%	12%	35%	20%	16%	9%	22%	-	17%	7%	13%	20%	-	0%	*	10%
	EL	13%	14%	6%	0%	4%	4%	*	15%	-	*	3%	13%	0%	7%	6%	6%	5%	-	-	-	-
	Male	22%	17%	12%	7%	8%	14%	0%	29%	*	3%	5%	16%	1%	13%	6%	12%	-	-	0%	-	18%
	Female	28%	22%	19%	14%	13%	22%	25%	40%	*	25%	11%	25%	2%	20%	5%	-	19%	-	0%	17%	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	20%	14%	15%	6%	11%	18%	20%	32%	*	23%	10%	18%	5%	16%	10%	16%	13%	-	9%	*	38%
	CWD	9%	6%	5%	4%	8%	2%	*	*	-	*	6%	2%	5%	-	13%	5%	4%	-	*	*	-
	CWOD	21%	16%	16%	6%	11%	20%	*	33%	*	24%	11%	19%	-	16%	10%	18%	14%	-	11%	*	38%
	EL	12%	12%	10%	0%	7%	17%	*	20%	-	*	9%	14%	13%	10%	10%	18%	2%	-	-	-	-
	Male	21%	15%	16%	9%	13%	18%	*	42%	*	23%	12%	19%	5%	18%	18%	16%	-	-	0%	-	*
	Female	19%	13%	13%	3%	8%	18%	*	26%	*	23%	8%	17%	4%	14%	2%	-	13%	-	17%	*	*
Science	All Students	20%	15%	25%	16%	17%	31%	40%	51%	*	26%	15%	33%	8%	27%	14%	26%	24%	-	11%	*	38%
	CWD	8%	5%	8%	0%	5%	17%	*	*	-	*	6%	12%	8%	-	0%	10%	7%	-	*	*	-
	CWOD	22%	16%	27%	18%	19%	32%	*	52%	*	24%	16%	34%	-	27%	16%	28%	26%	-	14%	*	38%
	EL	7%	8%	14%	25%	6%	19%	*	26%	-	-	10%	21%	0%	16%	14%	22%	2%	-	-	-	-
	Male	22%	15%	26%	12%	21%	31%	*	58%	*	28%	16%	33%	10%	28%	22%	26%	-	-	*	-	60%
	Female	19%	14%	24%	19%	13%	30%	*	42%	*	24%	12%	32%	7%	26%	2%	-	24%	-	0%	*	*
SAT/ACT All Subjects	All Students	13%	8%	18%	9%	8%	18%	*	35%	-	26%	16%	18%	*	18%	*	23%	14%	-	*	-	*
	CWD	11%	0%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	13%	8%	18%	9%	8%	18%	*	35%	-	26%	17%	18%	-	18%	*	23%	14%	-	*	-	*
	EL	1%	0%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	17%	11%	23%	20%	15%	21%	-	47%	-	29%	34%	20%	-	23%	-	23%	-	-	*	-	-
	Female	10%	6%	14%	3%	2%	15%	*	31%	-	20%	9%	16%	*	14%	*	-	14%	-	*	-	*

- 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	68	68	73	60	68	*	67	68	62	81
CWD	62	53	50	82	-	*	-	-	48	62	67
CWOD	70	69	70	72	60	69	*	67	71	-	85
EL ◇	81	-	81	*	*	67	-	-	80	67	81
Male	66	68	59	71	80	63	-	45	66	54	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	73	68	76	75	40	74	*	79	71	76	85
<b>Mathematics</b>											
All Students	60	49	60	65	*	73	-	69	52	26	64
CWD	26	25	29	23	*	-	-	-	22	26	50
CWOD	65	53	65	72	-	73	-	69	56	-	67
EL ◇	64	50	61	*	-	70	-	*	63	50	64
Male	61	44	65	68	*	83	-	70	49	23	66
Female	59	54	56	63	-	60	-	69	54	28	63

- Indicates there are no students in the group.

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

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

This section provides information on high school graduation rates for the class of 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	94.4%	92.0%	92.3%	95.8%	*	96.1%	*	96.4%	93.7%	81.3%	77.1%	83.8%	-
CWD	81.3%	75.0%	84.2%	88.5%	-	*	-	*	86.5%	81.3%	50.0%	85.7%	-
CWOD	95.5%	94.3%	93.2%	96.3%	*	97.3%	*	100.0%	94.6%	-	82.8%	83.3%	-
EL ◇	77.1%	-	68.2%	*	-	90.9%	-	-	82.6%	50.0%	77.1%	*	-
Male	92.3%	88.8%	89.9%	94.5%	*	93.2%	*	92.3%	92.8%	79.5%	69.6%	68.8%	-
Female	96.8%	96.6%	94.8%	97.0%	*	100.0%	-	100.0%	94.6%	85.0%	91.7%	95.2%	-

- 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
232	70	30%

- 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	51	39	45	57	51	70	48	56	40	18	34
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	57%	41%	47%	63%	*	82%	*	50%	44%	59%	36%

- 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	N	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	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	N	N	N		Y		Y	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N		N		N	N	N	N
<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	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N		N		N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N		N	N	N	N
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	N	N	Y		Y		Y	N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y	N	N	Y		Y		Y	N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y	N	N	Y		Y		Y	N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y	N	N	Y		Y		Y	N	N	N

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

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

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

### Part (vii): STAAR Participation

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

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<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	<b>98%</b>	96%	98%	98%	100%	99%	100%	94%	97%	98%	96%	98%	98%	97%	98%	-
	CWD	<b>96%</b>	91%	99%	96%	*	100%	-	88%	94%	98%	96%	-	100%	95%	97%	-
	CWOD	<b>98%</b>	97%	98%	98%	100%	99%	100%	94%	97%	98%	-	98%	98%	97%	98%	-
	EL	<b>98%</b>	96%	98%	100%	*	100%	-	*	99%	97%	100%	98%	98%	98%	99%	-
	Male	<b>97%</b>	95%	98%	97%	100%	99%	100%	90%	96%	98%	95%	97%	98%	97%	-	-
	Female	<b>98%</b>	97%	98%	99%	100%	99%	*	97%	98%	98%	97%	98%	99%	-	98%	-
<b>Reading</b>	All Students	<b>98%</b>	97%	99%	99%	100%	100%	100%	95%	98%	99%	96%	99%	99%	98%	99%	-
	CWD	<b>96%</b>	90%	100%	98%	*	100%	-	*	93%	99%	96%	-	100%	95%	97%	-
	CWOD	<b>99%</b>	98%	99%	99%	100%	100%	100%	96%	99%	99%	-	99%	99%	99%	99%	-
	EL	<b>99%</b>	89%	99%	100%	*	100%	-	*	100%	99%	100%	99%	99%	99%	100%	-
	Male	<b>98%</b>	97%	99%	99%	100%	100%	*	88%	97%	99%	95%	99%	99%	98%	-	-
	Female	<b>99%</b>	97%	99%	99%	100%	100%	*	100%	99%	99%	97%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	<b>97%</b>	98%	97%	96%	100%	97%	*	92%	97%	97%	99%	96%	96%	95%	98%	-
		<b>97%</b>	98%	97%	96%	100%	97%	*	92%	97%	97%	99%	96%	96%	95%	98%	-
	CWD	<b>99%</b>	100%	100%	98%	*	*	-	*	98%	100%	99%	-	100%	98%	100%	-
		<b>99%</b>	100%	100%	98%	*	*	-	*	98%	100%	99%	-	100%	98%	100%	-
	CWOD	<b>96%</b>	97%	96%	96%	*	97%	*	91%	97%	96%	-	96%	95%	95%	98%	-
		<b>96%</b>	97%	96%	96%	*	97%	*	91%	97%	96%	-	96%	95%	95%	98%	-
	EL	<b>96%</b>	100%	94%	100%	*	100%	-	*	97%	91%	100%	95%	96%	94%	98%	-
		<b>96%</b>	100%	94%	100%	*	100%	-	*	97%	91%	100%	95%	96%	94%	98%	-
	Male	<b>95%</b>	96%	96%	95%	*	96%	*	93%	95%	96%	98%	95%	94%	95%	-	-
		<b>95%</b>	96%	96%	95%	*	96%	*	93%	95%	96%	98%	95%	94%	95%	-	-
	Female	<b>98%</b>	99%	97%	98%	*	98%	*	91%	98%	98%	100%	98%	98%	-	98%	-
		<b>98%</b>	99%	97%	98%	*	98%	*	91%	98%	98%	100%	98%	98%	-	98%	-
<b>SAT/ACT All Subjects</b>	All Students	<b>96%</b>	98%	95%	96%	*	95%	-	100%	92%	97%	*	96%	80%	93%	98%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-
	CWOD	<b>96%</b>	98%	95%	96%	*	95%	-	100%	92%	97%	-	96%	80%	93%	98%	-
	EL	<b>80%</b>	-	*	-	-	*	-	-	*	*	-	80%	80%	*	*	-
	Male	<b>93%</b>	94%	91%	93%	-	89%	-	100%	83%	95%	-	93%	*	93%	-	-
	Female	<b>98%</b>	100%	98%	98%	*	98%	-	100%	97%	99%	*	98%	*	-	98%	-
<b>Non-Participation Rate</b>																	



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All Subjects	All Students	2%	4%	2%	2%	0%	1%	0%	6%	3%	2%	4%	2%	2%	3%	2%	-
	CWD	4%	9%	1%	4%	*	0%	-	12%	6%	2%	4%	-	0%	5%	3%	-
	CWOD	2%	3%	2%	2%	0%	1%	0%	6%	3%	2%	-	2%	2%	3%	2%	-
	EL	2%	4%	2%	0%	*	0%	-	*	1%	3%	0%	2%	2%	2%	1%	-
	Male	3%	5%	2%	3%	0%	1%	0%	10%	4%	2%	5%	3%	2%	3%	-	-
	Female	2%	3%	2%	1%	0%	1%	*	3%	2%	2%	3%	2%	1%	-	2%	-
Reading	All Students	2%	3%	1%	1%	0%	0%	0%	5%	2%	1%	4%	1%	1%	2%	1%	-
	CWD	4%	10%	0%	2%	*	0%	-	*	7%	1%	4%	-	0%	5%	3%	-
	CWOD	1%	2%	1%	1%	0%	0%	0%	4%	1%	1%	-	1%	1%	1%	1%	-
	EL	1%	11%	1%	0%	*	0%	-	*	0%	1%	0%	1%	1%	1%	0%	-
	Male	2%	3%	1%	1%	0%	0%	*	12%	3%	1%	5%	1%	1%	2%	-	-
	Female	1%	3%	1%	1%	0%	0%	*	0%	1%	1%	3%	1%	0%	-	1%	-
Mathematics	All Students	3%	2%	3%	4%	0%	3%	*	8%	3%	3%	1%	4%	4%	5%	2%	-
	CWD	1%	0%	0%	2%	*	*	-	*	2%	0%	1%	-	0%	2%	0%	-
	CWOD	4%	3%	4%	4%	*	3%	*	9%	3%	4%	-	4%	5%	5%	2%	-
	EL	4%	0%	6%	0%	*	0%	-	*	3%	9%	0%	5%	4%	6%	2%	-
	Male	5%	4%	4%	5%	*	4%	*	7%	5%	4%	2%	5%	6%	5%	-	-
	Female	2%	1%	3%	2%	*	2%	*	9%	2%	2%	0%	2%	2%	-	2%	-
Science	All Students	4%	6%	3%	3%	0%	1%	*	7%	5%	3%	7%	4%	2%	5%	2%	-
	CWD	7%	12%	3%	8%	*	*	-	*	9%	5%	7%	-	0%	8%	7%	-
	CWOD	4%	5%	3%	3%	*	1%	*	8%	5%	3%	-	4%	2%	5%	2%	-
	EL	2%	0%	4%	0%	*	0%	-	-	3%	0%	0%	2%	2%	0%	5%	-
	Male	5%	9%	4%	5%	*	3%	*	11%	8%	3%	8%	5%	0%	5%	-	-
	Female	2%	3%	2%	2%	*	0%	*	5%	3%	2%	7%	2%	5%	-	2%	-
SAT/ACT All Subjects	All Students	4%	2%	5%	4%	*	5%	-	0%	8%	3%	*	4%	20%	7%	2%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-
	CWOD	4%	2%	5%	4%	*	5%	-	0%	8%	3%	-	4%	20%	7%	2%	-
	EL	20%	-	*	-	-	*	-	-	*	*	-	20%	20%	*	*	-
	Male	7%	6%	9%	7%	-	11%	-	0%	17%	5%	-	7%	*	7%	-	-
	Female	2%	0%	2%	2%	*	2%	-	0%	3%	1%	*	2%	*	-	2%	-

- 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	116	27	23	57	1	4	1	3	5		
	Female	64	20	14	26	0	1	0	3	1		
	Total	180	47	37	83	1	5	1	6	6		
<b>Out-of-School Suspensions</b>												
	Male	39	13	5	16	1	1	0	3	0		
	Female	39	19	10	8	0	2	0	0	0		
	Total	78	32	15	24	1	3	0	3	0		
<b>Expulsions</b>												
With Educational Services	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		
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	45	13	6	24	1	1	0	0	1		7
	Female	19	8	1	8	0	0	0	2	0		10
	Total	64	21	7	32	1	1	0	2	1		17
<b>Out-of-School Suspensions</b>												
	Male	24	8	5	9	0	0	0	2	0		5
	Female	8	5	1	2	0	0	0	0	0		5
	Total	32	13	6	11	0	0	0	2	0		10
<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	205	30	50	110	-8	4	-8	11	8	47	-8
	Female	162	34	40	79	1	1	1	6	9	14	-8
	Total	367	64	90	189	1	5	1	17	17	61	-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	2
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	607	62	92	331	4	101	0	17	9	6
	Female	725	77	135	389	2	97	2	23	4	1
	Total	1,332	139	227	720	6	198	2	40	13	7
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	144	6	16	91	1	26	0	4	1	2
	Female	172	13	27	105	0	24	0	3	0	0
	Total	316	19	43	196	1	50	0	7	1	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		15.8 7.4%
Teachers Teaching with Emergency or Provisional Credentials		7.8 3.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		4.3 2.1%

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	56%	49%	51%	56%	*	88%	-	32%	45%	38%	55%
In-State Private Institutions	5%	5%	*	5%	-	*	-	*	4%	-	*
Out-of-State Institutions	9%	10%	5%	10%	-	*	-	20%	5%	*	-

- Indicates there are no students in the group.

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

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



This section provides information on the Chronic Absenteeism per 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%	15%	14%	9%	19%	2%	0%	9%	15%	18%	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 and 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%	57%	47%	39%	49%	50%	*	-	-	*	44%	57%	*	49%	38%	43%	49%	-	33%	-	-	
	CWD	29%	21%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
	CWOD	68%	61%	49%	39%	51%	56%	*	-	-	*	46%	62%	-	49%	39%	48%	49%	-	33%	-	-	
	EL	38%	40%	38%	*	41%	*	-	-	-	-	39%	*	*	39%	38%	36%	38%	-	*	-	-	
	Male	58%	51%	43%	44%	46%	33%	*	-	-	*	42%	50%	*	48%	36%	43%	-	-	*	-	-	
	Female	70%	64%	49%	36%	50%	*	-	-	-	*	46%	63%	-	49%	38%	-	49%	-	*	-	-	
English II	All Students	71%	63%	43%	24%	44%	52%	-	*	-	100%	37%	61%	33%	43%	30%	39%	46%	-	17%	*	*	
	CWD	33%	24%	33%	*	*	*	-	-	-	*	*	*	33%	-	-	*	*	-	*	*	-	
	CWOD	76%	68%	43%	24%	44%	56%	-	*	-	*	36%	63%	-	43%	30%	39%	46%	-	18%	-	*	
	EL	43%	40%	30%	*	31%	*	-	*	-	-	28%	43%	-	30%	30%	25%	33%	-	*	-	-	
	Male	65%	58%	39%	18%	46%	36%	-	-	-	*	39%	36%	*	39%	25%	39%	-	-	40%	-	-	
	Female	77%	69%	46%	27%	41%	64%	-	*	-	*	35%	77%	*	46%	33%	-	46%	-	0%	*	*	
Algebra I	All Students	74%	66%	81%	68%	100%	71%	-	-	-	*	84%	76%	*	83%	87%	75%	85%	-	*	-	-	
	CWD	46%	30%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	
	CWOD	78%	70%	83%	68%	100%	77%	-	-	-	*	84%	81%	-	83%	87%	79%	85%	-	*	-	-	
	EL	64%	64%	87%	*	100%	*	-	-	-	-	85%	*	-	87%	87%	80%	90%	-	-	-	-	
	Male	71%	63%	75%	67%	100%	63%	-	-	-	-	70%	80%	*	79%	80%	75%	-	-	*	-	-	
	Female	78%	70%	85%	69%	100%	83%	-	-	-	*	89%	71%	-	85%	90%	-	85%	-	*	-	-	
Biology	All Students	82%	75%	63%	33%	70%	90%	-	-	-	*	61%	67%	*	64%	62%	76%	58%	-	*	*	-	
	CWD	57%	43%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	*	-	
	CWOD	86%	79%	64%	33%	75%	89%	-	-	-	*	64%	64%	-	64%	62%	80%	58%	-	*	-	-	
	EL	66%	64%	62%	*	67%	-	-	-	-	-	64%	*	-	62%	62%	80%	50%	-	-	-	-	
	Male	80%	72%	76%	*	78%	*	-	-	-	-	70%	86%	*	80%	80%	76%	-	-	*	-	-	
	Female	85%	77%	58%	27%	64%	83%	-	-	-	*	58%	57%	*	58%	50%	-	58%	-	*	*	-	
STAAR Percent at Meets Grade Level or Above																							
End of Course																							
English I	All Students	46%	39%	18%	22%	16%	10%	*	-	-	*	17%	21%	*	19%	8%	27%	12%	-	17%	-	-	
	CWD	17%	11%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
	CWOD	50%	42%	19%	22%	17%	11%	*	-	-	*	18%	23%	-	19%	9%	30%	12%	-	17%	-	-	
	EL	19%	21%	8%	*	9%	*	-	-	-	-	9%	*	*	9%	8%	18%	0%	-	*	-	-	
	Male	40%	33%	27%	33%	23%	17%	*	-	-	*	25%	33%	*	30%	18%	27%	-	-	*	-	-	
	Female	53%	45%	12%	14%	13%	*	-	-	-	*	11%	13%	-	12%	0%	-	12%	-	*	-	-	
English II	All Students	54%	47%	21%	11%	16%	41%	-	*	-	60%	17%	36%	17%	22%	6%	19%	23%	-	0%	*	*	
	CWD	21%	14%	17%	*	*	*	-	-	-	*	*	*	17%	-	-	*	*	-	*	*	-	
	CWOD	59%	51%	22%	11%	17%	44%	-	*	-	*	16%	37%	-	22%	6%	19%	24%	-	0%	-	*	
	EL	22%	22%	6%	*	5%	*	-	*	-	-	3%	29%	-	6%	6%	5%	7%	-	*	-	-	
	Male	48%	41%	19%	6%	18%	29%	-	-	-	*	18%	21%	*	19%	5%	19%	-	-	0%	-	-	
	Female	62%	53%	23%	14%	15%	50%	-	*	-	*	15%	45%	*	24%	7%	-	23%	-	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	
Algebra I	All Students	42%	35%	22%	16%	26%	14%	-	-	-	*	24%	18%	*	23%	20%	10%	29%	-	*	-	-	
	CWD	19%	11%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	
	CWOD	45%	37%	23%	16%	26%	15%	-	-	-	*	24%	19%	-	23%	20%	11%	29%	-	*	-	-	
	EL	28%	30%	20%	*	23%	*	-	-	-	-	23%	*	-	20%	20%	0%	30%	-	-	-	-	
	Male	40%	32%	10%	0%	17%	13%	-	-	-	-	10%	10%	*	11%	0%	10%	-	-	*	-	-	
	Female	45%	37%	29%	23%	31%	17%	-	-	-	*	30%	29%	-	29%	30%	-	29%	-	*	-	-	
Biology	All Students	54%	43%	18%	7%	9%	60%	-	-	-	*	14%	27%	*	19%	8%	24%	15%	-	*	*	-	
	CWD	25%	14%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	*	-	
	CWOD	57%	46%	19%	7%	10%	67%	-	-	-	*	15%	29%	-	19%	8%	27%	16%	-	*	-	-	
	EL	26%	28%	8%	*	8%	-	-	-	-	-	9%	*	-	8%	8%	20%	0%	-	-	-	-	
	Male	52%	41%	24%	*	22%	*	-	-	-	-	20%	29%	*	27%	20%	24%	-	-	*	-	-	
	Female	56%	45%	15%	9%	0%	67%	-	-	-	*	12%	29%	*	16%	0%	-	15%	-	*	*	-	
STAAR Percent at Masters Grade Level																							
End of Course																							
English I	All Students	10%	7%	0%	0%	0%	0%	*	-	-	*	0%	0%	*	0%	0%	0%	0%	-	0%	-	-	
	CWD	4%	2%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
	CWOD	11%	8%	0%	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	-	
	EL	1%	1%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-	
	Male	8%	6%	0%	0%	0%	0%	*	-	-	*	0%	0%	*	0%	0%	0%	-	-	*	-	-	
	Female	13%	9%	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	-	0%	-	*	-	-	
English II	All Students	9%	6%	1%	0%	0%	4%	-	*	-	20%	1%	3%	17%	1%	0%	2%	1%	-	0%	*	*	
	CWD	5%	2%	17%	*	*	*	-	-	-	*	*	*	17%	-	-	*	*	-	*	*	-	
	CWOD	9%	7%	1%	0%	0%	4%	-	*	-	*	0%	3%	-	1%	0%	0%	1%	-	0%	-	*	
	EL	1%	1%	0%	*	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-	
	Male	7%	5%	2%	0%	0%	0%	-	-	-	*	2%	0%	*	0%	0%	2%	-	-	0%	-	-	
	Female	11%	9%	1%	0%	0%	7%	-	*	-	*	0%	5%	*	1%	0%	-	1%	-	0%	*	*	
Algebra I	All Students	26%	21%	7%	5%	16%	0%	-	-	-	*	11%	0%	*	8%	7%	5%	9%	-	*	-	-	
	CWD	8%	5%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	
	CWOD	29%	23%	8%	5%	16%	0%	-	-	-	*	11%	0%	-	8%	7%	5%	9%	-	*	-	-	
	EL	14%	16%	7%	*	8%	*	-	-	-	-	8%	*	-	7%	7%	0%	10%	-	-	-	-	
	Male	25%	20%	5%	0%	17%	0%	-	-	-	-	10%	0%	*	5%	0%	5%	-	-	*	-	-	
	Female	28%	22%	9%	8%	15%	0%	-	-	-	*	11%	0%	-	9%	10%	-	9%	-	*	-	-	
Biology	All Students	21%	15%	2%	0%	0%	10%	-	-	-	*	0%	7%	*	2%	0%	6%	0%	-	*	*	-	
	CWD	7%	4%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	*	-	
	CWOD	22%	17%	2%	0%	0%	11%	-	-	-	*	0%	7%	-	2%	0%	7%	0%	-	*	-	-	
	EL	5%	6%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-	
	Male	21%	15%	6%	*	0%	*	-	-	-	-	0%	14%	*	7%	0%	6%	-	-	*	-	-	
	Female	21%	16%	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	*	*	-	
STAAR Percent at Approaches Grade Level or Above																							

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All Grades																						
All Subjects	All Students	73%	66%	55%	40%	57%	64%	*	*	-	91%	51%	65%	29%	56%	44%	53%	56%	-	36%	*	*
	CWD	44%	36%	29%	*	29%	20%	-	-	-	*	33%	20%	29%	-	*	22%	40%	-	*	*	-
	CWOD	77%	70%	56%	40%	58%	67%	*	*	-	90%	51%	68%	-	56%	45%	55%	57%	-	38%	-	*
	EL	59%	58%	44%	*	48%	0%	-	*	-	-	44%	50%	*	45%	44%	41%	47%	-	20%	-	-
	Male	71%	63%	53%	42%	57%	56%	*	-	-	*	48%	63%	22%	55%	41%	53%	-	-	42%	-	-
	Female	75%	68%	56%	38%	57%	70%	-	*	-	89%	52%	67%	40%	57%	47%	-	56%	-	29%	*	*
Reading	All Students	74%	67%	45%	30%	45%	51%	*	*	-	100%	40%	60%	22%	46%	32%	40%	48%	-	22%	*	*
	CWD	43%	35%	22%	*	*	*	-	-	-	*	33%	*	22%	-	*	17%	*	-	*	*	-
	CWOD	78%	72%	46%	31%	46%	56%	*	*	-	100%	40%	64%	-	46%	33%	42%	48%	-	22%	-	*
	EL	57%	57%	32%	*	34%	*	-	*	-	-	32%	38%	*	33%	32%	29%	35%	-	20%	-	-
	Male	70%	63%	40%	28%	46%	37%	*	-	-	*	40%	40%	17%	42%	29%	40%	-	-	33%	-	-
	Female	78%	73%	48%	31%	45%	67%	-	*	-	100%	40%	73%	*	48%	35%	-	48%	-	10%	*	*
Mathematics	All Students	71%	64%	77%	68%	92%	74%	-	-	-	*	78%	75%	*	78%	87%	77%	77%	-	80%	-	-
	CWD	44%	36%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	75%	67%	78%	68%	92%	78%	-	-	-	*	78%	78%	-	78%	87%	80%	77%	-	80%	-	-
	EL	61%	61%	87%	*	100%	*	-	-	-	-	85%	*	-	87%	87%	80%	90%	-	-	-	-
	Male	71%	63%	77%	75%	75%	73%	-	-	-	-	64%	85%	*	80%	80%	77%	-	-	*	-	-
	Female	71%	64%	77%	60%	94%	67%	-	-	-	*	82%	58%	-	77%	90%	-	77%	-	*	-	-
Science	All Students	74%	66%	62%	33%	70%	82%	-	-	-	*	61%	63%	*	63%	62%	76%	56%	-	*	*	-
	CWD	47%	38%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	*	-
	CWOD	78%	69%	63%	33%	75%	80%	-	-	-	*	64%	60%	-	63%	62%	80%	56%	-	*	-	-
	EL	58%	56%	62%	*	67%	-	-	-	-	-	64%	*	-	62%	62%	80%	50%	-	-	-	-
	Male	74%	65%	76%	*	78%	*	-	-	-	-	70%	86%	*	80%	80%	76%	-	-	*	-	-
	Female	75%	66%	56%	27%	64%	71%	-	-	-	*	58%	50%	*	56%	50%	-	56%	-	*	*	-
SAT/ACT All Subjects	All Students	92%	92%	83%	*	*	67%	-	-	-	-	100%	71%	-	83%	-	100%	71%	-	*	-	-
	CWD	75%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	92%	83%	*	*	67%	-	-	-	-	100%	71%	-	83%	-	100%	71%	-	*	-	-
	EL	69%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	92%	100%	*	-	*	-	-	-	-	*	*	-	100%	-	100%	-	-	*	-	-
	Female	92%	92%	71%	-	*	*	-	-	-	-	*	*	-	71%	-	-	71%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	21%	14%	17%	35%	*	*	-	55%	18%	30%	7%	22%	9%	21%	21%	-	4%	*	*
	CWD	23%	18%	7%	*	0%	0%	-	-	-	*	11%	0%	7%	-	*	11%	0%	-	*	*	-
	CWOD	50%	42%	22%	14%	18%	38%	*	*	-	50%	18%	32%	-	22%	9%	22%	22%	-	4%	-	*
	EL	29%	30%	9%	*	9%	0%	-	*	-	-	8%	17%	*	9%	9%	10%	9%	-	0%	-	-
	Male	45%	38%	21%	11%	20%	29%	*	-	-	*	19%	25%	11%	22%	10%	21%	-	-	8%	-	-
	Female	48%	41%	21%	15%	16%	39%	-	*	-	44%	17%	35%	0%	22%	9%	-	21%	-	0%	*	*

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Reading	All Students	52%	45%	21%	15%	16%	32%	*	*	-	57%	17%	32%	11%	21%	7%	22%	20%	-	6%	*	*
	CWD	24%	19%	11%	*	*	*	-	-	-	*	17%	*	11%	-	*	17%	*	-	*	*	-
	CWOD	56%	48%	21%	15%	17%	35%	*	*	-	50%	17%	34%	-	21%	7%	22%	20%	-	6%	-	*
	EL	31%	33%	7%	*	6%	*	-	*	-	-	5%	25%	*	7%	7%	10%	5%	-	0%	-	-
	Male	47%	41%	22%	16%	20%	26%	*	-	-	*	21%	25%	17%	22%	10%	22%	-	-	11%	-	-
	Female	56%	49%	20%	14%	14%	39%	-	*	-	40%	14%	37%	*	20%	5%	-	20%	-	0%	*	*
Mathematics	All Students	41%	33%	24%	14%	28%	26%	-	-	-	*	22%	29%	*	25%	20%	15%	30%	-	0%	-	-
	CWD	22%	17%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	44%	35%	25%	14%	28%	28%	-	-	-	*	22%	30%	-	25%	20%	16%	30%	-	0%	-	-
	EL	29%	29%	20%	*	23%	*	-	-	-	-	23%	*	-	20%	20%	0%	30%	-	-	-	-
	Male	42%	34%	15%	0%	13%	27%	-	-	-	-	7%	23%	*	16%	0%	15%	-	-	*	-	-
	Female	40%	33%	30%	20%	33%	22%	-	-	-	*	27%	33%	-	30%	30%	-	30%	-	*	-	-
Science	All Students	46%	37%	17%	7%	9%	55%	-	-	-	*	14%	25%	*	19%	8%	24%	15%	-	*	*	-
	CWD	23%	17%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	*	-
	CWOD	49%	39%	19%	7%	10%	60%	-	-	-	*	15%	27%	-	19%	8%	27%	16%	-	*	-	-
	EL	25%	25%	8%	*	8%	-	-	-	-	-	9%	*	-	8%	8%	20%	0%	-	-	-	-
	Male	47%	37%	24%	*	22%	*	-	-	-	-	20%	29%	*	27%	20%	24%	-	-	*	-	-
	Female	45%	36%	15%	9%	0%	57%	-	-	-	*	12%	25%	*	16%	0%	-	15%	-	*	*	-
SAT/ACT All Subjects	All Students	64%	56%	42%	*	*	50%	-	-	-	-	20%	57%	-	42%	-	40%	43%	-	*	-	-
	CWD	43%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	56%	42%	*	*	50%	-	-	-	-	20%	57%	-	42%	-	40%	43%	-	*	-	-
	EL	18%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	60%	40%	*	-	*	-	-	-	-	*	*	-	40%	-	40%	-	-	*	-	-
	Female	60%	52%	43%	-	*	*	-	-	-	-	*	*	-	43%	-	-	43%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	17%	2%	1%	2%	3%	*	*	-	9%	2%	2%	7%	2%	1%	2%	2%	-	0%	*	*
	CWD	9%	6%	7%	*	0%	0%	-	-	-	*	11%	0%	7%	-	*	11%	0%	-	*	*	-
	CWOD	24%	18%	2%	1%	2%	3%	*	*	-	0%	2%	2%	-	2%	1%	2%	2%	-	0%	-	*
	EL	12%	12%	1%	*	1%	0%	-	*	-	-	1%	0%	*	1%	1%	0%	2%	-	0%	-	-
	Male	21%	16%	2%	0%	2%	3%	*	-	-	*	2%	3%	11%	2%	0%	2%	-	-	0%	-	-
	Female	23%	18%	2%	2%	2%	3%	-	*	-	0%	2%	2%	0%	2%	2%	-	2%	-	0%	*	*
Reading	All Students	25%	20%	1%	0%	0%	3%	*	*	-	14%	1%	2%	11%	0%	0%	1%	1%	-	0%	*	*
	CWD	9%	6%	11%	*	*	*	-	-	-	*	17%	*	11%	-	*	17%	*	-	*	*	-
	CWOD	27%	21%	0%	0%	0%	3%	*	*	-	0%	0%	2%	-	0%	0%	0%	1%	-	0%	-	*
	EL	13%	14%	0%	*	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	0%	-	-
	Male	22%	17%	1%	0%	0%	0%	*	-	-	*	1%	0%	17%	0%	0%	1%	-	-	0%	-	-
	Female	28%	22%	1%	0%	0%	6%	-	*	-	0%	0%	3%	*	1%	0%	-	1%	-	0%	*	*



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Mathematics	All Students	20%	14%	6%	5%	12%	0%	-	-	-	*	9%	0%	*	6%	7%	4%	7%	-	0%	-	-
	CWD	9%	6%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	21%	16%	6%	5%	12%	0%	-	-	-	*	9%	0%	-	6%	7%	4%	7%	-	0%	-	-
	EL	12%	12%	7%	*	8%	*	-	-	-	-	8%	*	-	7%	7%	0%	10%	-	-	-	-
	Male	21%	15%	4%	0%	13%	0%	-	-	-	-	7%	0%	*	4%	0%	4%	-	-	*	-	-
	Female	19%	13%	7%	7%	11%	0%	-	-	-	*	9%	0%	-	7%	10%	-	7%	-	*	-	-
Science	All Students	20%	15%	2%	0%	0%	9%	-	-	-	*	0%	6%	*	2%	0%	6%	0%	-	*	*	-
	CWD	8%	5%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	*	-
	CWOD	22%	16%	2%	0%	0%	10%	-	-	-	*	0%	7%	-	2%	0%	7%	0%	-	*	-	-
	EL	7%	8%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	22%	15%	6%	*	0%	*	-	-	-	-	0%	14%	*	7%	0%	6%	-	-	*	-	-
	Female	19%	14%	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	*	*	-
SAT/ACT All Subjects	All Students	13%	8%	0%	*	*	0%	-	-	-	-	0%	0%	-	0%	-	0%	0%	-	*	-	-
	CWD	11%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	8%	0%	*	*	0%	-	-	-	-	0%	0%	-	0%	-	0%	0%	-	*	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	11%	0%	*	-	*	-	-	-	-	*	*	-	0%	-	0%	-	-	*	-	-
	Female	10%	6%	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	56	*	67	46	-	*	-	-	44	*	33
CWD	*	-	-	*	-	-	-	-	-	*	-
CWOD	54	*	67	41	-	*	-	-	44	-	33
EL ◇	33	-	*	*	-	*	-	-	20	-	33
Male	63	*	*	50	-	-	-	-	50	*	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	50	*	60	40	-	*	-	-	40	-	*
<b>Mathematics</b>											
All Students	100	*	*	*	-	-	-	-	*	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	100	*	*	*	-	-	-	-	*	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	-	-	-	-	-	-	-	-	-	-	-
Female	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	65.3%	60.0%	67.7%	66.7%	-	75.0%	*	62.5%	66.8%	85.7%	73.3%	42.6%	-
CWD	85.7%	*	80.0%	80.0%	-	-	-	*	87.5%	85.7%	*	-	-
CWOD	64.0%	58.9%	67.0%	65.0%	-	75.0%	*	50.0%	65.9%	-	74.4%	42.6%	-
EL ◇	73.3%	*	70.7%	*	-	*	-	-	78.9%	*	73.3%	62.5%	-
Male	64.6%	57.1%	67.4%	70.8%	-	*	*	*	63.9%	100.0%	72.2%	50.0%	-
Female	65.7%	61.1%	67.9%	61.9%	-	100.0%	-	66.7%	68.8%	71.4%	74.1%	40.0%	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

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

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

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Total EL in Class	Proficiency of EL	Rate of Proficiency
73	3	4%

- 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	26	19	25	34	*	*	-	57	24	14	18
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	13%	4%	17%	18%	*	0%	*	20%	11%	7%	3%

- 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		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N		N
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
<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											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	N	N	N	N					N		N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	N					N		N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N					N		N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N					N		N

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

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

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

### Part (vii): STAAR Participation

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

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	94%	91%	96%	94%	*	*	-	91%	94%	96%	100%	94%	99%	96%	93%	-
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	94%	91%	96%	94%	*	*	-	90%	93%	96%	-	94%	99%	96%	93%	-
	EL	99%	*	99%	100%	-	*	-	-	99%	100%	*	99%	99%	98%	100%	-
	Male	96%	95%	96%	97%	*	-	-	*	94%	100%	100%	96%	98%	96%	-	-
	Female	93%	89%	97%	91%	-	*	-	89%	93%	92%	100%	93%	100%	-	93%	-
<b>Reading</b>	All Students	94%	89%	97%	92%	*	*	-	100%	94%	96%	100%	94%	99%	96%	93%	-
	CWD	100%	*	*	*	-	-	-	*	100%	*	100%	-	*	100%	*	-
	CWOD	94%	89%	97%	91%	*	*	-	100%	94%	96%	-	94%	99%	96%	93%	-
	EL	99%	*	99%	*	-	*	-	-	99%	100%	*	99%	99%	98%	100%	-
	Male	96%	92%	98%	95%	*	-	-	*	95%	100%	100%	96%	98%	96%	-	-
	Female	93%	86%	96%	89%	-	*	-	100%	93%	94%	*	93%	100%	-	93%	-
<b>Mathematics</b>	All Students	89%	91%	88%	95%	-	*	-	*	88%	92%	*	89%	100%	93%	87%	-
		89%	91%	88%	95%	-	*	-	*	88%	92%	*	89%	100%	93%	87%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
		*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	89%	91%	88%	95%	-	*	-	*	88%	92%	-	89%	100%	92%	87%	-
		89%	91%	88%	95%	-	*	-	*	88%	92%	-	89%	100%	92%	87%	-
	EL	100%	*	100%	*	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
		100%	*	100%	*	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	Male	93%	100%	75%	100%	-	-	-	-	86%	100%	*	92%	100%	93%	-	-
		93%	100%	75%	100%	-	-	-	-	86%	100%	*	92%	100%	93%	-	-
	Female	87%	87%	94%	89%	-	*	-	*	88%	83%	-	87%	100%	-	87%	-
		87%	87%	94%	89%	-	*	-	*	88%	83%	-	87%	100%	-	87%	-
<b>SAT/ACT All Subjects</b>	All Students	60%	*	57%	86%	-	*	-	*	45%	78%	-	60%	-	71%	54%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	*	57%	86%	-	*	-	*	45%	78%	-	60%	-	71%	54%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	*	*	*	-	-	-	-	*	*	-	71%	-	71%	-	-
	Female	54%	*	80%	*	-	*	-	*	43%	67%	-	54%	-	-	54%	-
<b>Non-Participation Rate</b>																	

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All Subjects	All Students	6%	9%	4%	6%	*	*	-	9%	6%	4%	0%	6%	1%	4%	7%	-
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	6%	9%	4%	6%	*	*	-	10%	7%	4%	-	6%	1%	4%	7%	-
	EL	1%	*	1%	0%	-	*	-	-	1%	0%	*	1%	1%	2%	0%	-
	Male	4%	5%	4%	3%	*	-	-	*	6%	0%	0%	4%	2%	4%	-	-
	Female	7%	11%	3%	9%	-	*	-	11%	7%	8%	0%	7%	0%	-	7%	-
Reading	All Students	6%	11%	3%	8%	*	*	-	0%	6%	4%	0%	6%	1%	4%	7%	-
	CWD	0%	*	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-
	CWOD	6%	11%	3%	9%	*	*	-	0%	6%	4%	-	6%	1%	4%	7%	-
	EL	1%	*	1%	*	-	*	-	-	1%	0%	*	1%	1%	2%	0%	-
	Male	4%	8%	2%	5%	*	-	-	*	5%	0%	0%	4%	2%	4%	-	-
	Female	7%	14%	4%	11%	-	*	-	0%	7%	6%	*	7%	0%	-	7%	-
Mathematics	All Students	11%	9%	12%	5%	-	*	-	*	12%	8%	*	11%	0%	7%	13%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	11%	9%	12%	5%	-	*	-	*	12%	8%	-	11%	0%	8%	13%	-
	EL	0%	*	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	Male	7%	0%	25%	0%	-	-	-	-	14%	0%	*	8%	0%	7%	-	-
	Female	13%	13%	6%	11%	-	*	-	*	12%	17%	-	13%	0%	-	13%	-
Science	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	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%	-	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	40%	*	43%	14%	-	*	-	*	55%	22%	-	40%	-	29%	46%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	*	43%	14%	-	*	-	*	55%	22%	-	40%	-	29%	46%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	29%	*	*	*	-	-	-	-	*	*	-	29%	-	29%	-	-
	Female	46%	*	20%	*	-	*	-	*	57%	33%	-	46%	-	-	46%	-

- 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	42	17	13	8	0	1	0	3	5		
	Female	21	2	16	2	0	0	0	1	6		
	Total	63	19	29	10	0	1	0	4	11		
<b>Out-of-School Suspensions</b>												
	Male	27	13	3	8	0	0	0	3	1		
	Female	11	3	6	1	0	0	0	1	2		
	Total	38	16	9	9	0	0	0	4	3		
<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	13	4	3	5	0	1	0	0	1		5
	Female	0	0	0	0	0	0	0	0	0		0
	Total	13	4	3	5	0	1	0	0	1		5
<b>Out-of-School Suspensions</b>												
	Male	4	0	1	3	0	0	0	0	1		4
	Female	1	1	0	0	0	0	0	0	0		0
	Total	5	1	1	3	0	0	0	0	1		4
<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	182	50	84	39	1	1	1	6	25	19	-8
	Female	238	52	126	50	1	4	1	4	43	9	-8
	Total	420	102	210	89	2	5	2	10	68	28	-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	1
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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	2.9%
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	0.8	2.4%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	15%	15%	16%	*	-	*	-	*	16%	*	21%
In-State Private Institutions	*	*	-	-	-	-	-	-	*	-	-
Out-of-State Institutions	2%	*	*	-	-	-	-	-	*	-	-

- 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	46%	48%	53%	30%	*	57%	*	25%	48%	22%	46%

- 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 and 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 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%	72%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	CWD	47%	38%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	CWOD	83%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	63%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	75%	67%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	Female	83%	79%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All Students	60%	54%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	CWD	36%	29%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	CWOD	63%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	45%	48%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	60%	54%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	Female	59%	53%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>End of Course</b>																						
English I	All Students	64%	57%	20%	0%	60%	*	-	-	-	-	30%	0%	*	21%	*	17%	*	-	*	-	-
	CWD	29%	21%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	68%	61%	21%	0%	60%	*	-	-	-	-	30%	*	-	21%	*	18%	*	-	*	-	-
	EL	38%	40%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	58%	51%	17%	0%	*	*	-	-	-	-	22%	*	*	18%	*	17%	-	-	*	-	-
	Female	70%	64%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
English II	All Students	71%	63%	29%	33%	*	*	-	*	-	-	27%	*	*	31%	*	17%	60%	-	*	-	-
	CWD	33%	24%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	76%	68%	31%	33%	*	*	-	*	-	-	27%	*	-	31%	*	18%	60%	-	*	-	-
	EL	43%	40%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	65%	58%	17%	33%	*	*	-	*	-	-	18%	*	*	18%	-	17%	-	-	*	-	-
	Female	77%	69%	60%	*	*	-	-	*	-	-	*	*	-	60%	*	-	60%	-	-	-	-
Algebra I	All Students	74%	66%	29%	17%	40%	*	-	-	-	-	30%	*	*	33%	*	36%	*	-	*	-	-
	CWD	46%	30%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	70%	33%	17%	40%	*	-	-	-	-	33%	*	-	33%	*	40%	*	-	*	-	-
	EL	64%	64%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	71%	63%	36%	20%	*	*	-	-	-	-	38%	*	*	40%	*	36%	-	-	*	-	-
	Female	78%	70%	*	*	*	*	-	-	-	-	*	*	*	*	-	-	*	-	-	-	-
Biology	All Students	82%	75%	31%	0%	33%	*	-	-	-	-	30%	*	*	27%	*	22%	*	-	*	-	-
	CWD	57%	43%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	86%	79%	27%	*	33%	*	-	-	-	-	33%	*	-	27%	*	14%	*	-	*	-	-
	EL	66%	64%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	80%	72%	22%	*	*	*	-	-	-	-	14%	*	*	14%	-	22%	-	-	*	-	-
	Female	85%	77%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 7</b>																						

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Reading	All Students	55%	48%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	CWD	25%	20%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	CWOD	59%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	33%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	50%	43%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	Female	60%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All Students	30%	27%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	CWD	18%	15%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	CWOD	32%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	17%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	31%	27%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	Female	29%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course																						
English I	All Students	46%	39%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	*	-	*	-	-
	CWD	17%	11%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	50%	42%	0%	0%	0%	*	-	-	-	-	0%	*	-	0%	*	0%	*	-	*	-	-
	EL	19%	21%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	40%	33%	0%	0%	*	*	-	-	-	-	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	53%	45%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
English II	All Students	54%	47%	18%	11%	*	*	-	*	-	-	13%	*	*	19%	*	0%	60%	-	*	-	-
	CWD	21%	14%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	59%	51%	19%	11%	*	*	-	*	-	-	13%	*	-	19%	*	0%	60%	-	*	-	-
	EL	22%	22%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	48%	41%	0%	0%	*	*	-	*	-	-	0%	*	*	0%	-	0%	-	-	*	-	-
	Female	62%	53%	60%	*	*	-	-	*	-	-	*	*	-	60%	*	-	60%	-	-	-	-
Algebra I	All Students	42%	35%	0%	0%	0%	*	-	-	-	-	0%	*	*	0%	*	0%	*	-	*	-	-
	CWD	19%	11%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	45%	37%	0%	0%	0%	*	-	-	-	-	0%	*	-	0%	*	0%	*	-	*	-	-
	EL	28%	30%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	40%	32%	0%	0%	*	*	-	-	-	-	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	45%	37%	*	*	*	*	-	-	-	-	*	*	*	*	-	-	*	-	-	-	-
Biology	All Students	54%	43%	8%	0%	0%	*	-	-	-	-	10%	*	*	9%	*	11%	*	-	*	-	-
	CWD	25%	14%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	57%	46%	9%	*	0%	*	-	-	-	-	11%	*	-	9%	*	14%	*	-	*	-	-
	EL	26%	28%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	52%	41%	11%	*	*	*	-	-	-	-	14%	*	*	14%	-	11%	-	-	*	-	-
	Female	56%	45%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 7																						

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Reading	All Students	36%	32%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	CWD	11%	8%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	CWOD	40%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	17%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	32%	27%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	Female	41%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All Students	13%	11%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	CWD	7%	5%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	CWOD	14%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	6%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	13%	12%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	Female	12%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course																						
English I	All Students	10%	7%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	*	-	*	-	-
	CWD	4%	2%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	11%	8%	0%	0%	0%	*	-	-	-	-	0%	*	-	0%	*	0%	*	-	*	-	-
	EL	1%	1%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	8%	6%	0%	0%	*	*	-	-	-	-	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	13%	9%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
English II	All Students	9%	6%	0%	0%	*	*	-	*	-	-	0%	*	*	0%	*	0%	0%	-	*	-	-
	CWD	5%	2%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	9%	7%	0%	0%	*	*	-	*	-	-	0%	*	-	0%	*	0%	0%	-	*	-	-
	EL	1%	1%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	7%	5%	0%	0%	*	*	-	*	-	-	0%	*	*	0%	-	0%	-	-	*	-	-
	Female	11%	9%	0%	*	*	-	-	*	-	-	*	*	-	0%	*	-	0%	-	-	-	-
Algebra I	All Students	26%	21%	0%	0%	0%	*	-	-	-	-	0%	*	*	0%	*	0%	*	-	*	-	-
	CWD	8%	5%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	29%	23%	0%	0%	0%	*	-	-	-	-	0%	*	-	0%	*	0%	*	-	*	-	-
	EL	14%	16%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	25%	20%	0%	0%	*	*	-	-	-	-	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	28%	22%	*	*	*	*	-	-	-	-	*	*	*	*	-	-	*	-	-	-	-
Biology	All Students	21%	15%	0%	0%	0%	*	-	-	-	-	0%	*	*	0%	*	0%	*	-	*	-	-
	CWD	7%	4%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	22%	17%	0%	*	0%	*	-	-	-	-	0%	*	-	0%	*	0%	*	-	*	-	-
	EL	5%	6%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	21%	15%	0%	*	*	*	-	-	-	-	0%	*	*	0%	-	0%	-	-	*	-	-
	Female	21%	16%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						

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All Subjects	All Students	73%	66%	29%	14%	45%	33%	-	*	-	-	29%	27%	13%	31%	*	24%	40%	-	25%	-	-
	CWD	44%	36%	13%	*	-	20%	-	-	-	-	*	*	13%	-	-	14%	*	-	*	-	-
	CWOD	77%	70%	31%	15%	45%	*	-	*	-	-	32%	27%	-	31%	*	26%	43%	-	33%	-	-
	EL	59%	58%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	71%	63%	24%	14%	36%	38%	-	*	-	-	23%	30%	14%	26%	*	24%	-	-	25%	-	-
	Female	75%	68%	40%	14%	67%	*	-	*	-	-	50%	20%	*	43%	*	-	40%	-	-	-	-
Reading	All Students	74%	67%	25%	17%	50%	*	-	*	-	-	28%	14%	*	28%	*	17%	50%	-	*	-	-
	CWD	43%	35%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-
	CWOD	78%	72%	28%	18%	50%	*	-	*	-	-	29%	20%	-	28%	*	19%	50%	-	*	-	-
	EL	57%	57%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	70%	63%	17%	15%	33%	*	-	*	-	-	20%	*	*	19%	*	17%	-	-	*	-	-
	Female	78%	73%	50%	20%	*	-	-	*	-	-	60%	*	-	50%	*	-	50%	-	-	-	-
Mathematics	All Students	71%	64%	31%	14%	50%	*	-	-	-	-	27%	40%	*	38%	*	38%	*	-	*	-	-
	CWD	44%	36%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	*	-	-
	CWOD	75%	67%	38%	17%	50%	*	-	-	-	-	33%	*	-	38%	*	45%	*	-	*	-	-
	EL	61%	61%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	71%	63%	38%	17%	60%	*	-	-	-	-	33%	*	*	45%	*	38%	-	-	*	-	-
	Female	71%	64%	*	*	*	*	-	-	-	-	*	*	*	*	-	-	*	-	-	-	-
Science	All Students	74%	66%	31%	0%	33%	*	-	-	-	-	30%	*	*	27%	*	22%	*	-	*	-	-
	CWD	47%	38%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	78%	69%	27%	*	33%	*	-	-	-	-	33%	*	-	27%	*	14%	*	-	*	-	-
	EL	58%	56%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	74%	65%	22%	*	*	*	-	-	-	-	14%	*	*	14%	-	22%	-	-	*	-	-
	Female	75%	66%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
SAT/ACT All Subjects	All Students	92%	92%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	75%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	92%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	69%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	92%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	92%	92%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	39%	8%	3%	10%	11%	-	*	-	-	7%	13%	0%	10%	*	4%	20%	-	13%	-	-
	CWD	23%	18%	0%	*	-	0%	-	-	-	-	*	*	0%	-	-	0%	*	-	*	-	-
	CWOD	50%	42%	10%	4%	10%	*	-	*	-	-	7%	18%	-	10%	*	5%	21%	-	17%	-	-
	EL	29%	30%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	45%	38%	4%	0%	7%	13%	-	*	-	-	3%	10%	0%	5%	*	4%	-	-	13%	-	-
	Female	48%	41%	20%	14%	17%	*	-	*	-	-	20%	20%	*	21%	*	-	20%	-	-	-	-

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Reading	All Students	52%	45%	9%	6%	13%	*	-	*	-	-	8%	14%	*	10%	*	0%	38%	-	*	-	-
	CWD	24%	19%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-
	CWOD	56%	48%	10%	6%	13%	*	-	*	-	-	8%	20%	-	10%	*	0%	38%	-	*	-	-
	EL	31%	33%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	47%	41%	0%	0%	0%	*	-	*	-	-	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	56%	49%	38%	20%	*	-	-	*	-	-	40%	*	-	38%	*	-	38%	-	-	-	-
Mathematics	All Students	41%	33%	6%	0%	17%	*	-	-	-	-	0%	20%	*	8%	*	8%	*	-	*	-	-
	CWD	22%	17%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	*	-	-
	CWOD	44%	35%	8%	0%	17%	*	-	-	-	-	0%	*	-	8%	*	9%	*	-	*	-	-
	EL	29%	29%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	42%	34%	8%	0%	20%	*	-	-	-	-	0%	*	*	9%	*	8%	-	-	*	-	-
	Female	40%	33%	*	*	*	*	-	-	-	-	*	*	*	*	-	-	*	-	-	-	-
Science	All Students	46%	37%	8%	0%	0%	*	-	-	-	-	10%	*	*	9%	*	11%	*	-	*	-	-
	CWD	23%	17%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	49%	39%	9%	*	0%	*	-	-	-	-	11%	*	-	9%	*	14%	*	-	*	-	-
	EL	25%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	47%	37%	11%	*	*	*	-	-	-	-	14%	*	*	14%	-	11%	-	-	*	-	-
	Female	45%	36%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
SAT/ACT All Subjects	All Students	64%	56%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	43%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	56%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	18%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	60%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	60%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	17%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	*	0%	0%	-	0%	-	-
	CWD	9%	6%	0%	*	-	0%	-	-	-	-	*	*	0%	-	-	0%	*	-	*	-	-
	CWOD	24%	18%	0%	0%	0%	*	-	*	-	-	0%	0%	-	0%	*	0%	0%	-	0%	-	-
	EL	12%	12%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	21%	16%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	*	0%	-	-	0%	-	-
	Female	23%	18%	0%	0%	0%	*	-	*	-	-	0%	0%	*	0%	*	-	0%	-	-	-	-
Reading	All Students	25%	20%	0%	0%	0%	*	-	*	-	-	0%	0%	*	0%	*	0%	0%	-	*	-	-
	CWD	9%	6%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-
	CWOD	27%	21%	0%	0%	0%	*	-	*	-	-	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	13%	14%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	22%	17%	0%	0%	0%	*	-	*	-	-	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	28%	22%	0%	0%	*	-	-	*	-	-	0%	*	-	0%	*	-	0%	-	-	-	-

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Mathematics	All Students	20%	14%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	*	-	*	-	-
	CWD	9%	6%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	*	-	-
	CWOD	21%	16%	0%	0%	0%	*	-	-	-	-	0%	*	-	0%	*	0%	*	-	*	-	-
	EL	12%	12%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	21%	15%	0%	0%	0%	*	-	-	-	-	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	19%	13%	*	*	*	*	-	-	-	-	*	*	*	*	-	-	*	-	-	-	-
Science	All Students	20%	15%	0%	0%	0%	*	-	-	-	-	0%	*	*	0%	*	0%	*	-	*	-	-
	CWD	8%	5%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	22%	16%	0%	*	0%	*	-	-	-	-	0%	*	-	0%	*	0%	*	-	*	-	-
	EL	7%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	22%	15%	0%	*	*	*	-	-	-	-	0%	*	*	0%	-	0%	-	-	*	-	-
	Female	19%	14%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
SAT/ACT All Subjects	All Students	13%	8%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	11%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	8%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	11%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	10%	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)

	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	*	*	-	-	*	-	-	*	*	*
CWD	*	*	-	-	-	-	-	-	*	*	-
CWOD	*	*	*	-	-	*	-	-	*	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	*	*	-	-	-	-	-	-	*	*	-

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	*	*	*	-	-	*	-	-	*	-	*
<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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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	14	8	18	15	-	*	-	-	14	4	*
<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										
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N										
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	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										
<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**

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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	86%	73%	100%	100%	-	*	-	*	82%	100%	100%	84%	100%	84%	93%	-
	CWD	100%	*	*	100%	-	-	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	84%	70%	100%	*	-	*	-	*	80%	100%	-	84%	100%	81%	93%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	*	-
	Male	84%	70%	100%	100%	-	*	-	*	80%	100%	100%	81%	100%	84%	-	-
	Female	93%	86%	100%	*	-	*	-	-	90%	100%	*	93%	*	-	93%	-
<b>Reading</b>	All Students	83%	72%	100%	*	-	*	-	*	79%	100%	*	81%	100%	82%	88%	-
	CWD	*	*	*	*	-	-	-	-	*	*	*	-	*	*	-	-
	CWOD	81%	71%	100%	*	-	*	-	*	78%	100%	-	81%	*	79%	88%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	*	100%	*	*	-
	Male	82%	69%	100%	*	-	*	-	*	79%	*	*	79%	*	82%	-	-
	Female	88%	80%	*	-	-	*	-	-	80%	*	-	88%	*	-	88%	-
<b>Mathematics</b>	All Students	88%	71%	100%	*	-	-	-	-	82%	100%	*	85%	*	85%	*	-
		88%	71%	100%	*	-	-	-	-	82%	100%	*	85%	*	85%	*	-
	CWD	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-
		*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	85%	67%	100%	*	-	-	-	-	78%	*	-	85%	*	82%	*	-
		85%	67%	100%	*	-	-	-	-	78%	*	-	85%	*	82%	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
		*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	85%	67%	100%	*	-	-	-	-	78%	*	*	82%	*	85%	-	-
		85%	67%	100%	*	-	-	-	-	78%	*	*	82%	*	85%	-	-
	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
All Subjects	All Students	14%	27%	0%	0%	-	*	-	*	18%	0%	0%	16%	0%	16%	7%	-
	CWD	0%	*	*	0%	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	16%	30%	0%	*	-	*	-	*	20%	0%	-	16%	0%	19%	7%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	*	-
	Male	16%	30%	0%	0%	-	*	-	*	20%	0%	0%	19%	0%	16%	-	-
	Female	7%	14%	0%	*	-	*	-	-	10%	0%	*	7%	*	-	7%	-
Reading	All Students	17%	28%	0%	*	-	*	-	*	21%	0%	*	19%	0%	18%	12%	-
	CWD	*	*	*	*	-	-	-	-	*	*	*	-	*	*	-	-
	CWOD	19%	29%	0%	*	-	*	-	*	22%	0%	-	19%	*	21%	12%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-
	Male	18%	31%	0%	*	-	*	-	*	21%	*	*	21%	*	18%	-	-
	Female	12%	20%	*	-	-	*	-	-	20%	*	-	12%	*	-	12%	-
Mathematics	All Students	12%	29%	0%	*	-	-	-	-	18%	0%	*	15%	*	15%	*	-
	CWD	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	15%	33%	0%	*	-	-	-	-	22%	*	-	15%	*	18%	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	15%	33%	0%	*	-	-	-	-	22%	*	*	18%	*	15%	-	-
	Female	*	*	*	*	-	-	-	-	*	*	*	*	-	-	*	-
Science	All Students	8%	20%	0%	*	-	-	-	-	10%	*	*	9%	*	11%	*	-
	CWD	*	*	-	*	-	-	-	-	*	*	*	-	-	*	-	-
	CWOD	9%	*	0%	*	-	-	-	-	11%	*	-	9%	*	14%	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	11%	*	*	*	-	-	-	-	14%	*	*	14%	-	11%	-	-
	Female	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<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	41	20	16	3	0	2	0	0	4		
	Female	31	13	13	3	0	1	0	1	11		
	Total	72	33	29	6	0	3	0	1	15		
<b>Expulsions</b>												
With Educational Services	Male	3	0	1	2	0	0	0	0	1		
	Female	2	1	0	1	0	0	0	0	0		
	Total	5	1	1	3	0	0	0	0	1		
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	2	0	2	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	11	4	5	2	0	0	0	0	8		12
	Female	0	0	0	0	0	0	0	0	0		3
	Total	11	4	5	2	0	0	0	0	8		15
<b>Expulsions</b>												
With Educational Services	Male	1	0	0	1	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	0	1	0	0	0	0	0		1
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	247	119	94	26	1	4	-8	3	35	54	-8
	Female	113	44	57	10	-8	-8	-8	2	21	9	-8
	Total	360	163	151	36	1	4	-8	5	56	63	-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	20
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	1
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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	10.0%
Teachers Teaching with Emergency or Provisional Credentials	2.0	6.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.3	1.0%

- 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%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	35%	37%	40%	24%	*	*	-	*	37%	47%	71%

- 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 and 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%	72%	8%	*	7%	*	-	*	-	*	14%	0%	-	8%	8%	3%	17%	-	20%	-	-
	CWD	47%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	83%	77%	8%	*	7%	*	-	*	-	*	14%	0%	-	8%	8%	3%	17%	-	20%	-	-
	EL	63%	64%	8%	*	7%	*	-	*	-	*	14%	0%	-	8%	8%	3%	17%	-	20%	-	-
	Male	75%	67%	3%	*	4%	-	-	*	-	*	5%	0%	-	3%	3%	3%	-	-	*	-	-
	Female	83%	79%	17%	-	13%	*	-	*	-	-	30%	0%	-	17%	17%	-	17%	-	*	-	-
Mathematics	All Students	60%	54%	35%	*	30%	*	-	*	-	*	34%	35%	-	35%	35%	32%	39%	-	60%	-	-
	CWD	36%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	63%	57%	35%	*	30%	*	-	*	-	*	34%	35%	-	35%	35%	32%	39%	-	60%	-	-
	EL	45%	48%	35%	*	30%	*	-	*	-	*	34%	35%	-	35%	35%	32%	39%	-	60%	-	-
	Male	60%	54%	32%	*	26%	-	-	*	-	*	26%	42%	-	32%	32%	32%	-	-	*	-	-
	Female	59%	53%	39%	-	38%	*	-	*	-	-	50%	25%	-	39%	39%	-	39%	-	*	-	-
Grade 8																						
Reading	All Students	82%	77%	10%	-	9%	*	-	*	-	-	7%	18%	-	10%	10%	0%	19%	-	*	-	-
	CWD	50%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	81%	10%	-	9%	*	-	*	-	-	7%	18%	-	10%	10%	0%	19%	-	*	-	-
	EL	65%	66%	10%	-	9%	*	-	*	-	-	7%	18%	-	10%	10%	0%	19%	-	*	-	-
	Male	78%	72%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	-	-	-	-	-
	Female	86%	82%	19%	-	16%	-	-	*	-	-	13%	40%	-	19%	19%	-	19%	-	*	-	-
Mathematics	All Students	70%	63%	42%	-	36%	*	-	*	-	-	52%	18%	-	42%	42%	17%	65%	-	*	-	-
	CWD	40%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	67%	42%	-	36%	*	-	*	-	-	52%	18%	-	42%	42%	17%	65%	-	*	-	-
	EL	57%	57%	42%	-	36%	*	-	*	-	-	52%	18%	-	42%	42%	17%	65%	-	*	-	-
	Male	68%	61%	17%	-	7%	*	-	*	-	-	25%	0%	-	17%	17%	17%	-	-	-	-	-
	Female	72%	65%	65%	-	61%	-	-	*	-	-	73%	40%	-	65%	65%	-	65%	-	*	-	-
Science	All Students	73%	64%	8%	-	3%	*	-	*	-	-	11%	0%	-	8%	8%	6%	10%	-	*	-	-
	CWD	42%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	68%	8%	-	3%	*	-	*	-	-	11%	0%	-	8%	8%	6%	10%	-	*	-	-
	EL	54%	53%	8%	-	3%	*	-	*	-	-	11%	0%	-	8%	8%	6%	10%	-	*	-	-
	Male	73%	64%	6%	-	0%	*	-	*	-	-	8%	0%	-	6%	6%	6%	-	-	-	-	-
	Female	73%	65%	10%	-	5%	-	-	*	-	-	13%	0%	-	10%	10%	-	10%	-	*	-	-
End of Course																						
English I	All Students	64%	57%	5%	-	4%	*	-	*	-	-	5%	0%	-	5%	5%	2%	9%	-	4%	-	-
	CWD	29%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	68%	61%	5%	-	4%	*	-	*	-	-	5%	0%	-	5%	5%	2%	9%	-	4%	-	-
	EL	38%	40%	5%	-	4%	*	-	*	-	-	5%	0%	-	5%	5%	2%	9%	-	4%	-	-
	Male	58%	51%	2%	-	2%	*	-	*	-	-	2%	*	-	2%	2%	2%	-	-	0%	-	-
	Female	70%	64%	9%	-	6%	-	-	*	-	-	9%	*	-	9%	9%	-	9%	-	14%	-	-



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English II	All Students	71%	63%	12%	-	0%	-	-	*	-	-	13%	*	-	12%	13%	11%	13%	-	-	-	-
	CWD	33%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	76%	68%	12%	-	0%	-	-	*	-	-	13%	*	-	12%	13%	11%	13%	-	-	-	-
	EL	43%	40%	13%	-	0%	-	-	*	-	-	13%	-	-	13%	13%	11%	13%	-	-	-	-
	Male	65%	58%	11%	-	0%	-	-	*	-	-	13%	-	-	11%	11%	11%	-	-	-	-	-
	Female	77%	69%	13%	-	0%	-	-	*	-	-	13%	-	-	13%	13%	-	13%	-	-	-	-
Algebra I	All Students	74%	66%	49%	-	50%	*	-	*	-	-	51%	33%	-	49%	49%	44%	57%	-	50%	-	-
	CWD	46%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	70%	49%	-	50%	*	-	*	-	-	51%	33%	-	49%	49%	44%	57%	-	50%	-	-
	EL	64%	64%	49%	-	50%	*	-	*	-	-	51%	33%	-	49%	49%	44%	57%	-	50%	-	-
	Male	71%	63%	44%	-	47%	*	-	*	-	-	45%	*	-	44%	44%	44%	-	-	67%	-	-
	Female	78%	70%	57%	-	55%	-	-	*	-	-	60%	*	-	57%	57%	-	57%	-	20%	-	-
Biology	All Students	82%	75%	56%	-	50%	*	-	*	-	*	54%	*	-	56%	56%	50%	62%	-	50%	-	-
	CWD	57%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	79%	56%	-	50%	*	-	*	-	*	54%	*	-	56%	56%	50%	62%	-	50%	-	-
	EL	66%	64%	56%	-	50%	*	-	*	-	*	54%	*	-	56%	56%	50%	62%	-	50%	-	-
	Male	80%	72%	50%	-	46%	*	-	*	-	-	50%	-	-	50%	50%	50%	-	-	*	-	-
	Female	85%	77%	62%	-	53%	*	-	*	-	*	58%	*	-	62%	62%	-	62%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 7																						
Reading	All Students	55%	48%	2%	*	2%	*	-	*	-	*	3%	0%	-	2%	2%	0%	6%	-	0%	-	-
	CWD	25%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	52%	2%	*	2%	*	-	*	-	*	3%	0%	-	2%	2%	0%	6%	-	0%	-	-
	EL	33%	37%	2%	*	2%	*	-	*	-	*	3%	0%	-	2%	2%	0%	6%	-	0%	-	-
	Male	50%	43%	0%	*	0%	-	-	*	-	*	0%	0%	-	0%	0%	0%	-	-	*	-	-
	Female	60%	54%	6%	-	6%	*	-	*	-	-	10%	0%	-	6%	6%	-	6%	-	*	-	-
Mathematics	All Students	30%	27%	8%	*	5%	*	-	*	-	*	7%	10%	-	8%	8%	10%	6%	-	0%	-	-
	CWD	18%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	32%	29%	8%	*	5%	*	-	*	-	*	7%	10%	-	8%	8%	10%	6%	-	0%	-	-
	EL	17%	22%	8%	*	5%	*	-	*	-	*	7%	10%	-	8%	8%	10%	6%	-	0%	-	-
	Male	31%	27%	10%	*	7%	-	-	*	-	*	5%	17%	-	10%	10%	10%	-	-	*	-	-
	Female	29%	27%	6%	-	0%	*	-	*	-	-	10%	0%	-	6%	6%	-	6%	-	*	-	-
Grade 8																						
Reading	All Students	57%	51%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	CWD	25%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	54%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	33%	36%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	Male	51%	46%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	-	-	-	-	-
	Female	63%	57%	0%	-	0%	-	-	*	-	-	0%	0%	-	0%	0%	-	0%	-	*	-	-

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Mathematics	All Students	39%	27%	11%	-	9%	*	-	*	-	-	15%	0%	-	11%	11%	6%	15%	-	*	-	-
	CWD	20%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	41%	28%	11%	-	9%	*	-	*	-	-	15%	0%	-	11%	11%	6%	15%	-	*	-	-
	EL	24%	21%	11%	-	9%	*	-	*	-	-	15%	0%	-	11%	11%	6%	15%	-	*	-	-
	Male	38%	27%	6%	-	0%	*	-	*	-	-	8%	0%	-	6%	6%	6%	-	-	-	-	-
	Female	40%	28%	15%	-	17%	-	-	*	-	-	20%	0%	-	15%	15%	-	15%	-	*	-	-
Science	All Students	44%	36%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	CWD	22%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	47%	38%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	23%	24%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	Male	45%	37%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	-	-	-	-	-
	Female	42%	34%	0%	-	0%	-	-	*	-	-	0%	0%	-	0%	0%	-	0%	-	*	-	-
End of Course																						
English I	All Students	46%	39%	1%	-	0%	*	-	*	-	-	1%	0%	-	1%	1%	0%	3%	-	0%	-	-
	CWD	17%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	42%	1%	-	0%	*	-	*	-	-	1%	0%	-	1%	1%	0%	3%	-	0%	-	-
	EL	19%	21%	1%	-	0%	*	-	*	-	-	1%	0%	-	1%	1%	0%	3%	-	0%	-	-
	Male	40%	33%	0%	-	0%	*	-	*	-	-	0%	*	-	0%	0%	0%	-	-	0%	-	-
	Female	53%	45%	3%	-	0%	-	-	*	-	-	3%	*	-	3%	3%	-	3%	-	0%	-	-
English II	All Students	54%	47%	6%	-	0%	-	-	*	-	-	6%	*	-	6%	6%	0%	13%	-	-	-	-
	CWD	21%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	51%	6%	-	0%	-	-	*	-	-	6%	*	-	6%	6%	0%	13%	-	-	-	-
	EL	22%	22%	6%	-	0%	-	-	*	-	-	6%	-	-	6%	6%	0%	13%	-	-	-	-
	Male	48%	41%	0%	-	0%	-	-	*	-	-	0%	-	-	0%	0%	0%	-	-	-	-	-
	Female	62%	53%	13%	-	0%	-	-	*	-	-	13%	-	-	13%	13%	-	13%	-	-	-	-
Algebra I	All Students	42%	35%	13%	-	12%	*	-	*	-	-	10%	33%	-	13%	13%	13%	13%	-	14%	-	-
	CWD	19%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	37%	13%	-	12%	*	-	*	-	-	10%	33%	-	13%	13%	13%	13%	-	14%	-	-
	EL	28%	30%	13%	-	12%	*	-	*	-	-	10%	33%	-	13%	13%	13%	13%	-	14%	-	-
	Male	40%	32%	13%	-	13%	*	-	*	-	-	10%	*	-	13%	13%	13%	-	-	22%	-	-
	Female	45%	37%	13%	-	9%	-	-	*	-	-	10%	*	-	13%	13%	-	13%	-	0%	-	-
Biology	All Students	54%	43%	13%	-	7%	*	-	*	-	*	14%	*	-	13%	13%	17%	10%	-	0%	-	-
	CWD	25%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	46%	13%	-	7%	*	-	*	-	*	14%	*	-	13%	13%	17%	10%	-	0%	-	-
	EL	26%	28%	13%	-	7%	*	-	*	-	*	14%	*	-	13%	13%	17%	10%	-	0%	-	-
	Male	52%	41%	17%	-	8%	*	-	*	-	-	17%	-	-	17%	17%	17%	-	-	*	-	-
	Female	56%	45%	10%	-	6%	*	-	*	-	*	11%	*	-	10%	10%	-	10%	-	*	-	-

STAAR Percent at Masters Grade Level  
Grade 7

Texas Education Agency  
2022 Federal Report Card  
NEWCOMER CENTER (220901008) - ARLINGTON ISD - TARRANT 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%	32%	0%	*	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	-
	CWD	11%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	35%	0%	*	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	-
	EL	17%	21%	0%	*	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	-
	Male	32%	27%	0%	*	0%	-	-	*	-	*	0%	0%	-	0%	0%	0%	-	*	-	-	-
	Female	41%	36%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	-	0%	-	*	-	-
Mathematics	All Students	13%	11%	4%	*	2%	*	-	*	-	*	0%	10%	-	4%	4%	6%	0%	-	0%	-	-
	CWD	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	14%	12%	4%	*	2%	*	-	*	-	*	0%	10%	-	4%	4%	6%	0%	-	0%	-	-
	EL	6%	7%	4%	*	2%	*	-	*	-	*	0%	10%	-	4%	4%	6%	0%	-	0%	-	-
	Male	13%	12%	6%	*	4%	-	-	*	-	*	0%	17%	-	6%	6%	6%	-	-	*	-	-
	Female	12%	10%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	-	0%	-	*	-	-
Grade 8																						
Reading	All Students	37%	31%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	CWD	11%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	34%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	16%	18%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	Male	31%	27%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	-	-	-	-	-
	Female	42%	36%	0%	-	0%	-	-	*	-	-	0%	0%	-	0%	0%	-	0%	-	*	-	-
Mathematics	All Students	14%	7%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	CWD	8%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	15%	7%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	6%	4%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	Male	14%	7%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	-	-	-	-	-
	Female	14%	6%	0%	-	0%	-	-	*	-	-	0%	0%	-	0%	0%	-	0%	-	*	-	-
Science	All Students	23%	17%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	CWD	9%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	18%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	8%	9%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	Male	24%	18%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	-	-	-	-	-
	Female	21%	16%	0%	-	0%	-	-	*	-	-	0%	0%	-	0%	0%	-	0%	-	*	-	-
End of Course																						
English I	All Students	10%	7%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	0%	-	-
	CWD	4%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	11%	8%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	0%	-	-
	EL	1%	1%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	0%	-	-
	Male	8%	6%	0%	-	0%	*	-	*	-	-	0%	*	-	0%	0%	0%	-	-	0%	-	-
	Female	13%	9%	0%	-	0%	-	-	*	-	-	0%	*	-	0%	0%	-	0%	-	0%	-	-

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	9%	6%	0%	-	0%	-	-	*	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	CWD	5%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	9%	7%	0%	-	0%	-	-	*	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	EL	1%	1%	0%	-	0%	-	-	*	-	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
	Male	7%	5%	0%	-	0%	-	-	*	-	-	0%	-	-	0%	0%	0%	-	-	-	-	-
	Female	11%	9%	0%	-	0%	-	-	*	-	-	0%	-	-	0%	0%	-	0%	-	-	-	-
Algebra I	All Students	26%	21%	9%	-	8%	*	-	*	-	-	8%	17%	-	9%	9%	13%	4%	-	14%	-	-
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	29%	23%	9%	-	8%	*	-	*	-	-	8%	17%	-	9%	9%	13%	4%	-	14%	-	-
	EL	14%	16%	9%	-	8%	*	-	*	-	-	8%	17%	-	9%	9%	13%	4%	-	14%	-	-
	Male	25%	20%	13%	-	13%	*	-	*	-	-	10%	*	-	13%	13%	13%	-	-	22%	-	-
	Female	28%	22%	4%	-	0%	-	-	*	-	-	5%	*	-	4%	4%	-	4%	-	0%	-	-
Biology	All Students	21%	15%	3%	-	0%	*	-	*	-	*	3%	*	-	3%	3%	0%	5%	-	0%	-	-
	CWD	7%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	17%	3%	-	0%	*	-	*	-	*	3%	*	-	3%	3%	0%	5%	-	0%	-	-
	EL	5%	6%	3%	-	0%	*	-	*	-	*	3%	*	-	3%	3%	0%	5%	-	0%	-	-
	Male	21%	15%	0%	-	0%	*	-	*	-	-	0%	-	-	0%	0%	0%	-	-	*	-	-
	Female	21%	16%	5%	-	0%	*	-	*	-	*	5%	*	-	5%	5%	-	5%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	24%	*	21%	29%	-	52%	-	*	26%	17%	-	24%	24%	18%	32%	-	27%	-	-
	CWD	44%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	70%	24%	*	21%	29%	-	52%	-	*	26%	17%	-	24%	24%	18%	32%	-	27%	-	-
	EL	59%	58%	24%	*	21%	29%	-	52%	-	*	26%	17%	-	24%	24%	18%	32%	-	27%	-	-
	Male	71%	63%	18%	*	15%	27%	-	29%	-	*	19%	13%	-	18%	18%	18%	-	-	25%	-	-
	Female	75%	68%	32%	-	28%	*	-	79%	-	*	34%	23%	-	32%	32%	-	32%	-	29%	-	-
Reading	All Students	74%	67%	7%	*	5%	0%	-	36%	-	*	8%	5%	-	7%	7%	3%	13%	-	6%	-	-
	CWD	43%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	72%	7%	*	5%	0%	-	36%	-	*	8%	5%	-	7%	7%	3%	13%	-	6%	-	-
	EL	57%	57%	7%	*	5%	0%	-	36%	-	*	8%	5%	-	7%	7%	3%	13%	-	6%	-	-
	Male	70%	63%	3%	*	2%	0%	-	13%	-	*	3%	0%	-	3%	3%	3%	-	-	0%	-	-
	Female	78%	73%	13%	-	9%	*	-	67%	-	-	14%	13%	-	13%	13%	-	13%	-	18%	-	-
Mathematics	All Students	71%	64%	42%	*	40%	*	-	67%	-	*	47%	30%	-	42%	42%	33%	54%	-	52%	-	-
	CWD	44%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	67%	42%	*	40%	*	-	67%	-	*	47%	30%	-	42%	42%	33%	54%	-	52%	-	-
	EL	61%	61%	42%	*	40%	*	-	67%	-	*	47%	30%	-	42%	42%	33%	54%	-	52%	-	-
	Male	71%	63%	33%	*	31%	*	-	40%	-	*	35%	29%	-	33%	33%	33%	-	-	67%	-	-
	Female	71%	64%	54%	-	52%	*	-	*	-	-	62%	31%	-	54%	54%	-	54%	-	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
Science	All Students	74%	66%	32%	-	25%	60%	-	63%	-	*	35%	15%	-	32%	32%	28%	36%	-	38%	-	-
	CWD	47%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	69%	32%	-	25%	60%	-	63%	-	*	35%	15%	-	32%	32%	28%	36%	-	38%	-	-
	EL	58%	56%	32%	-	25%	60%	-	63%	-	*	35%	15%	-	32%	32%	28%	36%	-	38%	-	-
	Male	74%	65%	28%	-	21%	*	-	*	-	-	33%	0%	-	28%	28%	28%	-	-	*	-	-
	Female	75%	66%	36%	-	28%	*	-	*	-	*	37%	29%	-	36%	36%	-	36%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	6%	*	4%	7%	-	23%	-	*	6%	5%	-	6%	6%	5%	6%	-	5%	-	-
	CWD	23%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	42%	6%	*	4%	7%	-	23%	-	*	6%	5%	-	6%	6%	5%	6%	-	5%	-	-
	EL	29%	30%	6%	*	4%	7%	-	23%	-	*	6%	5%	-	6%	6%	5%	6%	-	5%	-	-
	Male	45%	38%	5%	*	4%	9%	-	12%	-	*	4%	6%	-	5%	5%	5%	-	-	6%	-	-
	Female	48%	41%	6%	-	4%	*	-	36%	-	*	8%	3%	-	6%	6%	-	6%	-	4%	-	-
Reading	All Students	52%	45%	2%	*	1%	0%	-	14%	-	*	2%	0%	-	2%	2%	0%	4%	-	0%	-	-
	CWD	24%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	56%	48%	2%	*	1%	0%	-	14%	-	*	2%	0%	-	2%	2%	0%	4%	-	0%	-	-
	EL	31%	33%	2%	*	1%	0%	-	14%	-	*	2%	0%	-	2%	2%	0%	4%	-	0%	-	-
	Male	47%	41%	0%	*	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	-	-	0%	-	-
	Female	56%	49%	4%	-	1%	*	-	33%	-	-	5%	0%	-	4%	4%	-	4%	-	0%	-	-
Mathematics	All Students	41%	33%	11%	*	9%	*	-	33%	-	*	10%	11%	-	11%	11%	10%	11%	-	14%	-	-
	CWD	22%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	44%	35%	11%	*	9%	*	-	33%	-	*	10%	11%	-	11%	11%	10%	11%	-	14%	-	-
	EL	29%	29%	11%	*	9%	*	-	33%	-	*	10%	11%	-	11%	11%	10%	11%	-	14%	-	-
	Male	42%	34%	10%	*	8%	*	-	20%	-	*	8%	14%	-	10%	10%	10%	-	-	17%	-	-
	Female	40%	33%	11%	-	9%	*	-	*	-	-	13%	6%	-	11%	11%	-	11%	-	11%	-	-
Science	All Students	46%	37%	6%	-	3%	20%	-	25%	-	*	8%	0%	-	6%	6%	8%	5%	-	0%	-	-
	CWD	23%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	49%	39%	6%	-	3%	20%	-	25%	-	*	8%	0%	-	6%	6%	8%	5%	-	0%	-	-
	EL	25%	25%	6%	-	3%	20%	-	25%	-	*	8%	0%	-	6%	6%	8%	5%	-	0%	-	-
	Male	47%	37%	8%	-	4%	*	-	*	-	-	10%	0%	-	8%	8%	8%	-	-	*	-	-
	Female	45%	36%	5%	-	3%	*	-	*	-	*	6%	0%	-	5%	5%	-	5%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	17%	2%	*	1%	0%	-	6%	-	*	2%	3%	-	2%	2%	3%	1%	-	3%	-	-
	CWD	9%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	18%	2%	*	1%	0%	-	6%	-	*	2%	3%	-	2%	2%	3%	1%	-	3%	-	-
	EL	12%	12%	2%	*	1%	0%	-	6%	-	*	2%	3%	-	2%	2%	3%	1%	-	3%	-	-
	Male	21%	16%	3%	*	3%	0%	-	0%	-	*	2%	6%	-	3%	3%	3%	-	-	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
All Subjects	Female	23%	18%	1%	-	0%	*	-	14%	-	*	1%	0%	-	1%	1%	-	1%	-	0%	-	-
Reading	All Students	25%	20%	0%	*	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	-
	CWD	9%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	27%	21%	0%	*	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	-
	EL	13%	14%	0%	*	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	-
	Male	22%	17%	0%	*	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	-	-	0%	-	-
	Female	28%	22%	0%	-	0%	*	-	0%	-	-	0%	0%	-	0%	0%	-	0%	-	0%	-	-
Mathematics	All Students	20%	14%	5%	*	4%	*	-	11%	-	*	4%	8%	-	5%	5%	7%	2%	-	10%	-	-
	CWD	9%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	21%	16%	5%	*	4%	*	-	11%	-	*	4%	8%	-	5%	5%	7%	2%	-	10%	-	-
	EL	12%	12%	5%	*	4%	*	-	11%	-	*	4%	8%	-	5%	5%	7%	2%	-	10%	-	-
	Male	21%	15%	7%	*	7%	*	-	0%	-	*	5%	14%	-	7%	7%	7%	-	-	17%	-	-
	Female	19%	13%	2%	-	0%	*	-	*	-	-	2%	0%	-	2%	2%	-	2%	-	0%	-	-
Science	All Students	20%	15%	1%	-	0%	0%	-	13%	-	*	2%	0%	-	1%	1%	0%	2%	-	0%	-	-
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	16%	1%	-	0%	0%	-	13%	-	*	2%	0%	-	1%	1%	0%	2%	-	0%	-	-
	EL	7%	8%	1%	-	0%	0%	-	13%	-	*	2%	0%	-	1%	1%	0%	2%	-	0%	-	-
	Male	22%	15%	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	-	-	*	-	-
	Female	19%	14%	2%	-	0%	*	-	*	-	*	3%	0%	-	2%	2%	-	2%	-	*	-	-

- 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	-	67	*	-	100	-	-	76	-	77
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	77	-	67	*	-	100	-	-	76	-	77
EL ◇	77	-	67	*	-	100	-	-	76	-	77

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	85	-	75	*	-	*	-	-	83	-	85
Female	67	-	57	-	-	*	-	-	67	-	67
<b>Mathematics</b>											
All Students	74	-	71	*	-	*	-	-	76	-	74
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	74	-	71	*	-	*	-	-	76	-	74
EL ◇	74	-	71	*	-	*	-	-	76	-	74
Male	82	-	86	*	-	*	-	-	80	-	82
Female	68	-	63	-	-	*	-	-	73	-	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.

	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
207	2	1%

- 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	11	*	9	12	-	27	-	*	11	-	11
<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%



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

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

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 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	13	0	11	2	0	0	0	0	13		
	Female	3	0	3	0	0	0	0	0	3		
	Total	16	0	14	2	0	0	0	0	16		
<b>Out-of-School Suspensions</b>												
	Male	20	0	16	3	0	1	0	0	20		
	Female	2	0	2	0	0	0	0	0	1		
	Total	22	0	18	3	0	1	0	0	21		
<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	23	-8	17	4	-8	2	-8	-8	23	-8	-8
	Female	15	-8	15	-8	-8	-8	-8	-8	15	-8	-8
	Total	38	-8	32	4	-8	2	-8	-8	38	-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	-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		0.0 -
Teachers Teaching with Emergency or Provisional Credentials		3.0 12.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		1.5 6.0%

- 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%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.



State Level: 2019 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: 2019 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: 2019 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	15%	*	17%	20%	-	0%	-	*	12%	-	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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**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 and 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%	57%	61%	57%	59%	62%	*	78%	*	61%	59%	64%	26%	66%	48%	58%	64%	-	31%	*	*
	CWD	29%	21%	26%	22%	30%	21%	-	*	-	*	24%	29%	26%	-	22%	30%	17%	-	20%	-	-
	CWOD	68%	61%	66%	64%	63%	73%	*	79%	*	65%	64%	72%	-	66%	53%	64%	70%	-	36%	*	*
	EL	38%	40%	48%	*	45%	40%	-	58%	-	*	47%	56%	22%	53%	48%	50%	47%	-	-	-	*
	Male	58%	51%	58%	52%	57%	59%	*	84%	*	45%	55%	65%	30%	64%	50%	58%	-	-	13%	*	*
	Female	70%	64%	64%	64%	61%	65%	-	69%	-	86%	65%	62%	17%	70%	47%	-	64%	-	50%	-	*
English II	All Students	71%	63%	68%	71%	63%	72%	*	71%	*	71%	66%	73%	36%	73%	42%	64%	73%	-	*	*	60%
	CWD	33%	24%	36%	45%	19%	43%	-	*	-	-	33%	40%	36%	-	20%	34%	40%	-	-	-	*
	CWOD	76%	68%	73%	75%	68%	81%	*	73%	*	71%	70%	78%	-	73%	44%	69%	77%	-	*	*	*
	EL	43%	40%	42%	*	39%	40%	-	42%	-	-	43%	36%	20%	44%	42%	37%	48%	-	-	-	*
	Male	65%	58%	64%	66%	60%	65%	*	69%	*	*	63%	66%	34%	69%	37%	64%	-	-	-	*	*
	Female	77%	69%	73%	76%	67%	81%	-	72%	-	*	68%	82%	40%	77%	48%	-	73%	-	*	-	*
Algebra I	All Students	74%	66%	65%	60%	70%	58%	*	79%	*	85%	64%	68%	38%	70%	70%	63%	68%	-	23%	-	*
	CWD	46%	30%	38%	31%	55%	23%	-	*	-	*	33%	45%	38%	-	47%	35%	45%	-	40%	-	-
	CWOD	78%	70%	70%	66%	73%	69%	*	81%	*	83%	69%	75%	-	70%	75%	70%	71%	-	13%	-	*
	EL	64%	64%	70%	*	75%	57%	-	68%	-	*	72%	60%	47%	75%	70%	67%	74%	-	-	-	*
	Male	71%	63%	63%	53%	75%	48%	*	85%	*	88%	59%	70%	35%	70%	67%	63%	-	-	29%	-	*
	Female	78%	70%	68%	70%	66%	70%	-	67%	*	80%	70%	63%	45%	71%	74%	-	68%	-	17%	-	*
Biology	All Students	82%	75%	75%	74%	75%	64%	*	89%	*	88%	74%	78%	49%	79%	72%	72%	79%	-	57%	*	*
	CWD	57%	43%	49%	57%	52%	27%	-	*	-	*	45%	54%	49%	-	38%	46%	55%	-	60%	-	-
	CWOD	86%	79%	79%	76%	79%	78%	*	90%	*	93%	78%	84%	-	79%	79%	78%	81%	-	56%	*	*
	EL	66%	64%	72%	80%	72%	54%	-	78%	-	*	71%	76%	38%	79%	72%	63%	81%	-	-	-	*
	Male	80%	72%	72%	71%	73%	55%	*	86%	*	80%	70%	75%	46%	78%	63%	72%	-	-	50%	*	*
	Female	85%	77%	79%	77%	77%	74%	-	93%	*	100%	78%	81%	55%	81%	81%	-	79%	-	67%	-	*
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	46%	39%	40%	34%	37%	46%	*	56%	*	50%	38%	43%	21%	43%	23%	35%	46%	-	25%	*	*
	CWD	17%	11%	21%	19%	26%	7%	-	*	-	*	20%	23%	21%	-	17%	23%	17%	-	20%	-	-
	CWOD	50%	42%	43%	38%	39%	57%	*	56%	*	53%	41%	48%	-	43%	25%	38%	49%	-	27%	*	*
	EL	19%	21%	23%	*	23%	27%	-	18%	-	*	24%	22%	17%	25%	23%	22%	25%	-	-	-	*
	Male	40%	33%	35%	26%	33%	38%	*	63%	*	45%	34%	37%	23%	38%	22%	35%	-	-	13%	*	*
	Female	53%	45%	46%	45%	41%	58%	-	46%	-	57%	44%	51%	17%	49%	25%	-	46%	-	38%	-	*
English II	All Students	54%	47%	53%	53%	48%	63%	*	60%	*	71%	49%	60%	23%	57%	26%	51%	56%	-	*	*	60%
	CWD	21%	14%	23%	21%	13%	43%	-	*	-	-	22%	24%	23%	-	20%	24%	20%	-	-	-	*
	CWOD	59%	51%	57%	58%	51%	70%	*	62%	*	71%	53%	66%	-	57%	27%	55%	60%	-	*	*	*
	EL	22%	22%	26%	*	25%	20%	-	30%	-	-	27%	23%	20%	27%	26%	28%	24%	-	-	-	*
	Male	48%	41%	51%	47%	50%	58%	*	61%	*	*	49%	53%	24%	55%	28%	51%	-	-	-	*	*
	Female	62%	53%	56%	60%	45%	69%	-	59%	-	*	49%	68%	20%	60%	24%	-	56%	-	*	-	*

Texas Education Agency  
2022 Federal Report Card  
SEGUIN H S (220901009) - ARLINGTON ISD - TARRANT 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
Algebra I	All Students	42%	35%	26%	23%	27%	25%	*	41%	*	23%	24%	32%	23%	27%	31%	27%	26%	-	8%	-	*
	CWD	19%	11%	23%	20%	25%	23%	-	*	-	*	17%	31%	23%	-	18%	20%	27%	-	0%	-	-
	CWOD	45%	37%	27%	24%	28%	26%	*	41%	*	25%	25%	32%	-	27%	34%	28%	25%	-	13%	-	*
	EL	28%	30%	31%	*	32%	14%	-	37%	-	*	32%	27%	18%	34%	31%	31%	30%	-	-	-	*
	Male	40%	32%	27%	22%	29%	21%	*	45%	*	38%	24%	34%	20%	28%	31%	27%	-	-	0%	-	*
	Female	45%	37%	26%	25%	26%	30%	-	33%	*	0%	25%	28%	27%	25%	30%	-	26%	-	17%	-	*
Biology	All Students	54%	43%	40%	34%	41%	45%	*	66%	*	44%	39%	44%	22%	44%	31%	41%	40%	-	14%	*	*
	CWD	25%	14%	22%	14%	29%	20%	-	*	-	*	20%	25%	22%	-	19%	24%	18%	-	20%	-	-
	CWOD	57%	46%	44%	37%	43%	54%	*	66%	*	47%	41%	49%	-	44%	34%	45%	42%	-	11%	*	*
	EL	26%	28%	31%	60%	30%	23%	-	35%	-	*	33%	24%	19%	34%	31%	33%	30%	-	-	-	*
	Male	52%	41%	41%	31%	44%	38%	*	69%	*	50%	40%	43%	24%	45%	33%	41%	-	-	13%	*	*
	Female	56%	45%	40%	36%	37%	52%	-	60%	*	33%	38%	46%	18%	42%	30%	-	40%	-	17%	-	*
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	10%	7%	6%	2%	4%	8%	*	22%	*	11%	5%	9%	3%	6%	2%	6%	6%	-	0%	*	*
	CWD	4%	2%	3%	0%	9%	0%	-	*	-	*	4%	0%	3%	-	0%	4%	0%	-	0%	-	-
	CWOD	11%	8%	6%	2%	3%	10%	*	23%	*	12%	5%	11%	-	6%	2%	7%	6%	-	0%	*	*
	EL	1%	1%	2%	*	0%	0%	-	6%	-	*	2%	0%	0%	2%	2%	1%	2%	-	-	-	*
	Male	8%	6%	6%	2%	6%	5%	*	18%	*	9%	7%	5%	4%	7%	1%	6%	-	-	0%	*	*
	Female	13%	9%	6%	1%	1%	12%	-	27%	-	14%	2%	13%	0%	6%	2%	-	6%	-	0%	-	*
English II	All Students	9%	6%	7%	5%	6%	11%	*	12%	*	0%	6%	9%	8%	7%	1%	6%	9%	-	*	*	0%
	CWD	5%	2%	8%	3%	6%	21%	-	*	-	-	6%	12%	8%	-	10%	10%	5%	-	-	-	*
	CWOD	9%	7%	7%	6%	6%	7%	*	13%	*	0%	6%	8%	-	7%	0%	5%	9%	-	*	*	*
	EL	1%	1%	1%	*	2%	0%	-	0%	-	-	1%	0%	10%	0%	1%	2%	0%	-	-	-	*
	Male	7%	5%	6%	2%	7%	6%	*	14%	*	*	5%	6%	10%	5%	2%	6%	-	-	-	*	*
	Female	11%	9%	9%	9%	5%	15%	-	10%	-	*	7%	11%	5%	9%	0%	-	9%	-	*	-	*
Algebra I	All Students	26%	21%	12%	7%	15%	12%	*	17%	*	23%	11%	12%	8%	12%	14%	12%	11%	-	8%	-	*
	CWD	8%	5%	8%	6%	20%	0%	-	*	-	*	10%	7%	8%	-	6%	8%	9%	-	0%	-	-
	CWOD	29%	23%	12%	7%	15%	15%	*	19%	*	25%	12%	14%	-	12%	16%	13%	12%	-	13%	-	*
	EL	14%	16%	14%	*	14%	14%	-	11%	-	*	14%	13%	6%	16%	14%	15%	13%	-	-	-	*
	Male	25%	20%	12%	6%	17%	7%	*	20%	*	38%	12%	13%	8%	13%	15%	12%	-	-	0%	-	*
	Female	28%	22%	11%	8%	14%	17%	-	11%	*	0%	11%	11%	9%	12%	13%	-	11%	-	17%	-	*
Biology	All Students	21%	15%	12%	8%	10%	13%	*	32%	*	25%	12%	11%	4%	13%	11%	12%	12%	-	0%	*	*
	CWD	7%	4%	4%	4%	5%	7%	-	*	-	*	5%	4%	4%	-	6%	4%	5%	-	0%	-	-
	CWOD	22%	17%	13%	9%	11%	15%	*	34%	*	27%	13%	13%	-	13%	13%	14%	12%	-	0%	*	*
	EL	5%	6%	11%	20%	6%	15%	-	22%	-	*	13%	6%	6%	13%	11%	12%	11%	-	-	-	*
	Male	21%	15%	12%	6%	11%	14%	*	31%	*	30%	13%	10%	4%	14%	12%	12%	-	-	0%	*	*
	Female	21%	16%	12%	11%	8%	11%	-	33%	*	17%	11%	14%	5%	12%	11%	-	12%	-	0%	-	*
STAAR Percent at Approaches Grade Level or Above																						



Texas Education Agency  
2022 Federal Report Card  
SEGUIN H S (220901009) - ARLINGTON ISD - TARRANT 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%	66%	69%	67%	67%	65%	70%	82%	17%	76%	67%	73%	37%	74%	57%	66%	73%	-	38%	*	69%
	CWD	44%	36%	37%	38%	41%	29%	-	50%	-	*	34%	42%	37%	-	33%	36%	39%	-	40%	-	*
	CWOD	77%	70%	74%	72%	71%	76%	70%	84%	17%	78%	71%	79%	-	74%	61%	71%	76%	-	35%	*	75%
	EL	59%	58%	57%	71%	57%	48%	-	60%	-	*	57%	56%	33%	61%	57%	53%	61%	-	-	-	57%
	Male	71%	63%	66%	62%	66%	59%	78%	83%	*	65%	63%	71%	36%	71%	53%	66%	-	-	32%	*	100%
	Female	75%	68%	73%	74%	68%	73%	*	81%	*	92%	72%	75%	39%	76%	61%	-	73%	-	42%	-	50%
Reading	All Students	74%	67%	64%	64%	61%	66%	60%	74%	*	64%	62%	69%	30%	69%	45%	61%	69%	-	28%	*	57%
	CWD	43%	35%	30%	32%	26%	32%	-	40%	-	*	28%	34%	30%	-	21%	32%	27%	-	20%	-	*
	CWOD	78%	72%	69%	70%	65%	77%	60%	76%	*	67%	67%	76%	-	69%	49%	66%	73%	-	29%	*	67%
	EL	57%	57%	45%	75%	43%	40%	-	50%	-	*	45%	47%	21%	49%	45%	44%	47%	-	-	-	*
	Male	70%	63%	61%	59%	58%	61%	60%	77%	*	47%	59%	65%	32%	66%	44%	61%	-	-	13%	*	*
	Female	78%	73%	69%	70%	64%	73%	-	71%	-	90%	67%	73%	27%	73%	47%	-	69%	-	36%	-	40%
Mathematics	All Students	71%	64%	71%	66%	72%	63%	*	91%	*	76%	69%	74%	39%	76%	71%	68%	74%	-	29%	-	*
	CWD	44%	36%	39%	31%	57%	23%	-	*	-	*	35%	45%	39%	-	47%	35%	48%	-	40%	-	-
	CWOD	75%	67%	76%	73%	74%	72%	*	92%	*	75%	74%	80%	-	76%	76%	75%	77%	-	22%	-	*
	EL	61%	61%	71%	*	75%	57%	-	71%	-	*	73%	60%	47%	76%	71%	68%	74%	-	-	-	*
	Male	71%	63%	68%	59%	77%	56%	*	93%	*	70%	64%	76%	35%	75%	68%	68%	-	-	29%	-	*
	Female	71%	64%	74%	76%	68%	71%	*	89%	*	86%	75%	72%	48%	77%	74%	-	74%	-	29%	-	*
Science	All Students	74%	66%	76%	74%	76%	66%	*	90%	*	88%	75%	79%	49%	80%	72%	73%	80%	-	57%	*	*
	CWD	47%	38%	49%	57%	52%	27%	-	*	-	*	45%	54%	49%	-	38%	46%	55%	-	60%	-	-
	CWOD	78%	69%	80%	77%	79%	79%	*	91%	*	94%	79%	85%	-	80%	79%	78%	83%	-	56%	*	*
	EL	58%	56%	72%	80%	72%	54%	-	78%	-	*	71%	76%	38%	79%	72%	63%	81%	-	-	-	*
	Male	74%	65%	73%	71%	74%	57%	*	86%	*	80%	71%	76%	46%	78%	63%	73%	-	-	50%	*	*
	Female	75%	66%	80%	78%	78%	75%	-	95%	*	100%	79%	83%	55%	83%	81%	-	80%	-	67%	-	*
SAT/ACT All Subjects	All Students	92%	92%	93%	98%	87%	82%	*	98%	-	*	95%	90%	*	93%	*	91%	94%	-	*	-	*
	CWD	75%	80%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	92%	92%	93%	98%	86%	82%	*	98%	-	*	95%	90%	-	93%	*	91%	94%	-	*	-	*
	EL	69%	63%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	93%	92%	91%	95%	90%	82%	-	96%	-	*	94%	89%	-	91%	*	91%	-	-	-	-	*
	Female	92%	92%	94%	100%	85%	83%	*	100%	-	*	95%	93%	*	94%	-	-	94%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	41%	36%	39%	46%	30%	60%	0%	47%	39%	47%	22%	44%	27%	40%	43%	-	16%	*	31%
	CWD	23%	18%	22%	19%	25%	23%	-	50%	-	*	20%	26%	22%	-	18%	23%	21%	-	13%	-	*
	CWOD	50%	42%	44%	39%	41%	52%	30%	60%	0%	49%	41%	51%	-	44%	29%	43%	45%	-	16%	*	33%
	EL	29%	30%	27%	53%	27%	21%	-	28%	-	*	28%	23%	18%	29%	27%	28%	27%	-	-	-	0%
	Male	45%	38%	40%	31%	40%	40%	33%	64%	*	44%	38%	43%	23%	43%	28%	40%	-	-	9%	*	20%
	Female	48%	41%	43%	42%	37%	54%	*	53%	*	50%	40%	51%	21%	45%	27%	-	43%	-	21%	-	38%

Texas Education Agency  
2022 Federal Report Card  
SEGUIN H S (220901009) - ARLINGTON ISD - TARRANT 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%	45%	46%	44%	42%	54%	20%	58%	*	56%	43%	52%	22%	50%	25%	42%	51%	-	22%	*	43%
	CWD	24%	19%	22%	20%	21%	25%	-	40%	-	*	21%	23%	22%	-	18%	23%	18%	-	20%	-	*
	CWOD	56%	48%	50%	48%	45%	63%	20%	59%	*	58%	46%	58%	-	50%	26%	46%	54%	-	21%	*	50%
	EL	31%	33%	25%	50%	24%	24%	-	24%	-	*	25%	22%	18%	26%	25%	25%	25%	-	-	-	*
	Male	47%	41%	42%	36%	41%	47%	20%	62%	*	47%	41%	45%	23%	46%	25%	42%	-	-	13%	*	*
	Female	56%	49%	51%	53%	43%	63%	-	53%	-	70%	46%	60%	18%	54%	25%	-	51%	-	27%	-	40%
Mathematics	All Students	41%	33%	31%	24%	29%	31%	*	57%	*	29%	28%	37%	24%	32%	30%	31%	31%	-	7%	-	*
	CWD	22%	17%	24%	20%	29%	23%	-	*	-	*	19%	31%	24%	-	18%	20%	30%	-	0%	-	-
	CWOD	44%	35%	32%	25%	29%	33%	*	58%	*	31%	29%	38%	-	32%	33%	33%	31%	-	11%	-	*
	EL	29%	29%	30%	*	32%	14%	-	33%	-	*	31%	27%	18%	33%	30%	30%	30%	-	-	-	*
	Male	42%	34%	31%	23%	31%	28%	*	60%	*	30%	27%	39%	20%	33%	30%	31%	-	-	0%	-	*
	Female	40%	33%	31%	26%	27%	36%	*	54%	*	29%	29%	34%	30%	31%	30%	-	31%	-	14%	-	*
Science	All Students	46%	37%	41%	34%	41%	45%	*	66%	*	47%	40%	45%	22%	45%	31%	42%	40%	-	14%	*	*
	CWD	23%	17%	22%	14%	29%	20%	-	*	-	*	20%	25%	22%	-	19%	24%	18%	-	20%	-	-
	CWOD	49%	39%	45%	37%	43%	53%	*	65%	*	50%	42%	50%	-	45%	34%	46%	43%	-	11%	*	*
	EL	25%	25%	31%	60%	30%	23%	-	35%	-	*	33%	24%	19%	34%	31%	33%	30%	-	-	-	*
	Male	47%	37%	42%	31%	46%	37%	*	72%	*	50%	41%	44%	24%	46%	33%	42%	-	-	13%	*	*
	Female	45%	36%	40%	36%	37%	54%	-	55%	*	43%	38%	46%	18%	43%	30%	-	40%	-	17%	-	*
SAT/ACT All Subjects	All Students	64%	56%	50%	30%	43%	53%	*	68%	-	*	50%	51%	*	50%	*	54%	46%	-	*	-	*
	CWD	43%	80%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	64%	56%	50%	30%	41%	53%	*	68%	-	*	49%	51%	-	50%	*	54%	46%	-	*	-	*
	EL	18%	11%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	68%	60%	54%	29%	60%	45%	-	78%	-	*	56%	53%	-	54%	*	54%	-	-	-	-	*
	Female	60%	52%	46%	32%	31%	67%	*	58%	-	*	45%	48%	*	46%	-	-	46%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	17%	9%	5%	8%	10%	0%	20%	0%	17%	8%	10%	6%	9%	6%	9%	9%	-	2%	*	8%
	CWD	9%	6%	6%	3%	10%	7%	-	0%	-	*	6%	5%	6%	-	5%	6%	4%	-	0%	-	*
	CWOD	24%	18%	9%	6%	8%	10%	0%	20%	0%	18%	9%	11%	-	9%	7%	9%	9%	-	3%	*	8%
	EL	12%	12%	6%	12%	5%	8%	-	8%	-	*	7%	4%	5%	7%	6%	7%	6%	-	-	-	0%
	Male	21%	16%	9%	4%	10%	7%	0%	20%	*	21%	9%	8%	6%	9%	7%	9%	-	-	0%	*	0%
	Female	23%	18%	9%	7%	6%	13%	*	19%	*	13%	8%	11%	4%	9%	6%	-	9%	-	4%	-	13%
Reading	All Students	25%	20%	6%	4%	5%	9%	0%	17%	*	8%	5%	9%	5%	7%	1%	6%	7%	-	0%	*	0%
	CWD	9%	6%	5%	2%	8%	11%	-	0%	-	*	5%	5%	5%	-	4%	6%	2%	-	0%	-	*
	CWOD	27%	21%	7%	4%	4%	9%	0%	18%	*	8%	5%	9%	-	7%	1%	6%	8%	-	0%	*	0%
	EL	13%	14%	1%	0%	1%	0%	-	3%	-	*	2%	0%	4%	1%	1%	2%	1%	-	-	-	*
	Male	22%	17%	6%	2%	6%	6%	0%	16%	*	7%	6%	6%	6%	6%	2%	6%	-	-	0%	*	*
	Female	28%	22%	7%	5%	3%	13%	-	18%	-	10%	5%	12%	2%	8%	1%	-	7%	-	0%	-	0%

Texas Education Agency  
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SEGUIN H S (220901009) - ARLINGTON ISD - TARRANT 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%	14%	10%	6%	14%	9%	*	13%	*	18%	10%	10%	8%	10%	14%	10%	9%	-	7%	-	*
	CWD	9%	6%	8%	6%	19%	0%	-	*	-	*	9%	7%	8%	-	6%	8%	9%	-	0%	-	-
	CWOD	21%	16%	10%	6%	13%	11%	*	14%	*	19%	10%	10%	-	10%	15%	11%	9%	-	11%	-	*
	EL	12%	12%	14%	*	14%	14%	-	10%	-	*	14%	13%	6%	15%	14%	14%	13%	-	-	-	*
	Male	21%	15%	10%	6%	16%	5%	*	15%	*	30%	10%	11%	8%	11%	14%	10%	-	-	0%	-	*
	Female	19%	13%	9%	6%	12%	14%	*	11%	*	0%	10%	7%	9%	9%	13%	-	9%	-	14%	-	*
Science	All Students	20%	15%	12%	8%	10%	12%	*	33%	*	29%	13%	12%	4%	14%	11%	13%	12%	-	0%	*	*
	CWD	8%	5%	4%	4%	5%	7%	-	*	-	*	5%	4%	4%	-	6%	4%	5%	-	0%	-	-
	CWOD	22%	16%	14%	9%	10%	14%	*	35%	*	31%	13%	14%	-	14%	13%	14%	13%	-	0%	*	*
	EL	7%	8%	11%	20%	6%	15%	-	22%	-	*	13%	6%	6%	13%	11%	12%	11%	-	-	-	*
	Male	22%	15%	13%	6%	11%	13%	*	33%	*	30%	13%	11%	4%	14%	12%	13%	-	-	0%	*	*
	Female	19%	14%	12%	11%	8%	11%	-	32%	*	29%	12%	14%	5%	13%	11%	-	12%	-	0%	-	*
SAT/ACT All Subjects	All Students	13%	8%	7%	0%	0%	0%	*	17%	-	*	6%	8%	*	7%	*	7%	7%	-	*	-	*
	CWD	11%	0%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	13%	8%	7%	0%	0%	0%	*	17%	-	*	6%	8%	-	7%	*	7%	7%	-	*	-	*
	EL	1%	0%	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	17%	11%	7%	0%	0%	0%	-	19%	-	*	3%	11%	-	7%	*	7%	-	-	-	-	*
	Female	10%	6%	7%	0%	0%	0%	*	15%	-	*	9%	4%	*	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)

	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	80	73	79	-	79	-	*	76	65	72
CWD	65	67	61	75	-	*	-	-	68	65	57
CWOD	79	82	74	80	-	80	-	*	77	-	75
EL ◇	72	*	67	60	-	84	-	-	68	57	72
Male	74	71	75	79	-	78	-	*	74	57	70

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	81	90	71	79	-	80	-	*	78	85	75
<b>Mathematics</b>											
All Students	59	53	67	42	*	73	-	83	58	48	76
CWD	48	46	65	29	-	-	-	-	42	48	56
CWOD	61	54	67	47	*	73	-	83	60	-	80
EL ◇	76	*	81	58	-	75	-	-	75	56	76
Male	59	50	68	38	*	75	-	*	56	50	72
Female	59	56	66	46	-	70	-	*	61	45	80

- Indicates there are no students in the group.

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

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

This section provides information on high school graduation rates for the class of 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	94.5%	98.2%	93.2%	94.1%	*	92.2%	*	100.0%	94.5%	78.6%	91.2%	95.0%	-
CWD	78.6%	71.4%	100.0%	71.4%	*	*	-	*	76.2%	78.6%	100.0%	*	-
CWOD	95.7%	100.0%	92.7%	96.7%	*	94.7%	*	100.0%	96.2%	-	90.0%	94.4%	-
EL ◇	91.2%	*	87.1%	100.0%	*	92.9%	-	-	94.4%	100.0%	91.2%	*	-
Male	91.2%	96.4%	88.6%	88.9%	*	90.9%	*	*	90.2%	58.3%	86.2%	90.9%	-
Female	97.6%	100.0%	98.4%	97.6%	*	93.2%	*	*	98.5%	93.8%	94.9%	100.0%	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

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

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

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Total EL in Class	Proficiency of EL	Rate of Proficiency
263	47	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	40	36	38	40	33	54	6	47	38	22	30
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	47%	30%	43%	57%	*	70%	*	71%	47%	66%	36%

- 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		N			Y	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	N	N		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		N			N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N		N			N	N	N
<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	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N		N			N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N			N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N			N	N	N
<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	Y	Y	N	Y		N			Y	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y	Y	N	Y		N			Y	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y	Y	N	Y		N			Y	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y	Y	N	Y		N			Y	N	N

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

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

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

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; 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%	98%	98%	99%	100%	100%	100%	98%	99%	99%	99%	99%	100%	99%	99%	-
	CWD	99%	98%	100%	100%	-	100%	-	*	99%	100%	99%	-	100%	100%	99%	-
	CWOD	99%	98%	98%	99%	100%	100%	100%	98%	98%	99%	-	99%	100%	98%	99%	-
	EL	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	98%	98%	100%	100%	100%	*	97%	98%	99%	100%	98%	100%	99%	-	-
	Female	99%	99%	99%	98%	*	100%	*	100%	99%	100%	99%	99%	100%	-	99%	-
<b>Reading</b>	All Students	99%	99%	99%	100%	100%	100%	*	100%	99%	100%	99%	99%	100%	99%	99%	-
	CWD	99%	99%	100%	100%	-	100%	-	*	99%	100%	99%	-	100%	99%	100%	-
	CWOD	99%	99%	99%	100%	100%	100%	*	100%	99%	100%	-	99%	100%	99%	99%	-
	EL	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	99%	99%	100%	100%	100%	*	100%	99%	100%	99%	99%	100%	99%	-	-
	Female	99%	98%	99%	100%	-	100%	-	100%	99%	100%	100%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	98%	97%	97%	99%	*	100%	*	94%	98%	97%	99%	97%	99%	97%	98%	-
		98%	97%	97%	99%	*	100%	*	94%	98%	97%	99%	97%	99%	97%	98%	-
	CWD	99%	97%	100%	100%	-	*	-	*	98%	100%	99%	-	100%	100%	96%	-
		99%	97%	100%	100%	-	*	-	*	98%	100%	99%	-	100%	100%	96%	-
	CWOD	97%	97%	97%	98%	*	100%	*	94%	98%	97%	-	97%	99%	96%	99%	-
		97%	97%	97%	98%	*	100%	*	94%	98%	97%	-	97%	99%	96%	99%	-
	EL	99%	*	98%	100%	-	100%	-	*	99%	100%	100%	99%	99%	98%	100%	-
		99%	*	98%	100%	-	100%	-	*	99%	100%	100%	99%	99%	98%	100%	-
	Male	97%	97%	95%	100%	*	100%	*	90%	97%	96%	100%	96%	98%	97%	-	-
		97%	97%	95%	100%	*	100%	*	90%	97%	96%	100%	96%	98%	97%	-	-
	Female	98%	98%	99%	97%	*	100%	*	100%	98%	99%	96%	99%	100%	-	98%	-
		98%	98%	99%	97%	*	100%	*	100%	98%	99%	96%	99%	100%	-	98%	-
<b>SAT/ACT All Subjects</b>	All Students	95%	93%	92%	94%	*	100%	-	80%	95%	95%	*	95%	*	95%	96%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-
	CWOD	95%	93%	92%	94%	*	100%	-	80%	95%	95%	-	95%	*	95%	96%	-
	EL	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-
	Male	95%	91%	91%	100%	-	100%	-	*	94%	95%	-	95%	*	95%	-	-
	Female	96%	96%	93%	86%	*	100%	-	*	96%	96%	*	96%	-	-	96%	-
<b>Non-Participation Rate</b>																	

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All Subjects	All Students	1%	2%	2%	1%	0%	0%	0%	2%	1%	1%	1%	1%	0%	1%	1%	-
	CWD	1%	2%	0%	0%	-	0%	-	*	1%	0%	1%	-	0%	0%	1%	-
	CWOD	1%	2%	2%	1%	0%	0%	0%	2%	2%	1%	-	1%	0%	2%	1%	-
	EL	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	2%	0%	0%	0%	*	3%	2%	1%	0%	2%	0%	1%	-	-
	Female	1%	1%	1%	2%	*	0%	*	0%	1%	0%	1%	1%	0%	-	1%	-
Reading	All Students	1%	1%	1%	0%	0%	0%	*	0%	1%	0%	1%	1%	0%	1%	1%	-
	CWD	1%	1%	0%	0%	-	0%	-	*	1%	0%	1%	-	0%	1%	0%	-
	CWOD	1%	1%	1%	0%	0%	0%	*	0%	1%	0%	-	1%	0%	1%	1%	-
	EL	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	1%	1%	0%	0%	0%	*	0%	1%	0%	1%	1%	0%	1%	-	-
	Female	1%	2%	1%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	2%	3%	3%	1%	*	0%	*	6%	2%	3%	1%	3%	1%	3%	2%	-
	CWD	1%	3%	0%	0%	-	*	-	*	2%	0%	1%	-	0%	0%	4%	-
	CWOD	3%	3%	3%	2%	*	0%	*	6%	2%	3%	-	3%	1%	4%	1%	-
	EL	1%	*	2%	0%	-	0%	-	*	1%	0%	0%	1%	1%	2%	0%	-
	Male	3%	3%	5%	0%	*	0%	*	10%	3%	4%	0%	4%	2%	3%	-	-
	Female	2%	2%	1%	3%	*	0%	*	0%	2%	1%	4%	1%	0%	-	2%	-
Science	All Students	1%	1%	1%	2%	*	0%	*	0%	1%	1%	0%	1%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	1%	1%	2%	*	0%	*	0%	1%	1%	-	1%	0%	1%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	1%	0%	*	0%	*	0%	1%	1%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	3%	-	0%	*	0%	1%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	5%	7%	8%	6%	*	0%	-	20%	5%	5%	*	5%	*	5%	4%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-
	CWOD	5%	7%	8%	6%	*	0%	-	20%	5%	5%	-	5%	*	5%	4%	-
	EL	*	-	-	-	-	*	-	-	*	-	-	*	*	*	-	-
	Male	5%	9%	9%	0%	-	0%	-	*	6%	5%	-	5%	*	5%	-	-
	Female	4%	4%	7%	14%	*	0%	-	*	4%	4%	*	4%	-	-	4%	-

- 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	125	63	39	14	1	4	0	4	8		
	Female	94	46	27	16	0	3	0	2	6		
	Total	219	109	66	30	1	7	0	6	14		
<b>Out-of-School Suspensions</b>												
	Male	55	30	14	8	1	0	0	2	3		
	Female	41	27	8	5	0	0	0	1	0		
	Total	96	57	22	13	1	0	0	3	3		
<b>Expulsions</b>												
With Educational Services	Male	1	1	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	1	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	28	17	5	5	0	1	0	0	2		9
	Female	11	5	3	1	1	0	0	1	3		3
	Total	39	22	8	6	1	1	0	1	5		12
<b>Out-of-School Suspensions</b>												
	Male	15	10	3	2	0	0	0	0	1		4
	Female	8	5	2	1	0	0	0	0	0		1
	Total	23	15	5	3	0	0	0	0	1		5
<b>Expulsions</b>												
With Educational Services	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
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	138	52	57	19	2	6	-8	2	15	20	-8
	Female	126	50	47	16	-8	7	-8	6	10	8	-8
	Total	264	102	104	35	2	13	-8	8	25	28	-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	2
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	1
<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	267	75	73	33	1	77	2	6	14	4
	Female	343	110	101	38	1	85	1	7	12	1
	Total	610	185	174	71	2	162	3	13	26	5
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	25	3	8	8	0	5	0	1	0	1
	Female	33	10	10	2	0	9	1	1	0	0
	Total	58	13	18	10	0	14	1	2	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	18.5	15.4%
Teachers Teaching with Emergency or Provisional Credentials	8.9	7.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.7	4.9%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	12	2%
English II	5,490	1%	35	1%	11	2%
Algebra I	5,993	1%	35	1%	12	3%
Biology	5,860	1%	36	1%	12	3%
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	47	2%
Reading	48,805	1%	354	1%	23	2%
Mathematics	43,293	1%	319	1%	12	2%
Science	17,856	1%	118	1%	12	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	55%	56%	41%	56%	*	85%	*	*	58%	20%	50%
In-State Private Institutions	2%	3%	*	-	-	*	-	-	3%	-	-
Out-of-State Institutions	3%	4%	*	-	-	*	-	-	2%	*	*

- Indicates there are no students in the group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	15%	13%	19%	15%	22%	9%	*	11%	17%	12%	16%

- 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 and 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)

	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%
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											

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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)	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)

		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	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
<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		
	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	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
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	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
<b>Referrals to Law Enforcement</b>												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</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>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	-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	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	-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>Referrals to Law Enforcement</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>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	8	3	3	2	-8	-8	-8	-8	2	3	-8
	Female	2	1	-8	1	-8	-8	-8	-8	-8	-8	-8
	Total	10	4	3	3	-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>	



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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	0.1	5.3%
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	0.6	35.3%

- Indicates there are no data available in the group.

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

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

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

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

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

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

**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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11

State Level: 2019 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: 2019 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	44%	43%	63%	*	-	*	-	*	29%	-	50%

- 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 and 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%	57%	<b>98%</b>	100%	96%	*	*	100%	-	100%	96%	100%	*	98%	92%	96%	99%	-	-	-	-
	CWD	29%	21%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	68%	61%	<b>98%</b>	100%	96%	*	*	100%	-	100%	96%	100%	-	98%	92%	96%	99%	-	-	-	-
	EL	38%	40%	<b>92%</b>	*	91%	*	-	*	-	*	91%	100%	-	92%	92%	88%	96%	-	-	-	-
	Male	58%	51%	<b>96%</b>	100%	93%	-	-	*	-	*	94%	100%	-	96%	88%	96%	-	-	-	-	-
	Female	70%	64%	<b>99%</b>	100%	98%	*	*	100%	-	*	98%	100%	*	99%	96%	-	99%	-	-	-	-
English II	All Students	71%	63%	<b>99%</b>	100%	99%	100%	*	*	-	*	99%	100%	*	99%	97%	98%	100%	-	*	-	-
	CWD	33%	24%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	76%	68%	<b>99%</b>	100%	99%	100%	*	*	-	*	99%	100%	-	99%	97%	98%	100%	-	*	-	-
	EL	43%	40%	<b>97%</b>	*	96%	*	-	*	-	*	96%	100%	*	97%	97%	94%	100%	-	*	-	-
	Male	65%	58%	<b>98%</b>	100%	97%	*	-	*	-	-	97%	100%	*	98%	94%	98%	-	-	-	-	-
	Female	77%	69%	<b>100%</b>	*	100%	*	*	*	-	*	100%	100%	*	100%	100%	-	100%	-	*	-	-
Algebra I	All Students	74%	66%	<b>98%</b>	100%	97%	*	*	*	-	*	98%	94%	*	98%	95%	88%	100%	-	-	-	-
	CWD	46%	30%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	78%	70%	<b>98%</b>	100%	97%	*	*	*	-	*	97%	94%	-	98%	95%	88%	100%	-	-	-	-
	EL	64%	64%	<b>95%</b>	*	95%	-	-	-	-	*	95%	*	-	95%	95%	86%	100%	-	-	-	-
	Male	71%	63%	<b>88%</b>	100%	82%	-	-	-	-	-	92%	*	-	88%	86%	88%	-	-	-	-	-
	Female	78%	70%	<b>100%</b>	100%	100%	*	*	*	-	*	100%	100%	*	100%	100%	-	100%	-	-	-	-
Biology	All Students	82%	75%	<b>100%</b>	100%	100%	*	*	100%	-	*	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	CWD	57%	43%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	86%	79%	<b>100%</b>	100%	100%	*	*	100%	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	66%	64%	<b>100%</b>	*	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	Male	80%	72%	<b>100%</b>	100%	100%	-	-	*	-	-	100%	100%	-	100%	100%	100%	-	-	-	-	-
	Female	85%	77%	<b>100%</b>	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%	39%	<b>93%</b>	100%	91%	*	*	100%	-	80%	93%	94%	*	93%	82%	93%	93%	-	-	-	-
	CWD	17%	11%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	50%	42%	<b>93%</b>	100%	91%	*	*	100%	-	80%	93%	94%	-	93%	82%	93%	93%	-	-	-	-
	EL	19%	21%	<b>82%</b>	*	81%	*	-	*	-	*	81%	86%	-	82%	82%	81%	83%	-	-	-	-
	Male	40%	33%	<b>93%</b>	100%	89%	-	-	*	-	*	91%	100%	-	93%	81%	93%	-	-	-	-	-
	Female	53%	45%	<b>93%</b>	100%	92%	*	*	100%	-	*	94%	92%	*	93%	83%	-	93%	-	-	-	-
English II	All Students	54%	47%	<b>93%</b>	86%	93%	100%	*	*	-	*	95%	83%	*	93%	82%	87%	98%	-	*	-	-
	CWD	21%	14%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	59%	51%	<b>93%</b>	86%	93%	100%	*	*	-	*	95%	82%	-	93%	82%	87%	98%	-	*	-	-
	EL	22%	22%	<b>82%</b>	*	82%	*	-	*	-	*	89%	50%	*	82%	82%	69%	94%	-	*	-	-
	Male	48%	41%	<b>87%</b>	80%	87%	*	-	*	-	-	92%	63%	*	87%	69%	87%	-	-	-	-	-
	Female	62%	53%	<b>98%</b>	*	98%	*	*	*	-	*	98%	100%	*	98%	94%	-	98%	-	*	-	-



Texas Education Agency  
2022 Federal Report Card  
ARLINGTON COLLEGIATE H S (220901011) - ARLINGTON ISD - TARRANT 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
Algebra I	All Students	42%	35%	73%	93%	64%	*	*	*	-	*	65%	88%	*	73%	43%	56%	78%	-	-	-	-
	CWD	19%	11%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	45%	37%	73%	93%	63%	*	*	*	-	*	64%	88%	-	73%	43%	56%	78%	-	-	-	-
	EL	28%	30%	43%	*	42%	-	-	-	-	*	37%	*	-	43%	43%	29%	50%	-	-	-	-
	Male	40%	32%	56%	80%	45%	-	-	-	-	-	50%	*	-	56%	29%	56%	-	-	-	-	-
	Female	45%	37%	78%	100%	69%	*	*	*	-	*	71%	92%	*	78%	50%	-	78%	-	-	-	-
Biology	All Students	54%	43%	92%	100%	88%	*	*	100%	-	*	92%	91%	*	92%	79%	93%	92%	-	-	-	-
	CWD	25%	14%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	57%	46%	92%	100%	88%	*	*	100%	-	*	92%	91%	-	92%	79%	93%	91%	-	-	-	-
	EL	26%	28%	79%	*	74%	*	-	*	-	-	81%	71%	-	79%	79%	75%	81%	-	-	-	-
	Male	52%	41%	93%	100%	88%	-	-	*	-	-	90%	100%	-	93%	75%	93%	-	-	-	-	-
	Female	56%	45%	92%	100%	88%	*	*	*	-	*	94%	88%	*	91%	81%	-	92%	-	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	10%	7%	30%	52%	18%	*	*	67%	-	40%	24%	44%	*	30%	8%	24%	33%	-	-	-	-
	CWD	4%	2%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	11%	8%	30%	52%	18%	*	*	67%	-	40%	24%	44%	-	30%	8%	24%	33%	-	-	-	-
	EL	1%	1%	8%	*	6%	*	-	*	-	*	6%	14%	-	8%	8%	6%	9%	-	-	-	-
	Male	8%	6%	24%	42%	11%	-	-	*	-	*	21%	36%	-	24%	6%	24%	-	-	-	-	-
	Female	13%	9%	33%	62%	22%	*	*	80%	-	*	25%	48%	*	33%	9%	-	33%	-	-	-	-
English II	All Students	9%	6%	12%	7%	14%	0%	*	*	-	*	13%	6%	*	12%	9%	9%	15%	-	*	-	-
	CWD	5%	2%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	9%	7%	12%	7%	14%	0%	*	*	-	*	14%	6%	-	12%	9%	9%	15%	-	*	-	-
	EL	1%	1%	9%	*	11%	*	-	*	-	*	11%	0%	*	9%	9%	0%	17%	-	*	-	-
	Male	7%	5%	9%	10%	10%	*	-	*	-	-	11%	0%	*	9%	0%	9%	-	-	-	-	-
	Female	11%	9%	15%	*	16%	*	*	*	-	*	16%	10%	*	15%	17%	-	15%	-	*	-	-
Algebra I	All Students	26%	21%	43%	64%	31%	*	*	*	-	*	45%	35%	*	44%	24%	19%	51%	-	-	-	-
	CWD	8%	5%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	29%	23%	44%	64%	31%	*	*	*	-	*	46%	35%	-	44%	24%	19%	53%	-	-	-	-
	EL	14%	16%	24%	*	21%	-	-	-	-	*	26%	*	-	24%	24%	0%	36%	-	-	-	-
	Male	25%	20%	19%	40%	9%	-	-	-	-	-	25%	*	-	19%	0%	19%	-	-	-	-	-
	Female	28%	22%	51%	78%	38%	*	*	*	-	*	54%	46%	*	53%	36%	-	51%	-	-	-	-
Biology	All Students	21%	15%	58%	56%	53%	*	*	83%	-	*	58%	56%	*	58%	36%	60%	56%	-	-	-	-
	CWD	7%	4%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	22%	17%	58%	56%	54%	*	*	83%	-	*	59%	56%	-	58%	36%	60%	57%	-	-	-	-
	EL	5%	6%	36%	*	30%	*	-	*	-	-	38%	29%	-	36%	36%	33%	38%	-	-	-	-
	Male	21%	15%	60%	67%	52%	-	-	*	-	-	60%	60%	-	60%	33%	60%	-	-	-	-	-
	Female	21%	16%	56%	46%	54%	*	*	*	-	*	57%	54%	*	57%	38%	-	56%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	73%	66%	99%	100%	98%	100%	83%	100%	-	100%	98%	100%	100%	99%	96%	98%	99%	-	80%	-	-
	CWD	44%	36%	100%	-	100%	-	-	-	-	-	100%	*	100%	-	*	*	100%	-	-	-	-
	CWOD	77%	70%	99%	100%	98%	100%	83%	100%	-	100%	98%	100%	-	99%	96%	98%	99%	-	80%	-	-
	EL	59%	58%	96%	100%	95%	100%	-	100%	-	*	95%	100%	*	96%	96%	92%	99%	-	*	-	-
	Male	71%	63%	98%	100%	96%	*	-	100%	-	*	97%	100%	*	98%	92%	98%	-	-	-	-	-
	Female	75%	68%	99%	100%	99%	100%	83%	100%	-	100%	99%	100%	100%	99%	99%	-	99%	-	80%	-	-
Reading	All Students	74%	67%	98%	100%	97%	100%	*	100%	-	100%	98%	100%	100%	98%	95%	97%	99%	-	*	-	-
	CWD	43%	35%	100%	-	100%	-	-	-	-	-	*	*	100%	-	*	*	*	-	-	-	-
	CWOD	78%	72%	98%	100%	97%	100%	*	100%	-	100%	98%	100%	-	98%	94%	97%	99%	-	*	-	-
	EL	57%	57%	95%	*	93%	*	-	*	-	*	93%	100%	*	94%	95%	91%	98%	-	*	-	-
	Male	70%	63%	97%	100%	95%	*	-	100%	-	*	96%	100%	*	97%	91%	97%	-	-	-	-	-
	Female	78%	73%	99%	100%	99%	100%	*	100%	-	100%	99%	100%	*	99%	98%	-	99%	-	*	-	-
Mathematics	All Students	71%	64%	98%	100%	98%	*	*	*	-	*	98%	100%	*	98%	96%	97%	99%	-	*	-	-
	CWD	44%	36%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	75%	67%	98%	100%	98%	*	*	*	-	*	98%	100%	-	98%	96%	97%	99%	-	*	-	-
	EL	61%	61%	96%	*	95%	*	-	*	-	*	96%	*	-	96%	96%	89%	100%	-	-	-	-
	Male	71%	63%	97%	100%	96%	-	-	*	-	*	97%	86%	-	97%	89%	97%	-	-	-	-	-
	Female	71%	64%	99%	100%	98%	*	*	*	-	*	98%	100%	*	99%	100%	-	99%	-	*	-	-
Science	All Students	74%	66%	100%	100%	100%	*	*	100%	-	*	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	CWD	47%	38%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	78%	69%	100%	100%	100%	*	*	100%	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	58%	56%	100%	*	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	Male	74%	65%	100%	100%	100%	-	-	*	-	-	100%	100%	-	100%	100%	100%	-	-	-	-	-
	Female	75%	66%	100%	100%	100%	*	*	*	-	*	100%	100%	*	100%	100%	-	100%	-	-	-	-
SAT/ACT All Subjects	All Students	92%	92%	98%	100%	98%	*	-	*	-	*	98%	100%	-	98%	*	100%	97%	-	*	-	-
	CWD	75%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	92%	98%	100%	98%	*	-	*	-	*	98%	100%	-	98%	*	100%	97%	-	*	-	-
	EL	69%	63%	*	-	*	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	93%	92%	100%	*	100%	-	-	*	-	*	100%	*	-	100%	*	100%	-	-	-	-	-
	Female	92%	92%	97%	*	97%	*	-	-	-	-	97%	100%	-	97%	*	-	97%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	85%	92%	82%	93%	83%	95%	-	86%	84%	88%	100%	85%	73%	84%	85%	-	80%	-	-
	CWD	23%	18%	100%	-	100%	-	-	-	-	-	100%	*	100%	-	*	*	100%	-	-	-	-
	CWOD	50%	42%	85%	92%	81%	93%	83%	95%	-	86%	83%	88%	-	85%	72%	84%	85%	-	80%	-	-
	EL	29%	30%	73%	86%	71%	80%	-	88%	-	*	72%	73%	*	72%	73%	66%	77%	-	*	-	-
	Male	45%	38%	84%	93%	79%	*	-	92%	-	*	82%	91%	*	84%	66%	84%	-	-	-	-	-
	Female	48%	41%	85%	91%	83%	91%	83%	100%	-	83%	85%	87%	100%	85%	77%	-	85%	-	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	All Students	52%	45%	93%	95%	92%	100%	*	100%	-	86%	94%	91%	100%	93%	82%	90%	95%	-	*	-	-
	CWD	24%	19%	100%	-	100%	-	-	-	-	-	*	*	100%	-	*	*	*	-	-	-	-
	CWOD	56%	48%	93%	95%	92%	100%	*	100%	-	86%	94%	91%	-	93%	82%	90%	95%	-	*	-	-
	EL	31%	33%	82%	*	82%	*	-	*	-	*	85%	69%	*	82%	82%	75%	88%	-	*	-	-
	Male	47%	41%	90%	91%	88%	*	-	100%	-	*	92%	84%	*	90%	75%	90%	-	-	-	-	-
	Female	56%	49%	95%	100%	95%	100%	*	100%	-	83%	96%	94%	*	95%	88%	-	95%	-	*	-	-
Mathematics	All Students	41%	33%	62%	75%	58%	*	*	*	-	*	58%	80%	*	62%	36%	61%	63%	-	*	-	-
	CWD	22%	17%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	44%	35%	62%	75%	58%	*	*	*	-	*	57%	80%	-	62%	36%	61%	63%	-	*	-	-
	EL	29%	29%	36%	*	38%	*	-	*	-	*	30%	*	-	36%	36%	22%	44%	-	-	-	-
	Male	42%	34%	61%	86%	52%	-	-	*	-	*	53%	86%	-	61%	22%	61%	-	-	-	-	-
	Female	40%	33%	63%	69%	61%	*	*	*	-	*	60%	74%	*	63%	44%	-	63%	-	*	-	-
Science	All Students	46%	37%	92%	100%	88%	*	*	100%	-	*	92%	91%	*	92%	79%	93%	92%	-	-	-	-
	CWD	23%	17%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	49%	39%	92%	100%	88%	*	*	100%	-	*	92%	91%	-	92%	79%	93%	91%	-	-	-	-
	EL	25%	25%	79%	*	74%	*	-	*	-	-	81%	71%	-	79%	79%	75%	81%	-	-	-	-
	Male	47%	37%	93%	100%	88%	-	-	*	-	-	90%	100%	-	93%	75%	93%	-	-	-	-	-
	Female	45%	36%	92%	100%	88%	*	*	*	-	*	94%	88%	*	91%	81%	-	92%	-	-	-	-
SAT/ACT All Subjects	All Students	64%	56%	52%	33%	54%	*	-	*	-	*	52%	56%	-	52%	*	61%	47%	-	*	-	-
	CWD	43%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	56%	52%	33%	54%	*	-	*	-	*	52%	56%	-	52%	*	61%	47%	-	*	-	-
	EL	18%	11%	*	-	*	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	68%	60%	61%	*	53%	-	-	*	-	*	55%	*	-	61%	*	61%	-	-	-	-	-
	Female	60%	52%	47%	*	55%	*	-	-	-	-	50%	33%	-	47%	*	-	47%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	17%	30%	44%	24%	20%	33%	59%	-	50%	28%	37%	0%	31%	18%	25%	33%	-	20%	-	-
	CWD	9%	6%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	24%	18%	31%	44%	24%	20%	33%	59%	-	50%	28%	38%	-	31%	18%	25%	34%	-	20%	-	-
	EL	12%	12%	18%	14%	16%	20%	-	50%	-	*	18%	14%	*	18%	18%	9%	23%	-	*	-	-
	Male	21%	16%	25%	39%	18%	*	-	42%	-	*	24%	29%	*	25%	9%	25%	-	-	-	-	-
	Female	23%	18%	33%	49%	27%	27%	33%	80%	-	50%	31%	41%	0%	34%	23%	-	33%	-	20%	-	-
Reading	All Students	25%	20%	22%	36%	16%	10%	*	58%	-	29%	18%	31%	0%	22%	8%	16%	25%	-	*	-	-
	CWD	9%	6%	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	27%	21%	22%	36%	16%	10%	*	58%	-	29%	19%	32%	-	22%	8%	17%	26%	-	*	-	-
	EL	13%	14%	8%	*	8%	*	-	*	-	*	8%	8%	*	8%	8%	3%	12%	-	*	-	-
	Male	22%	17%	16%	27%	10%	*	-	33%	-	*	15%	21%	*	17%	3%	16%	-	-	-	-	-
	Female	28%	22%	25%	47%	19%	17%	*	83%	-	17%	21%	37%	*	26%	12%	-	25%	-	*	-	-

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	14%	21%	45%	13%	*	*	*	-	*	20%	24%	*	21%	20%	8%	27%	-	*	-	-
	CWD	9%	6%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	21%	16%	21%	45%	13%	*	*	*	-	*	20%	24%	-	21%	20%	8%	27%	-	*	-	-
	EL	12%	12%	20%	*	19%	*	-	*	-	*	22%	*	-	20%	20%	0%	31%	-	-	-	-
	Male	21%	15%	8%	29%	4%	-	-	*	-	*	9%	0%	-	8%	0%	8%	-	-	-	-	-
	Female	19%	13%	27%	54%	17%	*	*	*	-	*	25%	32%	*	27%	31%	-	27%	-	*	-	-
Science	All Students	20%	15%	58%	56%	53%	*	*	83%	-	*	58%	56%	*	58%	36%	60%	56%	-	-	-	-
	CWD	8%	5%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	22%	16%	58%	56%	54%	*	*	83%	-	*	59%	56%	-	58%	36%	60%	57%	-	-	-	-
	EL	7%	8%	36%	*	30%	*	-	*	-	-	38%	29%	-	36%	36%	33%	38%	-	-	-	-
	Male	22%	15%	60%	67%	52%	-	-	*	-	-	60%	60%	-	60%	33%	60%	-	-	-	-	-
	Female	19%	14%	56%	46%	54%	*	*	*	-	*	57%	54%	*	57%	38%	-	56%	-	-	-	-
SAT/ACT All Subjects	All Students	13%	8%	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	CWD	11%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	8%	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	1%	0%	*	-	*	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	17%	11%	0%	*	0%	-	-	*	-	*	0%	*	-	0%	*	0%	-	-	-	-	-
	Female	10%	6%	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	*	-	0%	-	*	-	-

- Indicates there are no students in the group.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	72	55	74	64	*	*	-	*	73	*	89
CWD	*	-	*	-	-	-	-	-	*	*	*
CWOD	72	55	74	64	*	*	-	*	73	-	89
EL ◇	89	*	89	*	-	*	-	*	93	*	89
Male	70	50	78	*	-	*	-	-	71	*	89

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	74	*	72	*	*	*	-	*	75	*	89
<b>Mathematics</b>											
All Students	92	96	90	-	-	*	-	*	93	*	85
CWD	*	-	*	-	-	-	-	-	*	*	-
CWOD	92	96	89	-	-	*	-	*	93	-	85
EL ◇	85	*	83	-	-	-	-	-	89	-	85
Male	80	*	75	-	-	-	-	-	81	-	*
Female	96	100	94	-	-	*	-	*	98	*	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	98.9%	100.0%	100.0%	100.0%	*	100.0%	*	*	98.8%	-	80.0%	*	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	98.9%	100.0%	100.0%	100.0%	*	100.0%	*	*	98.8%	-	80.0%	*	-
EL ◇	80.0%	-	*	-	*	-	-	-	*	-	80.0%	-	-
Male	100.0%	*	100.0%	*	-	*	*	-	100.0%	-	*	*	-
Female	98.4%	*	100.0%	*	*	*	-	*	98.2%	-	*	*	-

- 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
77	54	70%

- 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	71	79	68	71	80	85	-	79	70	67	62
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	100%	100%	100%	100%	-	100%	*	*	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		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%

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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	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		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						Y		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	Y		Y						Y		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y						Y		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y						Y		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		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	100%	100%	100%	100%	83%	100%	-	100%	100%	99%	100%	100%	99%	99%	100%	-
	CWD	100%	-	100%	-	-	-	-	-	100%	* 100%	-	*	*	100%	-	-
	CWOD	100%	100%	100%	100%	83%	100%	-	100%	100%	99%	-	100%	99%	99%	100%	-
	EL	99%	100%	100%	100%	* 100%	-	*	99%	100%	*	99%	99%	100%	99%	-	-
	Male	99%	100%	99%	*	-	100%	-	*	100%	97%	*	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	83%	100%	-	100%	100%	100%	100%	100%	99%	-	100%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	* 100%	-	100%	99%	100%	100%	100%	100%	99%	100%	99%	-
	CWD	100%	-	100%	-	-	-	-	-	100%	* 100%	-	*	*	100%	-	-
	CWOD	100%	100%	100%	100%	* 100%	-	100%	99%	100%	-	100%	99%	100%	99%	-	-
	EL	99%	100%	100%	*	* 100%	-	*	99%	100%	*	99%	99%	100%	98%	-	-
	Male	100%	100%	100%	*	-	100%	-	*	100%	100%	*	100%	100%	100%	-	-
	Female	99%	100%	100%	100%	* 100%	-	100%	99%	100%	100%	100%	99%	98%	-	99%	-
<b>Mathematics</b>	All Students	99%	100%	99%	*	* *	*	-	*	100%	96%	*	99%	100%	97%	100%	-
		99%	100%	99%	*	* *	*	-	*	100%	96%	*	99%	100%	97%	100%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-
		*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-
	CWOD	99%	100%	99%	*	* *	*	-	*	100%	96%	-	99%	100%	97%	100%	-
		99%	100%	99%	*	* *	*	-	*	100%	96%	-	99%	100%	97%	100%	-
	EL	100%	*	100%	*	-	*	-	*	100%	*	-	100%	100%	100%	100%	-
		100%	*	100%	*	-	*	-	*	100%	*	-	100%	100%	100%	100%	-
	Male	97%	100%	96%	-	-	*	-	*	100%	86%	-	97%	100%	97%	-	-
		97%	100%	96%	-	-	*	-	*	100%	86%	-	97%	100%	97%	-	-
	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	100%	100%	100%	*	-	*	-	*	100%	100%	-	100%	*	100%	100%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	100%	100%	100%	*	-	*	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	*	-	*	-	-	*	-	-	*	*	*	*	-
	Male	100%	*	100%	-	-	*	-	*	100%	*	-	100%	*	100%	-	-
	Female	100%	*	100%	*	-	-	-	-	100%	100%	-	100%	*	-	100%	-
<b>Non-Participation Rate</b>																	



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All Subjects	All Students	0%	0%	0%	0%	17%	0%	-	0%	0%	1%	0%	0%	1%	1%	0%	-
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	*	0%	-
	CWOD	0%	0%	0%	0%	17%	0%	-	0%	0%	1%	-	0%	1%	1%	0%	-
	EL	1%	0%	0%	0%	*	0%	-	*	1%	0%	*	1%	1%	0%	1%	-
	Male	1%	0%	1%	*	-	0%	-	*	0%	3%	*	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	17%	0%	-	0%	0%	0%	0%	0%	1%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	1%	0%	1%	-
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	*	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	1%	0%	-	0%	1%	0%	1%	-
	EL	1%	0%	0%	*	*	0%	-	*	1%	0%	*	1%	1%	0%	2%	-
	Male	0%	0%	0%	*	-	0%	-	*	0%	0%	*	0%	0%	0%	-	-
	Female	1%	0%	0%	0%	*	0%	-	0%	1%	0%	0%	1%	2%	-	1%	-
Mathematics	All Students	1%	0%	1%	*	*	*	-	*	0%	4%	*	1%	0%	3%	0%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-
	CWOD	1%	0%	1%	*	*	*	-	*	0%	4%	-	1%	0%	3%	0%	-
	EL	0%	*	0%	*	-	*	-	*	0%	*	-	0%	0%	0%	0%	-
	Male	3%	0%	4%	-	-	*	-	*	0%	14%	-	3%	0%	3%	-	-
	Female	0%	0%	0%	*	*	*	-	*	0%	0%	*	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	*	*	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-
	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%	-	-
	Female	0%	0%	0%	*	*	*	-	*	0%	0%	*	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	*	0%	0%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	*	-	*	-	-	*	-	-	*	*	*	*	-
	Male	0%	*	0%	-	-	*	-	*	0%	*	-	0%	*	0%	-	-
	Female	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	*	-	0%	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	0		
	Total	1	0	1	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	0	-8	-8	-8	-8	-8	-8	-8	-8	-8	-8
	Female	1	1	-8	-8	-8	-8	-8	-8	-8	-8	-8
	Total	1	1	-8	-8	-8	-8	-8	-8	-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	33	1	25	2	0	3	1	1	1	0
	Female	66	3	54	3	1	4	0	1	5	0
	Total	99	4	79	5	1	7	1	2	6	0
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	132	16	90	9	0	13	1	3	1	0
	Female	231	27	179	8	1	14	1	1	9	0
	Total	363	43	269	17	1	27	2	4	10	0

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

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

### Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.5	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%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	68%	71%	65%	*	-	*	-	-	64%	-	56%
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%	*	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 and 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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English I	All Students	64%	57%	93%	92%	92%	100%	-	*	-	-	92%	95%	*	93%	85%	93%	93%	-	*	*	-
	CWD	29%	21%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	68%	61%	93%	92%	93%	100%	-	*	-	-	92%	100%	-	93%	87%	93%	94%	-	*	*	-
	EL	38%	40%	85%	*	86%	*	-	-	-	-	86%	83%	*	87%	85%	89%	82%	-	-	-	-
	Male	58%	51%	93%	82%	97%	*	-	*	-	-	90%	100%	*	93%	89%	93%	-	-	-	-	-
	Female	70%	64%	93%	100%	89%	*	-	*	-	-	93%	90%	*	94%	82%	-	93%	-	*	*	-
English II	All Students	71%	63%	99%	100%	99%	100%	-	*	-	-	99%	92%	-	99%	97%	98%	100%	-	*	-	-
	CWD	33%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	76%	68%	99%	100%	99%	100%	-	*	-	-	99%	92%	-	99%	97%	98%	100%	-	*	-	-
	EL	43%	40%	97%	*	96%	-	-	*	-	-	97%	-	-	97%	97%	93%	100%	-	-	-	-
	Male	65%	58%	98%	100%	97%	*	-	*	-	-	97%	*	-	98%	93%	98%	-	-	-	-	-
	Female	77%	69%	100%	100%	100%	*	-	*	-	-	100%	90%	-	100%	100%	-	100%	-	*	-	-
Algebra I	All Students	74%	66%	100%	100%	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-	*	*	-
	CWD	46%	30%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	78%	70%	100%	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	*	-
	EL	64%	64%	100%	*	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	100%	-	-	-	-
	Male	71%	63%	100%	100%	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	-	-	-	-	-
	Female	78%	70%	100%	100%	100%	*	-	*	-	-	100%	100%	*	100%	100%	-	100%	-	*	*	-
Biology	All Students	82%	75%	100%	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-	*	*	-
	CWD	57%	43%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	86%	79%	100%	100%	100%	100%	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	*	-
	EL	66%	64%	100%	*	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	Male	80%	72%	100%	100%	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	-	-	-	-	-
	Female	85%	77%	100%	100%	100%	*	-	*	-	-	100%	100%	*	100%	100%	-	100%	-	*	*	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	46%	39%	80%	84%	78%	100%	-	*	-	-	78%	86%	*	80%	63%	72%	85%	-	*	*	-
	CWD	17%	11%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	50%	42%	80%	84%	78%	100%	-	*	-	-	78%	90%	-	80%	63%	71%	86%	-	*	*	-
	EL	19%	21%	63%	*	62%	*	-	-	-	-	63%	67%	*	63%	63%	63%	64%	-	-	-	-
	Male	40%	33%	72%	64%	76%	*	-	*	-	-	65%	92%	*	71%	63%	72%	-	-	-	-	-
	Female	53%	45%	85%	100%	79%	*	-	*	-	-	86%	80%	*	86%	64%	-	85%	-	*	*	-
English II	All Students	54%	47%	91%	91%	90%	100%	-	*	-	-	93%	69%	-	91%	90%	88%	94%	-	*	-	-
	CWD	21%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	51%	91%	91%	90%	100%	-	*	-	-	93%	69%	-	91%	90%	88%	94%	-	*	-	-
	EL	22%	22%	90%	*	89%	-	-	*	-	-	90%	-	-	90%	90%	80%	100%	-	-	-	-
	Male	48%	41%	88%	100%	84%	*	-	*	-	-	89%	*	-	88%	80%	88%	-	-	-	-	-
	Female	62%	53%	94%	88%	95%	*	-	*	-	-	96%	70%	-	94%	100%	-	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
Algebra I	All Students	42%	35%	90%	91%	88%	*	-	*	-	-	91%	88%	*	93%	81%	86%	93%	-	*	*	-
	CWD	19%	11%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	45%	37%	93%	91%	93%	*	-	*	-	-	92%	93%	-	93%	87%	85%	98%	-	*	*	-
	EL	28%	30%	81%	*	77%	*	-	-	-	-	86%	*	*	87%	81%	83%	79%	-	-	-	-
	Male	40%	32%	86%	80%	88%	*	-	-	-	-	85%	89%	*	85%	83%	86%	-	-	-	-	-
	Female	45%	37%	93%	100%	88%	*	-	*	-	-	94%	86%	*	98%	79%	-	93%	-	*	*	-
Biology	All Students	54%	43%	87%	88%	86%	100%	-	*	-	-	86%	90%	*	88%	76%	92%	84%	-	*	*	-
	CWD	25%	14%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	57%	46%	88%	88%	86%	100%	-	*	-	-	86%	95%	-	88%	76%	91%	85%	-	*	*	-
	EL	26%	28%	76%	*	76%	*	-	-	-	-	74%	83%	*	76%	76%	87%	68%	-	-	-	-
	Male	52%	41%	92%	82%	96%	*	-	-	-	-	88%	100%	*	91%	87%	92%	-	-	-	-	-
	Female	56%	45%	84%	93%	80%	*	-	*	-	-	86%	75%	*	85%	68%	-	84%	-	*	*	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	10%	7%	19%	12%	22%	17%	-	*	-	-	19%	18%	*	20%	10%	12%	24%	-	*	*	-
	CWD	4%	2%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	11%	8%	20%	12%	23%	20%	-	*	-	-	20%	19%	-	20%	11%	12%	25%	-	*	*	-
	EL	1%	1%	10%	*	11%	*	-	-	-	-	11%	0%	*	11%	10%	5%	14%	-	-	-	-
	Male	8%	6%	12%	0%	17%	*	-	*	-	-	10%	17%	*	12%	5%	12%	-	-	-	-	-
	Female	13%	9%	24%	21%	26%	*	-	*	-	-	25%	20%	*	25%	14%	-	24%	-	*	*	-
English II	All Students	9%	6%	11%	22%	7%	0%	-	*	-	-	10%	15%	-	11%	0%	5%	14%	-	*	-	-
	CWD	5%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	9%	7%	11%	22%	7%	0%	-	*	-	-	10%	15%	-	11%	0%	5%	14%	-	*	-	-
	EL	1%	1%	0%	*	0%	-	-	*	-	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
	Male	7%	5%	5%	0%	6%	*	-	*	-	-	5%	*	-	5%	0%	5%	-	-	-	-	-
	Female	11%	9%	14%	29%	8%	*	-	*	-	-	13%	20%	-	14%	0%	-	14%	-	*	-	-
Algebra I	All Students	26%	21%	68%	65%	67%	*	-	*	-	-	76%	38%	*	69%	62%	59%	74%	-	*	*	-
	CWD	8%	5%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	29%	23%	69%	65%	70%	*	-	*	-	-	77%	40%	-	69%	65%	56%	78%	-	*	*	-
	EL	14%	16%	62%	*	64%	*	-	-	-	-	68%	*	*	65%	62%	58%	64%	-	-	-	-
	Male	25%	20%	59%	40%	65%	*	-	-	-	-	70%	33%	*	56%	58%	59%	-	-	-	-	-
	Female	28%	22%	74%	85%	69%	*	-	*	-	-	80%	43%	*	78%	64%	-	74%	-	*	*	-
Biology	All Students	21%	15%	35%	32%	36%	33%	-	*	-	-	36%	30%	*	35%	19%	43%	30%	-	*	*	-
	CWD	7%	4%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	22%	17%	35%	32%	38%	20%	-	*	-	-	36%	32%	-	35%	21%	43%	31%	-	*	*	-
	EL	5%	6%	19%	*	12%	*	-	-	-	-	19%	17%	*	21%	19%	27%	14%	-	-	-	-
	Male	21%	15%	43%	27%	46%	*	-	-	-	-	44%	42%	*	43%	27%	43%	-	-	-	-	-
	Female	21%	16%	30%	36%	31%	*	-	*	-	-	32%	13%	*	31%	14%	-	30%	-	*	*	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						

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All Grades																						
All Subjects	All Students	73%	66%	98%	98%	97%	100%	-	100%	-	-	97%	99%	92%	98%	95%	97%	98%	-	*	*	-
	CWD	44%	36%	92%	-	89%	*	-	-	-	-	100%	*	92%	-	89%	100%	83%	-	-	-	-
	CWOD	77%	70%	98%	98%	98%	100%	-	100%	-	-	97%	100%	-	98%	95%	97%	98%	-	*	*	-
	EL	59%	58%	95%	91%	95%	*	-	*	-	-	95%	94%	89%	95%	95%	95%	95%	-	-	-	-
	Male	71%	63%	97%	95%	98%	100%	-	*	-	-	96%	100%	100%	97%	95%	97%	-	-	-	-	-
	Female	75%	68%	98%	100%	97%	100%	-	100%	-	-	98%	97%	83%	98%	95%	-	98%	-	*	*	-
Reading	All Students	74%	67%	96%	96%	95%	100%	-	100%	-	-	96%	97%	*	96%	90%	95%	96%	-	*	*	-
	CWD	43%	35%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	78%	72%	96%	96%	96%	100%	-	100%	-	-	95%	100%	-	96%	91%	95%	97%	-	*	*	-
	EL	57%	57%	90%	80%	91%	*	-	*	-	-	91%	83%	*	91%	90%	91%	89%	-	-	-	-
	Male	70%	63%	95%	88%	97%	100%	-	*	-	-	94%	100%	*	95%	91%	95%	-	-	-	-	-
	Female	78%	73%	96%	100%	94%	100%	-	100%	-	-	96%	95%	*	97%	89%	-	96%	-	*	*	-
Mathematics	All Students	71%	64%	100%	100%	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-	*	*	-
	CWD	44%	36%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	75%	67%	100%	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	*	-
	EL	61%	61%	100%	*	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	100%	-	-	-	-
	Male	71%	63%	100%	100%	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	-	-	-	-	-
	Female	71%	64%	100%	100%	100%	*	-	*	-	-	100%	100%	*	100%	100%	-	100%	-	*	*	-
Science	All Students	74%	66%	100%	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-	*	*	-
	CWD	47%	38%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	78%	69%	100%	100%	100%	100%	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	*	*	-
	EL	58%	56%	100%	*	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	Male	74%	65%	100%	100%	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	-	-	-	-	-
	Female	75%	66%	100%	100%	100%	*	-	*	-	-	100%	100%	*	100%	100%	-	100%	-	*	*	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	87%	89%	85%	100%	-	89%	-	-	87%	86%	67%	87%	76%	84%	89%	-	*	*	-
	CWD	23%	18%	67%	-	56%	*	-	-	-	-	89%	*	67%	-	56%	100%	33%	-	-	-	-
	CWOD	50%	42%	87%	89%	86%	100%	-	89%	-	-	87%	90%	-	87%	78%	83%	90%	-	*	*	-
	EL	29%	30%	76%	82%	75%	*	-	*	-	-	77%	69%	56%	78%	76%	77%	75%	-	-	-	-
	Male	45%	38%	84%	79%	85%	100%	-	*	-	-	82%	92%	100%	83%	77%	84%	-	-	-	-	-
	Female	48%	41%	89%	95%	85%	100%	-	100%	-	-	90%	79%	33%	90%	75%	-	89%	-	*	*	-
Reading	All Students	52%	45%	86%	88%	84%	100%	-	86%	-	-	86%	82%	*	86%	75%	80%	89%	-	*	*	-
	CWD	24%	19%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	56%	48%	86%	88%	84%	100%	-	86%	-	-	86%	85%	-	86%	75%	79%	90%	-	*	*	-
	EL	31%	33%	75%	80%	73%	*	-	*	-	-	75%	67%	*	75%	75%	71%	78%	-	-	-	-
	Male	47%	41%	80%	76%	80%	100%	-	*	-	-	78%	87%	*	79%	71%	80%	-	-	-	-	-
	Female	56%	49%	89%	94%	86%	100%	-	100%	-	-	91%	79%	*	90%	78%	-	89%	-	*	*	-

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Mathematics	All Students	41%	33%	90%	91%	88%	*	-	*	-	-	91%	88%	*	93%	81%	86%	93%	-	*	*	-
	CWD	22%	17%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	44%	35%	93%	91%	93%	*	-	*	-	-	92%	93%	-	93%	87%	85%	98%	-	*	*	-
	EL	29%	29%	81%	*	77%	*	-	-	-	-	86%	*	*	87%	81%	83%	79%	-	-	-	-
	Male	42%	34%	86%	80%	88%	*	-	-	-	-	85%	89%	*	85%	83%	86%	-	-	-	-	-
	Female	40%	33%	93%	100%	88%	*	-	*	-	-	94%	86%	*	98%	79%	-	93%	-	*	*	-
Science	All Students	46%	37%	87%	88%	86%	100%	-	*	-	-	86%	90%	*	88%	76%	92%	84%	-	*	*	-
	CWD	23%	17%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	49%	39%	88%	88%	86%	100%	-	*	-	-	86%	95%	-	88%	76%	91%	85%	-	*	*	-
	EL	25%	25%	76%	*	76%	*	-	-	-	-	74%	83%	*	76%	76%	87%	68%	-	-	-	-
	Male	47%	37%	92%	82%	96%	*	-	-	-	-	88%	100%	*	91%	87%	92%	-	-	-	-	-
	Female	45%	36%	84%	93%	80%	*	-	*	-	-	86%	75%	*	85%	68%	-	84%	-	*	*	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	17%	30%	32%	29%	27%	-	22%	-	-	31%	26%	25%	30%	20%	27%	32%	-	*	*	-
	CWD	9%	6%	25%	-	11%	*	-	-	-	-	33%	*	25%	-	11%	50%	0%	-	-	-	-
	CWOD	24%	18%	30%	32%	30%	21%	-	22%	-	-	31%	27%	-	30%	21%	26%	33%	-	*	*	-
	EL	12%	12%	20%	27%	18%	*	-	*	-	-	21%	13%	11%	21%	20%	20%	21%	-	-	-	-
	Male	21%	16%	27%	18%	29%	44%	-	*	-	-	26%	28%	50%	26%	20%	27%	-	-	-	-	-
	Female	23%	18%	32%	41%	30%	15%	-	29%	-	-	33%	24%	0%	33%	21%	-	32%	-	*	*	-
Reading	All Students	25%	20%	15%	17%	15%	8%	-	14%	-	-	14%	18%	*	15%	6%	8%	19%	-	*	*	-
	CWD	9%	6%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	27%	21%	15%	17%	15%	9%	-	14%	-	-	15%	18%	-	15%	6%	9%	20%	-	*	*	-
	EL	13%	14%	6%	0%	6%	*	-	*	-	-	6%	0%	*	6%	6%	3%	8%	-	-	-	-
	Male	22%	17%	8%	0%	12%	0%	-	*	-	-	7%	13%	*	9%	3%	8%	-	-	-	-	-
	Female	28%	22%	19%	26%	17%	14%	-	20%	-	-	19%	21%	*	20%	8%	-	19%	-	*	*	-
Mathematics	All Students	20%	14%	68%	65%	67%	*	-	*	-	-	76%	38%	*	69%	62%	59%	74%	-	*	*	-
	CWD	9%	6%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	21%	16%	69%	65%	70%	*	-	*	-	-	77%	40%	-	69%	65%	56%	78%	-	*	*	-
	EL	12%	12%	62%	*	64%	*	-	-	-	-	68%	*	*	65%	62%	58%	64%	-	-	-	-
	Male	21%	15%	59%	40%	65%	*	-	-	-	-	70%	33%	*	56%	58%	59%	-	-	-	-	-
	Female	19%	13%	74%	85%	69%	*	-	*	-	-	80%	43%	*	78%	64%	-	74%	-	*	*	-
Science	All Students	20%	15%	35%	32%	36%	33%	-	*	-	-	36%	30%	*	35%	19%	43%	30%	-	*	*	-
	CWD	8%	5%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	22%	16%	35%	32%	38%	20%	-	*	-	-	36%	32%	-	35%	21%	43%	31%	-	*	*	-
	EL	7%	8%	19%	*	12%	*	-	-	-	-	19%	17%	*	21%	19%	27%	14%	-	-	-	-
	Male	22%	15%	43%	27%	46%	*	-	-	-	-	44%	42%	*	43%	27%	43%	-	-	-	-	-
	Female	19%	14%	30%	36%	31%	*	-	*	-	-	32%	13%	*	31%	14%	-	30%	-	*	*	-



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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	80	80	83	-	*	-	-	80	-	80
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	80	80	80	83	-	*	-	-	80	-	80
EL ◇	80	*	83	-	-	-	-	-	80	-	80
Male	78	*	81	*	-	-	-	-	79	-	79
Female	82	88	79	*	-	*	-	-	81	-	82
<b>Mathematics</b>											
All Students	97	95	97	*	-	*	-	-	96	*	96
CWD	*	-	*	*	-	-	-	-	*	*	*
CWOD	97	95	99	*	-	*	-	-	97	-	98
EL ◇	96	*	95	*	-	-	-	-	95	*	96
Male	94	90	97	*	-	-	-	-	92	*	95
Female	99	100	98	-	-	*	-	-	98	*	96

- 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
79	50	63%

- 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	72	73	70	76	-	70	-	-	72	61	64
<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	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	Y		Y						Y		Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y		Y						Y		Y
<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%	99%	100%	99%	100%	100%	99%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	-	100%	-	-	100%	99%	-	99%	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%	-	-
	Female	99%	100%	99%	100%	-	100%	-	-	100%	97%	100%	99%	100%	-	99%	-
<b>Reading</b>	All Students	99%	100%	99%	100%	-	100%	-	-	99%	97%	*	99%	100%	100%	99%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-
	CWOD	99%	100%	99%	100%	-	100%	-	-	99%	97%	-	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%	100%	98%	100%	-	100%	-	-	99%	95%	*	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%	-

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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	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%	-	-
	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%	1%	0%	-	0%	-	-	0%	1%	0%	1%	0%	0%	1%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	0%	-	0%	-	-	0%	1%	-	1%	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%	-	-
	Female	1%	0%	1%	0%	-	0%	-	-	0%	3%	0%	1%	0%	-	1%	-
Reading	All Students	1%	0%	1%	0%	-	0%	-	-	1%	3%	*	1%	0%	0%	1%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-
	CWOD	1%	0%	1%	0%	-	0%	-	-	1%	3%	-	1%	0%	0%	1%	-
	EL	0%	0%	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	-	0%	0%	*	0%	0%	0%	-	-
	Female	1%	0%	2%	0%	-	0%	-	-	1%	5%	*	1%	0%	-	1%	-
Mathematics	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%	-	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%	0%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-
	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%	-	-
	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)

**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	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.

	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%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	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
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	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 and 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)

**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.**

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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.

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

**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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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



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State Level: 2019 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	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

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State Level: 2019 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	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: 2019 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

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**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 and 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%	72%	60%	54%	60%	67%	*	73%	*	*	60%	60%	19%	64%	57%	49%	71%	-	38%	-	-
	CWD	47%	38%	19%	0%	24%	*	-	-	-	-	21%	0%	19%	-	24%	21%	16%	-	*	-	-
	CWOD	83%	77%	64%	62%	64%	73%	*	73%	*	*	64%	66%	-	64%	61%	53%	76%	-	50%	-	-
	EL	63%	64%	57%	*	57%	*	-	63%	-	-	58%	50%	24%	61%	57%	46%	69%	-	*	-	-
	Male	75%	67%	49%	44%	50%	57%	*	*	*	*	49%	52%	21%	53%	46%	49%	-	-	33%	-	-
	Female	83%	79%	71%	68%	71%	80%	-	63%	*	-	71%	67%	16%	76%	69%	-	71%	-	*	-	-
Mathematics	All Students	60%	54%	36%	30%	36%	27%	-	64%	*	*	35%	39%	19%	38%	35%	35%	36%	-	25%	-	-
	CWD	36%	29%	19%	13%	18%	*	-	-	-	-	16%	40%	19%	-	17%	21%	16%	-	*	-	-
	CWOD	63%	57%	38%	33%	38%	20%	-	64%	*	*	37%	39%	-	38%	37%	37%	38%	-	33%	-	-
	EL	45%	48%	35%	*	35%	*	-	63%	-	-	35%	31%	17%	37%	35%	33%	37%	-	*	-	-
	Male	60%	54%	35%	23%	37%	33%	-	*	*	*	34%	42%	21%	37%	33%	35%	-	-	33%	-	-
	Female	59%	53%	36%	40%	35%	20%	-	63%	*	-	36%	37%	16%	38%	37%	-	36%	-	*	-	-
Grade 8																						
Reading	All Students	82%	77%	61%	66%	59%	82%	-	100%	*	*	61%	58%	17%	64%	57%	56%	67%	-	43%	-	-
	CWD	50%	44%	17%	17%	19%	*	-	-	-	*	17%	20%	17%	-	23%	24%	0%	-	*	-	-
	CWOD	86%	81%	64%	70%	62%	88%	-	100%	*	*	64%	62%	-	64%	59%	59%	69%	-	50%	-	-
	EL	65%	66%	57%	83%	56%	*	-	*	*	-	58%	43%	23%	59%	57%	53%	61%	-	*	-	-
	Male	78%	72%	56%	63%	54%	57%	-	*	*	*	56%	52%	24%	59%	53%	56%	-	-	*	-	-
	Female	86%	82%	67%	68%	65%	100%	-	*	-	*	67%	64%	0%	69%	61%	-	67%	-	40%	-	-
Mathematics	All Students	70%	63%	52%	59%	51%	50%	-	*	*	*	53%	38%	18%	55%	51%	49%	55%	-	67%	-	-
	CWD	40%	37%	18%	20%	19%	*	-	-	-	*	21%	0%	18%	-	23%	26%	0%	-	-	-	-
	CWOD	74%	67%	55%	62%	53%	54%	-	*	*	*	56%	43%	-	55%	53%	51%	58%	-	67%	-	-
	EL	57%	57%	51%	*	51%	*	-	*	*	-	52%	39%	23%	53%	51%	50%	52%	-	*	-	-
	Male	68%	61%	49%	54%	49%	29%	-	-	*	*	50%	41%	26%	51%	50%	49%	-	-	*	-	-
	Female	72%	65%	55%	64%	53%	71%	-	*	-	*	57%	33%	0%	58%	52%	-	55%	-	60%	-	-
Science	All Students	73%	64%	51%	55%	49%	76%	-	100%	*	*	52%	48%	14%	54%	49%	52%	50%	-	17%	-	-
	CWD	42%	38%	14%	17%	14%	*	-	-	-	*	16%	0%	14%	-	18%	20%	0%	-	-	-	-
	CWOD	77%	68%	54%	58%	52%	81%	-	100%	*	*	54%	53%	-	54%	51%	56%	52%	-	17%	-	-
	EL	54%	53%	49%	67%	47%	*	-	*	*	-	49%	43%	18%	51%	49%	51%	46%	-	*	-	-
	Male	73%	64%	52%	51%	52%	57%	-	*	*	*	53%	42%	20%	56%	51%	52%	-	-	*	-	-
	Female	73%	65%	50%	59%	46%	90%	-	*	-	*	50%	54%	0%	52%	46%	-	50%	-	0%	-	-
End of Course																						
Algebra I	All Students	74%	66%	94%	100%	93%	*	-	*	-	*	95%	85%	*	95%	94%	90%	97%	*	*	-	-
	CWD	46%	30%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	CWOD	78%	70%	95%	100%	94%	*	-	*	-	*	96%	85%	-	95%	94%	92%	97%	*	-	-	-
	EL	64%	64%	94%	*	94%	*	-	*	-	-	96%	80%	-	94%	94%	92%	97%	*	-	-	-
	Male	71%	63%	90%	100%	89%	*	-	*	-	-	92%	*	*	92%	92%	90%	-	-	*	-	-
	Female	78%	70%	97%	100%	96%	*	-	*	-	*	98%	90%	-	97%	97%	-	97%	*	-	-	-
STAAR Percent at Meets Grade Level or Above																						

Texas Education Agency  
2022 Federal Report Card  
CARTER J H (220901041) - ARLINGTON ISD - TARRANT 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 7																						
Reading	All Students	55%	48%	33%	38%	31%	33%	*	73%	*	*	32%	36%	6%	36%	30%	27%	39%	-	38%	-	-
	CWD	25%	20%	6%	0%	8%	*	-	-	-	-	7%	0%	6%	-	9%	7%	5%	-	*	-	-
	CWOD	59%	52%	36%	43%	34%	36%	*	73%	*	*	35%	40%	-	36%	33%	30%	42%	-	50%	-	-
	EL	33%	37%	30%	*	29%	*	-	63%	-	-	31%	25%	9%	33%	30%	24%	36%	-	*	-	-
	Male	50%	43%	27%	28%	26%	43%	*	*	*	*	27%	28%	7%	30%	24%	27%	-	-	33%	-	-
	Female	60%	54%	39%	52%	37%	20%	-	63%	*	-	38%	43%	5%	42%	36%	-	39%	-	*	-	-
Mathematics	All Students	30%	27%	12%	10%	12%	0%	-	36%	*	*	12%	18%	2%	13%	12%	13%	12%	-	13%	-	-
	CWD	18%	15%	2%	0%	3%	*	-	-	-	-	0%	20%	2%	-	3%	3%	0%	-	*	-	-
	CWOD	32%	29%	13%	12%	13%	0%	-	36%	*	*	13%	18%	-	13%	13%	14%	13%	-	17%	-	-
	EL	17%	22%	12%	*	11%	*	-	38%	-	-	11%	17%	3%	13%	12%	12%	12%	-	*	-	-
	Male	31%	27%	13%	3%	15%	0%	-	*	*	*	11%	23%	3%	14%	12%	13%	-	-	17%	-	-
	Female	29%	27%	12%	20%	10%	0%	-	38%	*	-	12%	13%	0%	13%	12%	-	12%	-	*	-	-
Grade 8																						
Reading	All Students	57%	51%	31%	38%	28%	53%	-	60%	*	*	31%	28%	6%	32%	25%	25%	36%	-	0%	-	-
	CWD	25%	25%	6%	0%	7%	*	-	-	-	*	7%	0%	6%	-	9%	8%	0%	-	*	-	-
	CWOD	61%	54%	32%	41%	30%	56%	-	60%	*	*	32%	31%	-	32%	26%	27%	37%	-	0%	-	-
	EL	33%	36%	25%	50%	24%	*	-	*	*	-	25%	23%	9%	26%	25%	22%	28%	-	*	-	-
	Male	51%	46%	25%	27%	25%	29%	-	*	*	*	25%	28%	8%	27%	22%	25%	-	-	*	-	-
	Female	63%	57%	36%	49%	32%	70%	-	*	-	*	37%	28%	0%	37%	28%	-	36%	-	0%	-	-
Mathematics	All Students	39%	27%	19%	26%	17%	7%	-	*	*	*	19%	13%	6%	20%	17%	17%	21%	-	0%	-	-
	CWD	20%	19%	6%	0%	7%	*	-	-	-	*	7%	0%	6%	-	9%	9%	0%	-	-	-	-
	CWOD	41%	28%	20%	29%	18%	8%	-	*	*	*	20%	14%	-	20%	17%	18%	22%	-	0%	-	-
	EL	24%	21%	17%	*	16%	*	-	*	*	-	17%	14%	9%	17%	17%	15%	18%	-	*	-	-
	Male	38%	27%	17%	23%	16%	0%	-	-	*	*	18%	9%	9%	18%	15%	17%	-	-	*	-	-
	Female	40%	28%	21%	30%	18%	14%	-	*	-	*	21%	17%	0%	22%	18%	-	21%	-	0%	-	-
Science	All Students	44%	36%	21%	23%	20%	24%	-	60%	*	*	20%	24%	3%	22%	18%	22%	19%	-	0%	-	-
	CWD	22%	21%	3%	0%	4%	*	-	-	-	*	3%	0%	3%	-	5%	4%	0%	-	-	-	-
	CWOD	47%	38%	22%	25%	21%	25%	-	60%	*	*	21%	27%	-	22%	19%	24%	20%	-	0%	-	-
	EL	23%	24%	18%	50%	17%	*	-	*	*	-	18%	23%	5%	19%	18%	19%	17%	-	*	-	-
	Male	45%	37%	22%	24%	21%	29%	-	*	*	*	22%	21%	4%	24%	19%	22%	-	-	*	-	-
	Female	42%	34%	19%	22%	18%	20%	-	*	-	*	18%	27%	0%	20%	17%	-	19%	-	0%	-	-
End of Course																						
Algebra I	All Students	42%	35%	73%	85%	71%	*	-	*	-	*	74%	62%	*	73%	68%	73%	72%	*	*	-	-
	CWD	19%	11%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	CWOD	45%	37%	73%	85%	71%	*	-	*	-	*	75%	62%	-	73%	68%	75%	72%	*	-	-	-
	EL	28%	30%	68%	*	66%	*	-	*	-	-	70%	40%	-	68%	68%	67%	69%	*	-	-	-
	Male	40%	32%	73%	80%	71%	*	-	*	-	-	73%	*	*	75%	67%	73%	-	-	*	-	-
	Female	45%	37%	72%	88%	70%	*	-	*	-	*	74%	60%	-	72%	69%	-	72%	*	-	-	-



Texas Education Agency  
2022 Federal Report Card  
CARTER J H (220901041) - ARLINGTON ISD - TARRANT 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%	32%	17%	23%	16%	17%	*	55%	*	*	17%	22%	0%	19%	14%	13%	21%	-	13%	-	-
	CWD	11%	8%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	40%	35%	19%	26%	17%	18%	*	55%	*	*	19%	24%	-	19%	15%	15%	23%	-	17%	-	-
	EL	17%	21%	14%	*	13%	*	-	38%	-	-	14%	14%	0%	15%	14%	9%	18%	-	*	-	-
	Male	32%	27%	13%	8%	13%	14%	*	*	*	*	12%	24%	0%	15%	9%	13%	-	-	17%	-	-
	Female	41%	36%	21%	44%	18%	20%	-	38%	*	-	22%	20%	0%	23%	18%	-	21%	-	*	-	-
Mathematics	All Students	13%	11%	3%	2%	3%	0%	-	18%	*	*	2%	11%	0%	4%	2%	5%	2%	-	0%	-	-
	CWD	7%	5%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	14%	12%	4%	2%	4%	0%	-	18%	*	*	3%	12%	-	4%	2%	5%	2%	-	0%	-	-
	EL	6%	7%	2%	*	2%	*	-	13%	-	-	1%	10%	0%	2%	2%	2%	2%	-	*	-	-
	Male	13%	12%	5%	0%	5%	0%	-	*	*	*	4%	15%	0%	5%	2%	5%	-	-	0%	-	-
	Female	12%	10%	2%	4%	1%	0%	-	13%	*	-	1%	7%	0%	2%	2%	-	2%	-	*	-	-
Grade 8																						
Reading	All Students	37%	31%	15%	20%	13%	24%	-	40%	*	*	15%	16%	0%	16%	11%	10%	19%	-	0%	-	-
	CWD	11%	10%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	40%	34%	16%	21%	14%	25%	-	40%	*	*	16%	18%	-	16%	11%	12%	20%	-	0%	-	-
	EL	16%	18%	11%	33%	10%	*	-	*	*	-	10%	13%	0%	11%	11%	6%	15%	-	*	-	-
	Male	31%	27%	10%	15%	9%	14%	-	*	*	*	10%	16%	0%	12%	6%	10%	-	-	*	-	-
	Female	42%	36%	19%	24%	17%	30%	-	*	-	*	19%	16%	0%	20%	15%	-	19%	-	0%	-	-
Mathematics	All Students	14%	7%	3%	3%	3%	0%	-	*	*	*	3%	3%	0%	3%	2%	3%	2%	-	0%	-	-
	CWD	8%	3%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	15%	7%	3%	3%	3%	0%	-	*	*	*	3%	3%	-	3%	2%	4%	2%	-	0%	-	-
	EL	6%	4%	2%	*	1%	*	-	*	*	-	2%	4%	0%	2%	2%	2%	2%	-	*	-	-
	Male	14%	7%	3%	6%	2%	0%	-	-	*	*	3%	5%	0%	4%	2%	3%	-	-	*	-	-
	Female	14%	6%	2%	0%	3%	0%	-	*	-	*	3%	0%	0%	2%	2%	-	2%	-	0%	-	-
Science	All Students	23%	17%	6%	9%	5%	6%	-	20%	*	*	6%	8%	0%	6%	5%	8%	4%	-	0%	-	-
	CWD	9%	7%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	24%	18%	6%	9%	6%	6%	-	20%	*	*	6%	9%	-	6%	5%	9%	4%	-	0%	-	-
	EL	8%	9%	5%	17%	4%	*	-	*	*	-	5%	7%	0%	5%	5%	5%	4%	-	*	-	-
	Male	24%	18%	8%	12%	7%	14%	-	*	*	*	8%	13%	0%	9%	5%	8%	-	-	*	-	-
	Female	21%	16%	4%	5%	3%	0%	-	*	-	*	4%	4%	0%	4%	4%	-	4%	-	0%	-	-
End of Course																						
Algebra I	All Students	26%	21%	38%	62%	34%	*	-	*	-	*	38%	38%	*	39%	35%	46%	32%	*	*	-	-
	CWD	8%	5%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	CWOD	29%	23%	39%	62%	35%	*	-	*	-	*	39%	38%	-	39%	35%	47%	32%	*	-	-	-
	EL	14%	16%	35%	*	31%	*	-	*	-	-	34%	40%	-	35%	35%	36%	33%	*	-	-	-
	Male	25%	20%	46%	80%	40%	*	-	*	-	-	45%	*	*	47%	36%	46%	-	-	*	-	-

Texas Education Agency  
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CARTER J H (220901041) - ARLINGTON ISD - TARRANT 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
Algebra I	Female	28%	22%	32%	50%	30%	*	-	*	-	*	33%	30%	-	32%	33%	-	32%	*	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	54%	55%	53%	65%	*	81%	50%	31%	54%	51%	17%	57%	52%	50%	58%	*	36%	-	-
	CWD	44%	36%	17%	12%	19%	20%	-	-	-	*	18%	12%	17%	-	21%	22%	9%	-	0%	-	-
	CWOD	77%	70%	57%	60%	56%	69%	*	81%	50%	38%	57%	55%	-	57%	54%	53%	61%	*	43%	-	-
	EL	59%	58%	52%	68%	51%	50%	-	76%	*	-	52%	43%	21%	54%	52%	48%	55%	*	29%	-	-
	Male	71%	63%	50%	49%	50%	49%	*	89%	38%	29%	50%	46%	22%	53%	48%	50%	-	-	41%	-	-
	Female	75%	68%	58%	62%	56%	80%	-	79%	*	33%	58%	55%	9%	61%	55%	-	58%	*	32%	-	-
Reading	All Students	74%	67%	60%	61%	60%	76%	*	81%	*	33%	61%	59%	18%	64%	57%	53%	69%	-	40%	-	-
	CWD	43%	35%	18%	7%	22%	*	-	-	-	*	19%	10%	18%	-	23%	23%	10%	-	*	-	-
	CWOD	78%	72%	64%	67%	63%	81%	*	81%	*	40%	64%	64%	-	64%	60%	56%	72%	-	50%	-	-
	EL	57%	57%	57%	88%	56%	80%	-	73%	*	-	58%	47%	23%	60%	57%	49%	65%	-	33%	-	-
	Male	70%	63%	53%	55%	52%	57%	*	*	*	*	53%	52%	23%	56%	49%	53%	-	-	38%	-	-
	Female	78%	73%	69%	68%	68%	93%	-	75%	*	*	69%	65%	10%	72%	65%	-	69%	-	43%	-	-
Mathematics	All Students	71%	64%	49%	50%	49%	48%	-	75%	*	33%	50%	44%	18%	52%	48%	46%	52%	*	40%	-	-
	CWD	44%	36%	18%	15%	18%	*	-	-	-	*	18%	20%	18%	-	19%	23%	10%	-	*	-	-
	CWOD	75%	67%	52%	54%	51%	48%	-	75%	*	40%	52%	46%	-	52%	50%	49%	55%	*	50%	-	-
	EL	61%	61%	48%	50%	47%	17%	-	73%	*	-	49%	39%	19%	50%	48%	46%	49%	*	33%	-	-
	Male	71%	63%	46%	43%	47%	36%	-	*	*	*	47%	43%	23%	49%	46%	46%	-	-	38%	-	-
	Female	71%	64%	52%	59%	50%	60%	-	75%	*	*	53%	45%	10%	55%	49%	-	52%	*	43%	-	-
Science	All Students	74%	66%	51%	55%	49%	76%	-	100%	*	*	52%	48%	14%	54%	49%	52%	50%	-	17%	-	-
	CWD	47%	38%	14%	17%	14%	*	-	-	-	*	16%	0%	14%	-	18%	20%	0%	-	-	-	-
	CWOD	78%	69%	54%	58%	52%	81%	-	100%	*	*	54%	53%	-	54%	51%	56%	52%	-	17%	-	-
	EL	58%	56%	49%	67%	47%	*	-	*	*	-	49%	43%	18%	51%	49%	51%	46%	-	*	-	-
	Male	74%	65%	52%	51%	52%	57%	-	*	*	*	53%	42%	20%	56%	51%	52%	-	-	*	-	-
	Female	75%	66%	50%	59%	46%	90%	-	*	-	*	50%	54%	0%	52%	46%	-	50%	-	0%	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	25%	30%	24%	28%	*	62%	30%	0%	25%	26%	4%	27%	22%	23%	28%	*	11%	-	-
	CWD	23%	18%	4%	0%	6%	0%	-	-	-	*	5%	4%	4%	-	7%	6%	1%	-	0%	-	-
	CWOD	50%	42%	27%	32%	26%	30%	*	62%	30%	0%	27%	28%	-	27%	24%	25%	29%	*	13%	-	-
	EL	29%	30%	22%	50%	21%	25%	-	56%	*	-	23%	21%	7%	24%	22%	21%	24%	*	7%	-	-
	Male	45%	38%	23%	23%	23%	23%	*	67%	38%	0%	23%	23%	6%	25%	21%	23%	-	-	18%	-	-
	Female	48%	41%	28%	37%	26%	33%	-	61%	*	0%	28%	29%	1%	29%	24%	-	28%	*	5%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	45%	32%	38%	30%	45%	*	69%	*	0%	32%	32%	6%	34%	27%	26%	37%	-	20%	-	-
	CWD	24%	19%	6%	0%	8%	*	-	-	-	*	7%	0%	6%	-	9%	8%	3%	-	*	-	-
	CWOD	56%	48%	34%	42%	32%	48%	*	69%	*	0%	34%	36%	-	34%	29%	28%	39%	-	25%	-	-
	EL	31%	33%	27%	63%	26%	40%	-	55%	*	-	28%	24%	9%	29%	27%	23%	32%	-	17%	-	-
	Male	47%	41%	26%	27%	25%	36%	*	*	*	*	26%	28%	8%	28%	23%	26%	-	-	25%	-	-
	Female	56%	49%	37%	50%	34%	53%	-	67%	*	*	38%	36%	3%	39%	32%	-	37%	-	14%	-	-
Mathematics	All Students	41%	33%	22%	25%	21%	14%	-	56%	*	0%	22%	21%	4%	23%	20%	20%	23%	*	7%	-	-
	CWD	22%	17%	4%	0%	4%	*	-	-	-	*	3%	10%	4%	-	5%	6%	0%	-	*	-	-
	CWOD	44%	35%	23%	27%	23%	15%	-	56%	*	0%	24%	22%	-	23%	21%	22%	25%	*	8%	-	-
	EL	29%	29%	20%	38%	19%	17%	-	55%	*	-	20%	18%	5%	21%	20%	19%	21%	*	0%	-	-
	Male	42%	34%	20%	17%	21%	7%	-	*	*	*	20%	20%	6%	22%	19%	20%	-	-	13%	-	-
	Female	40%	33%	23%	33%	21%	20%	-	58%	*	*	24%	22%	0%	25%	21%	-	23%	*	0%	-	-
Science	All Students	46%	37%	21%	23%	20%	24%	-	60%	*	*	20%	24%	3%	22%	18%	22%	19%	-	0%	-	-
	CWD	23%	17%	3%	0%	4%	*	-	-	-	*	3%	0%	3%	-	5%	4%	0%	-	-	-	-
	CWOD	49%	39%	22%	25%	21%	25%	-	60%	*	*	21%	27%	-	22%	19%	24%	20%	-	0%	-	-
	EL	25%	25%	18%	50%	17%	*	-	*	*	-	18%	23%	5%	19%	18%	19%	17%	-	*	-	-
	Male	47%	37%	22%	24%	21%	29%	-	*	*	*	22%	21%	4%	24%	19%	22%	-	-	*	-	-
	Female	45%	36%	19%	22%	18%	20%	-	*	-	*	18%	27%	0%	20%	17%	-	19%	-	0%	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	17%	10%	13%	9%	11%	*	38%	20%	0%	10%	14%	0%	11%	8%	10%	11%	*	3%	-	-
	CWD	9%	6%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	0%	-	-
	CWOD	24%	18%	11%	14%	10%	11%	*	38%	20%	0%	11%	15%	-	11%	9%	11%	12%	*	3%	-	-
	EL	12%	12%	8%	23%	7%	8%	-	32%	*	-	8%	11%	0%	9%	8%	6%	10%	*	0%	-	-
	Male	21%	16%	10%	10%	9%	11%	*	56%	25%	0%	9%	16%	0%	11%	6%	10%	-	-	6%	-	-
	Female	23%	18%	11%	16%	10%	10%	-	32%	*	0%	11%	12%	0%	12%	10%	-	11%	*	0%	-	-
Reading	All Students	25%	20%	16%	21%	14%	21%	*	50%	*	0%	16%	19%	0%	17%	12%	12%	20%	-	7%	-	-
	CWD	9%	6%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	27%	21%	17%	23%	16%	22%	*	50%	*	0%	17%	21%	-	17%	13%	13%	21%	-	8%	-	-
	EL	13%	14%	12%	25%	12%	0%	-	36%	*	-	12%	14%	0%	13%	12%	8%	17%	-	0%	-	-
	Male	22%	17%	12%	12%	11%	14%	*	*	*	*	11%	20%	0%	13%	8%	12%	-	-	13%	-	-
	Female	28%	22%	20%	32%	18%	27%	-	42%	*	*	20%	18%	0%	21%	17%	-	20%	-	0%	-	-
Mathematics	All Students	20%	14%	7%	8%	7%	3%	-	31%	*	0%	7%	11%	0%	8%	5%	8%	6%	*	0%	-	-
	CWD	9%	6%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	21%	16%	8%	9%	7%	4%	-	31%	*	0%	7%	12%	-	8%	6%	9%	6%	*	0%	-	-
	EL	12%	12%	5%	25%	5%	17%	-	27%	*	-	5%	10%	0%	6%	5%	6%	5%	*	0%	-	-
	Male	21%	15%	8%	8%	8%	7%	-	*	*	*	8%	14%	0%	9%	6%	8%	-	-	0%	-	-
	Female	19%	13%	6%	8%	5%	0%	-	25%	*	*	6%	9%	0%	6%	5%	-	6%	*	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	20%	15%	6%	9%	5%	6%	-	20%	*	*	6%	8%	0%	6%	5%	8%	4%	-	0%	-	-
	CWD	8%	5%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	16%	6%	9%	6%	6%	-	20%	*	*	6%	9%	-	6%	5%	9%	4%	-	0%	-	-
	EL	7%	8%	5%	17%	4%	*	-	*	*	-	5%	7%	0%	5%	5%	5%	4%	-	*	-	-
	Male	22%	15%	8%	12%	7%	14%	-	*	*	*	8%	13%	0%	9%	5%	8%	-	-	*	-	-
	Female	19%	14%	4%	5%	3%	0%	-	*	-	*	4%	4%	0%	4%	4%	-	4%	-	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	75	77	75	85	*	100	*	58	76	65	74
CWD	65	67	64	*	-	-	-	*	65	65	64
CWOD	76	78	75	84	*	100	*	50	77	-	75
EL ◇	74	88	73	*	-	100	-	-	75	64	74
Male	73	73	73	82	*	*	-	*	73	70	70
Female	78	83	76	88	-	100	*	*	78	57	78
<b>Mathematics</b>											
All Students	60	62	60	67	-	68	*	42	61	52	59
CWD	52	63	48	*	-	-	-	*	54	52	52
CWOD	61	62	61	66	-	68	*	30	62	-	60
EL ◇	59	64	59	*	-	70	-	-	60	52	59
Male	55	52	56	59	-	*	-	*	55	44	54
Female	66	74	64	75	-	73	*	*	67	68	65

- Indicates there are no students in the group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<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
662	80	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)

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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	30	33	29	35	*	60	33	10	30	7	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	N	Y	N						N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<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%

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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
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											
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>100%</b>	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	*
	CWD	<b>100%</b>	100%	99%	100%	-	-	-	*	99%	100%	100%	-	100%	100%	99%	-
	CWOD	<b>100%</b>	100%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	*
	EL	<b>100%</b>	100%	100%	100%	-	100%	*	-	100%	99%	100%	100%	100%	100%	100%	*
	Male	<b>100%</b>	99%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	<b>99%</b>	100%	99%	100%	-	100%	*	100%	99%	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
Reading	All Students	99%	100%	99%	100%	*	100%	*	100%	99%	99%	99%	99%	99%	100%	99%	-
	CWD	99%	100%	99%	*	-	-	-	*	99%	100%	99%	-	100%	100%	97%	-
	CWOD	99%	100%	99%	100%	*	100%	*	100%	99%	99%	-	99%	99%	100%	99%	-
	EL	99%	100%	99%	100%	-	100%	*	-	99%	98%	100%	99%	99%	100%	99%	-
	Male	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	100%	-	100%	*	*	99%	98%	97%	99%	99%	-	99%	-
Mathematics	All Students	100%	99%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	*
		100%	99%	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%	99%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	*
		100%	99%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	100%	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%	100%	*
		100%	100%	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	99%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	-	-
		100%	99%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	-	100%	*
		100%	100%	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%	1%	*
	CWD	0%	0%	1%	0%	-	-	-	*	1%	0%	0%	-	0%	0%	1%	-
	CWOD	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	0%	0%	0%	-	0%	*	-	0%	1%	0%	0%	0%	0%	0%	*
	Male	0%	1%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	0%	-	0%	*	0%	1%	1%	1%	0%	0%	-	1%	*
Reading	All Students	1%	0%	1%	0%	*	0%	*	0%	1%	1%	1%	1%	1%	0%	1%	-
	CWD	1%	0%	1%	*	-	-	-	*	1%	0%	1%	-	0%	0%	3%	-
	CWOD	1%	0%	1%	0%	*	0%	*	0%	1%	1%	-	1%	1%	0%	1%	-
	EL	1%	0%	1%	0%	-	0%	*	-	1%	2%	0%	1%	1%	0%	1%	-
	Male	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	-	-



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Reading	Female	1%	0%	1%	0%	-	0%	*	*	1%	2%	3%	1%	1%	-	1%	-
Mathematics	All Students	0%	1%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	1%	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%	1%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	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%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	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	115	29	72	8	1	1	0	4	48		
	Female	92	30	57	2	0	0	0	3	24		
	Total	207	59	129	10	1	1	0	7	72		
<b>Out-of-School Suspensions</b>												
	Male	31	13	14	1	1	1	0	1	10		
	Female	46	17	27	0	0	0	0	2	12		
	Total	77	30	41	1	1	1	0	3	22		
<b>Expulsions</b>												
With Educational Services	Male	2	1	1	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	1	1	0	0	0	0	0	1		
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	40	5	32	3	0	0	0	0	21		6
	Female	6	1	5	0	0	0	0	0	4		0
	Total	46	6	37	3	0	0	0	0	25		6
<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	10	1	8	1	0	0	0	0	6		2
	Female	4	1	3	0	0	0	0	0	1		0
	Total	14	2	11	1	0	0	0	0	7		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
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	52	19	26	6	-8	-8	-8	1	13	12	-8
	Female	35	9	22	4	-8	-8	-8	-8	8	3	-8
	Total	87	28	48	10	-8	-8	-8	1	21	15	-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	3
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	1
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	1
<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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	16.3	21.0%
Teachers Teaching with Emergency or Provisional Credentials	9.0	12.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.2	4.4%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	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
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	26%	24%	27%	31%	*	18%	-	40%	26%	22%	28%

- 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 and 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%	72%	80%	67%	75%	93%	*	92%	*	82%	72%	92%	52%	83%	72%	73%	86%	-	50%	-	*	
	CWD	47%	38%	52%	29%	21%	84%	-	-	-	*	47%	67%	52%	-	0%	59%	40%	-	*	-	-	
	CWOD	83%	77%	83%	71%	81%	94%	*	92%	*	89%	76%	95%	-	83%	77%	75%	91%	-	43%	-	*	
	EL	63%	64%	72%	*	67%	*	*	100%	-	*	68%	92%	0%	77%	72%	55%	86%	-	-	-	-	
	Male	75%	67%	73%	59%	64%	92%	*	100%	*	67%	61%	91%	59%	75%	55%	73%	-	-	33%	-	-	
	Female	83%	79%	86%	76%	85%	93%	-	88%	*	100%	82%	93%	40%	91%	86%	-	86%	-	*	-	*	
Mathematics	All Students	60%	54%	66%	54%	59%	80%	*	85%	*	64%	57%	79%	39%	70%	57%	67%	65%	-	63%	-	*	
	CWD	36%	29%	39%	0%	36%	61%	-	-	-	*	31%	58%	39%	-	20%	54%	13%	-	*	-	-	
	CWOD	63%	57%	70%	60%	62%	83%	*	85%	*	78%	61%	81%	-	70%	59%	69%	70%	-	57%	-	*	
	EL	45%	48%	57%	*	48%	*	*	83%	-	*	54%	69%	20%	59%	57%	58%	56%	-	-	-	-	
	Male	60%	54%	67%	51%	58%	86%	*	100%	*	50%	59%	79%	54%	69%	58%	67%	-	-	50%	-	-	
	Female	59%	53%	65%	58%	60%	74%	-	75%	*	80%	56%	79%	13%	70%	56%	-	65%	-	*	-	*	
Grade 8																							
Reading	All Students	82%	77%	82%	73%	80%	90%	100%	80%	*	81%	77%	92%	51%	86%	70%	77%	87%	-	62%	-	*	
	CWD	50%	44%	51%	50%	46%	61%	-	-	-	*	32%	87%	51%	-	40%	58%	41%	-	*	-	-	
	CWOD	86%	81%	86%	77%	82%	94%	100%	80%	*	93%	82%	92%	-	86%	73%	80%	90%	-	58%	-	*	
	EL	65%	66%	70%	-	71%	*	-	*	*	-	71%	60%	40%	73%	70%	67%	73%	-	*	-	-	
	Male	78%	72%	77%	61%	76%	88%	-	80%	*	80%	71%	91%	58%	80%	67%	77%	-	-	50%	-	-	
	Female	86%	82%	87%	86%	83%	92%	100%	80%	-	82%	83%	92%	41%	90%	73%	-	87%	-	*	-	*	
Mathematics	All Students	70%	63%	73%	60%	74%	79%	*	75%	*	73%	70%	79%	37%	78%	67%	69%	77%	-	75%	-	*	
	CWD	40%	37%	37%	40%	31%	44%	-	-	-	*	21%	67%	37%	-	30%	42%	29%	-	*	-	-	
	CWOD	74%	67%	78%	64%	78%	86%	*	75%	*	89%	76%	81%	-	78%	71%	73%	81%	-	73%	-	*	
	EL	57%	57%	67%	-	67%	*	-	*	*	-	67%	55%	30%	71%	67%	66%	67%	-	*	-	-	
	Male	68%	61%	69%	47%	71%	75%	-	*	*	*	66%	76%	42%	73%	66%	69%	-	-	67%	-	-	
	Female	72%	65%	77%	75%	77%	82%	*	*	-	71%	74%	82%	29%	81%	67%	-	77%	-	*	-	*	
Science	All Students	73%	64%	72%	69%	64%	83%	60%	80%	*	81%	65%	83%	37%	76%	49%	70%	74%	-	69%	-	*	
	CWD	42%	38%	37%	40%	31%	39%	-	-	-	*	29%	53%	37%	-	30%	42%	29%	-	*	-	-	
	CWOD	77%	68%	76%	73%	67%	89%	60%	80%	*	86%	69%	86%	-	76%	51%	73%	77%	-	67%	-	*	
	EL	54%	53%	49%	-	48%	*	-	*	*	-	49%	45%	30%	51%	49%	57%	42%	-	*	-	-	
	Male	73%	64%	70%	58%	67%	79%	-	80%	*	80%	64%	82%	42%	73%	57%	70%	-	-	60%	-	-	
	Female	73%	65%	74%	81%	63%	87%	60%	80%	-	82%	66%	84%	29%	77%	42%	-	74%	-	*	-	*	
End of Course																							
Algebra I	All Students	74%	66%	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	*	100%	100%	-	*	-	-	
	CWD	46%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	78%	70%	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	*	100%	100%	-	*	-	-	
	EL	64%	64%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-	
	Male	71%	63%	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	-	-	*	-	-	
	Female	78%	70%	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	-	-	100%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 7																						
Reading	All Students	55%	48%	56%	39%	51%	68%	*	77%	*	82%	46%	70%	14%	61%	44%	46%	65%	-	38%	-	*
	CWD	25%	20%	14%	0%	14%	16%	-	-	-	*	17%	8%	14%	-	0%	15%	13%	-	*	-	-
	CWOD	59%	52%	61%	43%	55%	79%	*	77%	*	89%	51%	76%	-	61%	47%	52%	69%	-	29%	-	*
	EL	33%	37%	44%	*	39%	*	*	67%	-	*	42%	54%	0%	47%	44%	29%	57%	-	-	-	-
	Male	50%	43%	46%	27%	39%	60%	*	100%	*	67%	35%	63%	15%	52%	29%	46%	-	-	17%	-	-
	Female	60%	54%	65%	52%	61%	75%	-	63%	*	100%	57%	77%	13%	69%	57%	-	65%	-	*	-	*
Mathematics	All Students	30%	27%	40%	26%	33%	52%	*	85%	*	55%	31%	55%	7%	44%	35%	39%	41%	-	25%	-	*
	CWD	18%	15%	7%	0%	14%	6%	-	-	-	*	7%	8%	7%	-	0%	8%	7%	-	*	-	-
	CWOD	32%	29%	44%	29%	35%	61%	*	85%	*	67%	34%	59%	-	44%	37%	45%	44%	-	29%	-	*
	EL	17%	22%	35%	*	24%	*	*	83%	-	*	31%	54%	0%	37%	35%	24%	44%	-	-	-	-
	Male	31%	27%	39%	27%	29%	53%	*	100%	*	50%	28%	56%	8%	45%	24%	39%	-	-	17%	-	-
	Female	29%	27%	41%	24%	37%	51%	-	75%	*	60%	33%	53%	7%	44%	44%	-	41%	-	*	-	*
Grade 8																						
Reading	All Students	57%	51%	57%	50%	50%	69%	40%	60%	*	75%	47%	72%	21%	61%	34%	48%	65%	-	38%	-	*
	CWD	25%	25%	21%	20%	15%	28%	-	-	-	*	11%	40%	21%	-	10%	27%	12%	-	*	-	-
	CWOD	61%	54%	61%	55%	52%	75%	40%	60%	*	86%	51%	75%	-	61%	37%	51%	69%	-	33%	-	*
	EL	33%	36%	34%	-	35%	*	-	*	*	-	33%	40%	10%	37%	34%	35%	33%	-	*	-	-
	Male	51%	46%	48%	39%	42%	61%	-	40%	*	60%	41%	63%	27%	51%	35%	48%	-	-	40%	-	-
	Female	63%	57%	65%	61%	56%	76%	40%	80%	-	82%	54%	78%	12%	69%	33%	-	65%	-	*	-	*
Mathematics	All Students	39%	27%	40%	30%	41%	47%	*	25%	*	45%	38%	46%	16%	44%	31%	36%	45%	-	8%	-	*
	CWD	20%	19%	16%	10%	15%	22%	-	-	-	*	14%	20%	16%	-	10%	23%	6%	-	*	-	-
	CWOD	41%	28%	44%	34%	43%	52%	*	25%	*	56%	41%	50%	-	44%	34%	38%	48%	-	0%	-	*
	EL	24%	21%	31%	-	33%	*	-	*	*	-	31%	27%	10%	34%	31%	26%	37%	-	*	-	-
	Male	38%	27%	36%	25%	35%	43%	-	*	*	*	35%	39%	23%	38%	26%	36%	-	-	11%	-	-
	Female	40%	28%	45%	36%	45%	51%	*	*	-	43%	41%	51%	6%	48%	37%	-	45%	-	*	-	*
Science	All Students	44%	36%	41%	36%	35%	51%	20%	30%	*	56%	31%	57%	12%	44%	22%	41%	40%	-	23%	-	*
	CWD	22%	21%	12%	20%	0%	17%	-	-	-	*	4%	27%	12%	-	0%	19%	0%	-	*	-	-
	CWOD	47%	38%	44%	39%	37%	56%	20%	30%	*	64%	34%	60%	-	44%	24%	44%	43%	-	17%	-	*
	EL	23%	24%	22%	-	23%	*	-	*	*	-	20%	36%	0%	24%	22%	27%	17%	-	*	-	-
	Male	45%	37%	41%	34%	35%	54%	-	20%	*	40%	34%	57%	19%	44%	27%	41%	-	-	30%	-	-
	Female	42%	34%	40%	39%	34%	49%	20%	40%	-	64%	28%	56%	0%	43%	17%	-	40%	-	*	-	*
End of Course																						
Algebra I	All Students	42%	35%	99%	100%	100%	100%	*	*	-	80%	100%	98%	-	99%	*	100%	98%	-	*	-	-
	CWD	19%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	37%	99%	100%	100%	100%	*	*	-	80%	100%	98%	-	99%	*	100%	98%	-	*	-	-
	EL	28%	30%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	40%	32%	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	-	-	*	-	-
	Female	45%	37%	98%	100%	100%	100%	*	*	-	*	100%	97%	-	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
STAAR Percent at Masters Grade Level																						
Grade 7																						
Reading	All Students	36%	32%	36%	26%	31%	46%	*	77%	*	36%	27%	51%	10%	40%	22%	32%	41%	-	13%	-	*
	CWD	11%	8%	10%	0%	7%	11%	-	-	-	*	10%	8%	10%	-	0%	7%	13%	-	*	-	-
	CWOD	40%	35%	40%	29%	33%	53%	*	77%	*	33%	30%	55%	-	40%	23%	36%	43%	-	14%	-	*
	EL	17%	21%	22%	*	18%	*	*	67%	-	*	19%	38%	0%	23%	22%	11%	32%	-	-	-	-
	Male	32%	27%	32%	19%	22%	44%	*	100%	*	50%	22%	47%	7%	36%	11%	32%	-	-	0%	-	-
	Female	41%	36%	41%	33%	39%	47%	-	63%	*	20%	32%	55%	13%	43%	32%	-	41%	-	*	-	*
Mathematics	All Students	13%	11%	18%	6%	12%	31%	*	46%	*	9%	13%	26%	2%	20%	15%	17%	18%	-	13%	-	*
	CWD	7%	5%	2%	0%	7%	0%	-	-	-	*	3%	0%	2%	-	0%	0%	7%	-	*	-	-
	CWOD	14%	12%	20%	6%	13%	37%	*	46%	*	11%	14%	28%	-	20%	16%	21%	19%	-	14%	-	*
	EL	6%	7%	15%	*	12%	*	*	50%	-	*	16%	8%	0%	16%	15%	8%	21%	-	-	-	-
	Male	13%	12%	17%	11%	7%	31%	*	80%	*	0%	11%	28%	0%	21%	8%	17%	-	-	0%	-	-
	Female	12%	10%	18%	0%	17%	30%	-	25%	*	20%	15%	23%	7%	19%	21%	-	18%	-	*	-	*
Grade 8																						
Reading	All Students	37%	31%	36%	30%	31%	43%	20%	50%	*	50%	28%	48%	7%	39%	16%	27%	43%	-	15%	-	*
	CWD	11%	10%	7%	10%	8%	6%	-	-	-	*	4%	13%	7%	-	0%	8%	6%	-	*	-	-
	CWOD	40%	34%	39%	33%	32%	48%	20%	50%	*	57%	31%	51%	-	39%	17%	30%	46%	-	17%	-	*
	EL	16%	18%	16%	-	15%	*	-	*	*	-	15%	20%	0%	17%	16%	20%	12%	-	*	-	-
	Male	31%	27%	27%	24%	23%	35%	-	20%	*	40%	25%	31%	8%	30%	20%	27%	-	-	20%	-	-
	Female	42%	36%	43%	36%	38%	51%	20%	80%	-	55%	31%	59%	6%	46%	12%	-	43%	-	*	-	*
Mathematics	All Students	14%	7%	12%	7%	13%	16%	*	0%	*	9%	12%	12%	0%	14%	8%	11%	13%	-	0%	-	*
	CWD	8%	3%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	15%	7%	14%	8%	13%	20%	*	0%	*	11%	14%	14%	-	14%	9%	13%	14%	-	0%	-	*
	EL	6%	4%	8%	-	9%	*	-	*	*	-	9%	0%	0%	9%	8%	9%	8%	-	*	-	-
	Male	14%	7%	11%	6%	12%	13%	-	*	*	*	13%	8%	0%	13%	9%	11%	-	-	0%	-	-
	Female	14%	6%	13%	7%	13%	20%	*	*	-	0%	11%	15%	0%	14%	8%	-	13%	-	*	-	*
Science	All Students	23%	17%	21%	18%	15%	28%	20%	30%	*	31%	14%	30%	0%	23%	10%	19%	22%	-	0%	-	*
	CWD	9%	7%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	24%	18%	23%	20%	16%	32%	20%	30%	*	36%	16%	33%	-	23%	11%	21%	24%	-	0%	-	*
	EL	8%	9%	10%	-	9%	*	-	*	*	-	11%	0%	0%	11%	10%	18%	2%	-	*	-	-
	Male	24%	18%	19%	13%	15%	25%	-	20%	*	40%	16%	24%	0%	21%	18%	19%	-	-	0%	-	-
	Female	21%	16%	22%	22%	15%	32%	20%	40%	-	27%	12%	35%	0%	24%	2%	-	22%	-	*	-	*
End of Course																						
Algebra I	All Students	26%	21%	91%	93%	86%	93%	*	*	-	80%	87%	93%	-	91%	*	87%	94%	-	*	-	-
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	29%	23%	91%	93%	86%	93%	*	*	-	80%	87%	93%	-	91%	*	87%	94%	-	*	-	-
	EL	14%	16%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	25%	20%	87%	100%	82%	84%	-	*	-	*	89%	84%	-	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
Algebra I	Female	28%	22%	94%	88%	90%	100%	*	*	-	*	83%	97%	-	94%	-	-	94%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	76%	66%	72%	86%	68%	89%	78%	79%	69%	86%	43%	80%	63%	72%	79%	-	65%	-	63%
	CWD	44%	36%	43%	34%	33%	58%	-	-	-	20%	32%	67%	43%	-	28%	51%	31%	-	100%	-	-
	CWOD	77%	70%	80%	71%	75%	91%	68%	89%	78%	88%	74%	88%	-	80%	66%	76%	83%	-	62%	-	63%
	EL	59%	58%	63%	100%	61%	73%	*	83%	*	*	63%	67%	28%	66%	63%	62%	64%	-	67%	-	-
	Male	71%	63%	72%	57%	69%	85%	*	92%	71%	70%	66%	85%	51%	76%	62%	72%	-	-	55%	-	-
	Female	75%	68%	79%	76%	74%	87%	67%	80%	*	84%	73%	87%	31%	83%	64%	-	79%	-	100%	-	63%
Reading	All Students	74%	67%	81%	70%	78%	91%	86%	91%	*	81%	75%	92%	52%	85%	71%	75%	87%	-	57%	-	*
	CWD	43%	35%	52%	41%	33%	73%	-	-	-	*	40%	78%	52%	-	27%	58%	41%	-	*	-	-
	CWOD	78%	72%	85%	74%	82%	94%	86%	91%	*	91%	79%	93%	-	85%	75%	78%	90%	-	53%	-	*
	EL	57%	57%	71%	*	69%	83%	*	90%	*	*	70%	78%	27%	75%	71%	62%	79%	-	*	-	-
	Male	70%	63%	75%	60%	71%	90%	*	90%	*	73%	67%	91%	58%	78%	62%	75%	-	-	44%	-	-
	Female	78%	73%	87%	81%	84%	92%	100%	85%	*	88%	83%	92%	41%	90%	79%	-	87%	-	100%	-	*
Mathematics	All Students	71%	64%	73%	61%	70%	83%	57%	86%	*	74%	66%	83%	38%	77%	63%	71%	75%	-	71%	-	*
	CWD	44%	36%	38%	24%	33%	53%	-	-	-	*	26%	63%	38%	-	27%	48%	22%	-	*	-	-
	CWOD	75%	67%	77%	66%	73%	88%	57%	86%	*	87%	72%	85%	-	77%	66%	75%	79%	-	68%	-	*
	EL	61%	61%	63%	*	60%	67%	*	80%	*	*	63%	65%	27%	66%	63%	64%	62%	-	*	-	-
	Male	71%	63%	71%	53%	67%	84%	*	100%	*	64%	66%	81%	48%	75%	64%	71%	-	-	63%	-	-
	Female	71%	64%	75%	70%	72%	82%	40%	69%	*	81%	67%	85%	22%	79%	62%	-	75%	-	100%	-	*
Science	All Students	74%	66%	72%	69%	64%	83%	60%	80%	*	81%	65%	83%	37%	76%	49%	70%	74%	-	69%	-	*
	CWD	47%	38%	37%	40%	31%	39%	-	-	-	*	29%	53%	37%	-	30%	42%	29%	-	*	-	-
	CWOD	78%	69%	76%	73%	67%	89%	60%	80%	*	86%	69%	86%	-	76%	51%	73%	77%	-	67%	-	*
	EL	58%	56%	49%	-	48%	*	-	*	*	-	49%	45%	30%	51%	49%	57%	42%	-	*	-	-
	Male	74%	65%	70%	58%	67%	79%	-	80%	*	80%	64%	82%	42%	73%	57%	70%	-	-	60%	-	-
	Female	75%	66%	74%	81%	63%	87%	60%	80%	-	82%	66%	84%	29%	77%	42%	-	74%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	49%	39%	43%	61%	26%	64%	56%	64%	40%	63%	14%	53%	33%	44%	53%	-	27%	-	38%
	CWD	23%	18%	14%	11%	12%	18%	-	-	-	10%	10%	22%	14%	-	5%	18%	7%	-	80%	-	-
	CWOD	50%	42%	53%	43%	46%	68%	26%	64%	56%	73%	44%	67%	-	53%	36%	48%	57%	-	22%	-	38%
	EL	29%	30%	33%	88%	31%	27%	*	54%	*	*	32%	44%	5%	36%	33%	30%	36%	-	0%	-	-
	Male	45%	38%	44%	33%	38%	57%	*	56%	71%	56%	37%	59%	18%	48%	30%	44%	-	-	26%	-	-
	Female	48%	41%	53%	45%	47%	64%	27%	67%	*	70%	43%	66%	7%	57%	36%	-	53%	-	31%	-	38%



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Reading	All Students	52%	45%	56%	44%	50%	68%	43%	73%	*	78%	47%	71%	18%	61%	38%	47%	65%	-	38%	-	*
	CWD	24%	19%	18%	12%	15%	22%	-	-	-	*	14%	26%	18%	-	7%	21%	13%	-	*	-	-
	CWOD	56%	48%	61%	49%	53%	76%	43%	73%	*	87%	51%	76%	-	61%	41%	51%	69%	-	32%	-	*
	EL	31%	33%	38%	*	36%	33%	*	60%	*	*	37%	48%	7%	41%	38%	33%	44%	-	*	-	-
	Male	47%	41%	47%	33%	41%	60%	*	70%	*	64%	39%	63%	21%	51%	33%	47%	-	-	31%	-	-
	Female	56%	49%	65%	57%	58%	76%	40%	69%	*	88%	55%	77%	13%	69%	44%	-	65%	-	60%	-	*
Mathematics	All Students	41%	33%	47%	35%	41%	58%	14%	68%	*	56%	38%	59%	12%	51%	34%	44%	49%	-	19%	-	*
	CWD	22%	17%	12%	6%	15%	14%	-	-	-	*	11%	15%	12%	-	7%	15%	6%	-	*	-	-
	CWOD	44%	35%	51%	39%	43%	65%	14%	68%	*	65%	42%	63%	-	51%	37%	48%	53%	-	16%	-	*
	EL	29%	29%	34%	*	30%	33%	*	60%	*	*	33%	43%	7%	37%	34%	28%	40%	-	*	-	-
	Male	42%	34%	44%	32%	37%	56%	*	60%	*	55%	37%	56%	15%	48%	28%	44%	-	-	19%	-	-
	Female	40%	33%	49%	38%	45%	60%	20%	69%	*	56%	40%	62%	6%	53%	40%	-	49%	-	20%	-	*
Science	All Students	46%	37%	41%	36%	35%	51%	20%	30%	*	56%	31%	57%	12%	44%	22%	41%	40%	-	23%	-	*
	CWD	23%	17%	12%	20%	0%	17%	-	-	-	*	4%	27%	12%	-	0%	19%	0%	-	*	-	-
	CWOD	49%	39%	44%	39%	37%	56%	20%	30%	*	64%	34%	60%	-	44%	24%	44%	43%	-	17%	-	*
	EL	25%	25%	22%	-	23%	*	-	*	*	-	20%	36%	0%	24%	22%	27%	17%	-	*	-	-
	Male	47%	37%	41%	34%	35%	54%	-	20%	*	40%	34%	57%	19%	44%	27%	41%	-	-	30%	-	-
	Female	45%	36%	40%	39%	34%	49%	20%	40%	-	64%	28%	56%	0%	43%	17%	-	40%	-	*	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	17%	28%	20%	22%	37%	21%	49%	22%	33%	21%	39%	4%	30%	14%	24%	31%	-	9%	-	38%
	CWD	9%	6%	4%	2%	4%	3%	-	-	-	10%	3%	4%	4%	-	0%	3%	5%	-	0%	-	-
	CWOD	24%	18%	30%	23%	23%	43%	21%	49%	22%	37%	23%	42%	-	30%	16%	27%	33%	-	10%	-	38%
	EL	12%	12%	14%	25%	13%	0%	*	46%	*	*	14%	14%	0%	16%	14%	15%	14%	-	0%	-	-
	Male	21%	16%	24%	18%	18%	33%	*	48%	29%	33%	20%	32%	3%	27%	15%	24%	-	-	7%	-	-
	Female	23%	18%	31%	24%	25%	42%	20%	47%	*	33%	21%	43%	5%	33%	14%	-	31%	-	15%	-	38%
Reading	All Students	25%	20%	36%	28%	31%	44%	29%	68%	*	44%	27%	49%	8%	39%	18%	29%	42%	-	14%	-	*
	CWD	9%	6%	8%	6%	7%	8%	-	-	-	*	7%	11%	8%	-	0%	8%	9%	-	*	-	-
	CWOD	27%	21%	39%	31%	33%	50%	29%	68%	*	48%	30%	53%	-	39%	20%	33%	45%	-	16%	-	*
	EL	13%	14%	18%	*	16%	0%	*	60%	*	*	17%	30%	0%	20%	18%	16%	21%	-	*	-	-
	Male	22%	17%	29%	21%	22%	39%	*	60%	*	45%	24%	39%	8%	33%	16%	29%	-	-	13%	-	-
	Female	28%	22%	42%	35%	38%	50%	20%	69%	*	44%	31%	57%	9%	45%	21%	-	42%	-	20%	-	*
Mathematics	All Students	20%	14%	23%	15%	17%	36%	14%	36%	*	22%	17%	32%	1%	26%	13%	22%	24%	-	10%	-	*
	CWD	9%	6%	1%	0%	4%	0%	-	-	-	*	2%	0%	1%	-	0%	0%	3%	-	*	-	-
	CWOD	21%	16%	26%	17%	18%	41%	14%	36%	*	26%	19%	35%	-	26%	14%	25%	26%	-	11%	-	*
	EL	12%	12%	13%	*	12%	0%	*	40%	*	*	14%	4%	0%	14%	13%	12%	14%	-	*	-	-
	Male	21%	15%	22%	16%	15%	32%	*	50%	*	18%	18%	29%	0%	25%	12%	22%	-	-	6%	-	-
	Female	19%	13%	24%	13%	18%	39%	20%	23%	*	25%	16%	35%	3%	26%	14%	-	24%	-	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
Science	All Students	20%	15%	21%	18%	15%	28%	20%	30%	*	31%	14%	30%	0%	23%	10%	19%	22%	-	0%	-	*
	CWD	8%	5%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	22%	16%	23%	20%	16%	32%	20%	30%	*	36%	16%	33%	-	23%	11%	21%	24%	-	0%	-	*
	EL	7%	8%	10%	-	9%	*	-	*	*	-	11%	0%	0%	11%	10%	18%	2%	-	*	-	-
	Male	22%	15%	19%	13%	15%	25%	-	20%	*	40%	16%	24%	0%	21%	18%	19%	-	-	0%	-	-
	Female	19%	14%	22%	22%	15%	32%	20%	40%	-	27%	12%	35%	0%	24%	2%	-	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)

	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	86	84	86	75	100	*	80	84	77	84
CWD	77	71	73	84	-	-	-	*	68	77	85
CWOD	86	88	85	87	75	100	*	83	86	-	84
EL ◇	84	*	84	80	*	100	*	*	85	85	84
Male	82	86	78	83	*	100	*	88	81	82	79
Female	88	85	88	89	*	100	-	77	86	70	89
<b>Mathematics</b>											
All Students	81	76	79	85	100	88	*	91	79	61	78
CWD	61	43	60	69	-	-	-	*	50	61	57
CWOD	84	81	81	87	100	88	*	95	83	-	80
EL ◇	78	*	78	*	*	75	*	*	78	57	78
Male	79	73	76	82	*	100	*	100	77	60	77
Female	83	79	81	88	*	77	-	87	81	63	78

- Indicates there are no students in the group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<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
184	50	27%

- 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	51	42	46	61	38	67	52	59	43	20	37
<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	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y				Y	Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	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				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	Y	N				Y	Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N				N	N	N	N
<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											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	100%	100%	99%	100%	100%	95%	100%	100%	100%	99%	100%	99%	99%	100%	99%	-
	CWD	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	100%	95%	100%	100%	100%	99%	-	99%	99%	100%	99%	-
	EL	99%	100%	99%	100%	*	100%	*	*	99%	98%	100%	99%	99%	99%	99%	-
	Male	100%	100%	100%	99%	*	100%	100%	100%	100%	99%	100%	100%	99%	100%	-	-
	Female	99%	100%	99%	100%	100%	90%	*	100%	100%	99%	100%	99%	99%	-	99%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	100%	100%	100%	100%	100%	96%	*	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	96%	*	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	*	100%	*	100%	100%	99%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	100%	92%	*	100%	100%	99%	100%	100%	100%	-	100%	-
Mathematics	All Students	99%	100%	99%	100%	100%	96%	*	100%	99%	99%	100%	99%	98%	99%	99%	-
		99%	100%	99%	100%	100%	96%	*	100%	99%	99%	100%	99%	98%	99%	99%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
		100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	100%	96%	*	100%	99%	99%	-	99%	98%	99%	99%	-
		99%	100%	99%	100%	100%	96%	*	100%	99%	99%	-	99%	98%	99%	99%	-
	EL	98%	*	98%	100%	*	100%	*	*	99%	96%	100%	98%	98%	99%	98%	-
		98%	*	98%	100%	*	100%	*	*	99%	96%	100%	98%	98%	99%	98%	-
	Male	99%	100%	99%	99%	*	100%	*	100%	100%	99%	100%	99%	99%	99%	-	-
		99%	100%	99%	99%	*	100%	*	100%	100%	99%	100%	99%	99%	99%	-	-
	Female	99%	100%	98%	100%	100%	92%	*	100%	99%	99%	100%	99%	98%	-	99%	-
		99%	100%	98%	100%	100%	92%	*	100%	99%	99%	100%	99%	98%	-	99%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	1%	0%	0%	5%	0%	0%	0%	1%	0%	1%	1%	0%	1%	-
	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	0%	0%	5%	0%	0%	0%	1%	-	1%	1%	0%	1%	-
	EL	1%	0%	1%	0%	*	0%	*	*	1%	2%	0%	1%	1%	1%	1%	-
	Male	0%	0%	0%	1%	*	0%	0%	0%	0%	1%	0%	0%	1%	0%	-	-
	Female	1%	0%	1%	0%	0%	10%	*	0%	0%	1%	0%	1%	1%	-	1%	-
Reading	All Students	0%	0%	0%	0%	0%	4%	*	0%	0%	1%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	4%	*	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	1%	*	0%	*	0%	0%	1%	0%	0%	0%	0%	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	Female	0%	0%	0%	0%	0%	8%	*	0%	0%	1%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	0%	1%	0%	0%	4%	*	0%	1%	1%	0%	1%	2%	1%	1%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	0%	0%	4%	*	0%	1%	1%	-	1%	2%	1%	1%	-
	EL	2%	*	2%	0%	*	0%	*	*	1%	4%	0%	2%	2%	1%	2%	-
	Male	1%	0%	1%	1%	*	0%	*	0%	0%	1%	0%	1%	1%	1%	-	-
	Female	1%	0%	2%	0%	0%	8%	*	0%	1%	1%	0%	1%	2%	-	1%	-
Science	All Students	0%	0%	0%	0%	0%	10%	*	0%	0%	1%	0%	0%	1%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	0%	10%	*	0%	0%	1%	-	0%	1%	1%	0%	-
	EL	1%	-	1%	*	-	*	*	-	1%	0%	0%	1%	1%	2%	0%	-
	Male	0%	0%	1%	0%	-	0%	*	0%	1%	0%	0%	1%	2%	0%	-	-
	Female	0%	0%	0%	0%	0%	20%	-	0%	0%	1%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	74	21	26	23	1	0	0	3	9		
	Female	39	14	16	7	0	1	0	1	2		
	Total	113	35	42	30	1	1	0	4	11		
<b>Out-of-School Suspensions</b>												
	Male	47	15	12	17	0	2	0	1	3		
	Female	29	14	8	5	0	0	0	2	1		
	Total	76	29	20	22	0	2	0	3	4		
<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	33	9	9	15	0	0	0	0	3		16
	Female	16	5	5	6	0	0	0	0	0		8
	Total	49	14	14	21	0	0	0	0	3		24
<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	23	9	6	8	0	0	0	0	2		7
	Female	11	3	1	7	0	0	0	0	0		5
	Total	34	12	7	15	0	0	0	0	2		12
<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	40	9	16	13	-8	1	-8	1	4	11	-8
	Female	36	11	19	6	-8	-8	-8	-8	4	6	-8
	Total	76	20	35	19	-8	1	-8	1	8	17	-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	6.7	10.1%
Teachers Teaching with Emergency or Provisional Credentials	4.6	7.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	9.4	14.8%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<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%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	4%	6%	2%	0%	9%	*	10%	6%	5%	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 and 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 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%	68%	87%	85%	86%	90%	-	*	-	*	83%	90%	67%	88%	80%	79%	93%	-	*	-	-
	CWD	38%	38%	67%	*	67%	*	-	-	-	-	*	80%	67%	-	*	*	60%	-	-	-	-
	CWOD	74%	73%	88%	85%	87%	93%	-	*	-	*	85%	91%	-	88%	78%	80%	95%	-	*	-	-
	EL	53%	61%	80%	-	79%	-	-	*	-	-	78%	88%	*	78%	80%	76%	83%	-	-	-	-
	Male	66%	64%	79%	63%	79%	85%	-	*	-	*	71%	87%	*	80%	76%	79%	-	-	*	-	-
	Female	72%	72%	93%	95%	91%	94%	-	*	-	*	92%	93%	60%	95%	83%	-	93%	-	*	-	-
Mathematics	All Students	72%	70%	92%	88%	92%	93%	-	*	-	*	89%	95%	67%	94%	91%	89%	94%	-	*	-	-
	CWD	47%	47%	67%	*	67%	*	-	-	-	-	*	80%	67%	-	*	*	60%	-	-	-	-
	CWOD	76%	74%	94%	88%	94%	96%	-	*	-	*	92%	96%	-	94%	91%	91%	96%	-	*	-	-
	EL	61%	69%	91%	-	91%	-	-	*	-	-	89%	100%	*	91%	91%	88%	94%	-	-	-	-
	Male	73%	70%	89%	75%	88%	92%	-	*	-	*	89%	90%	*	91%	88%	89%	-	-	-	-	-
	Female	72%	70%	94%	89%	95%	94%	-	*	-	*	89%	98%	60%	96%	94%	-	94%	-	*	-	-
Grade 7																						
Reading	All Students	79%	72%	73%	65%	75%	79%	-	*	-	71%	69%	86%	23%	80%	72%	69%	77%	-	89%	-	-
	CWD	47%	38%	23%	33%	14%	33%	-	-	-	*	26%	*	23%	-	14%	21%	24%	-	*	-	-
	CWOD	83%	77%	80%	70%	82%	86%	-	*	-	83%	76%	91%	-	80%	78%	75%	85%	-	100%	-	-
	EL	63%	64%	72%	-	72%	*	-	*	-	-	69%	92%	14%	78%	72%	73%	71%	-	*	-	-
	Male	75%	67%	69%	57%	74%	64%	-	*	-	71%	65%	85%	21%	75%	73%	69%	-	-	*	-	-
	Female	83%	79%	77%	73%	76%	90%	-	-	-	71%	74%	87%	24%	85%	71%	-	77%	-	80%	-	-
Mathematics	All Students	60%	54%	47%	27%	50%	68%	-	*	-	50%	42%	64%	10%	52%	52%	50%	44%	-	50%	-	-
	CWD	36%	29%	10%	0%	7%	33%	-	-	-	*	12%	*	10%	-	14%	14%	6%	-	*	-	-
	CWOD	63%	57%	52%	32%	54%	72%	-	*	-	58%	47%	67%	-	52%	56%	53%	50%	-	67%	-	-
	EL	45%	48%	52%	-	52%	*	-	*	-	-	51%	58%	14%	56%	52%	59%	42%	-	-	-	-
	Male	60%	54%	50%	20%	56%	64%	-	*	-	57%	42%	78%	14%	53%	59%	50%	-	-	*	-	-
	Female	59%	53%	44%	33%	41%	70%	-	-	-	43%	41%	52%	6%	50%	42%	-	44%	-	40%	-	-
Grade 8																						
Reading	All Students	82%	77%	81%	87%	80%	74%	*	*	-	*	80%	84%	43%	87%	79%	76%	86%	-	71%	-	-
	CWD	50%	44%	43%	43%	40%	*	*	-	-	*	43%	40%	43%	-	13%	40%	46%	-	*	-	-
	CWOD	86%	81%	87%	92%	87%	78%	*	*	-	*	87%	89%	-	87%	90%	83%	91%	-	80%	-	-
	EL	65%	66%	79%	*	76%	*	-	*	-	-	78%	80%	13%	90%	79%	78%	79%	-	*	-	-
	Male	78%	72%	76%	82%	78%	55%	-	*	-	*	77%	75%	40%	83%	78%	76%	-	-	80%	-	-
	Female	86%	82%	86%	91%	83%	88%	*	*	-	*	84%	93%	46%	91%	79%	-	86%	-	*	-	-
Mathematics	All Students	70%	63%	60%	62%	60%	56%	*	*	-	*	56%	74%	15%	70%	55%	59%	62%	-	33%	-	-
	CWD	40%	37%	15%	33%	7%	*	*	-	-	*	14%	20%	15%	-	0%	7%	23%	-	*	-	-
	CWOD	74%	67%	70%	66%	72%	67%	*	*	-	*	65%	82%	-	70%	67%	69%	69%	-	40%	-	-
	EL	57%	57%	55%	*	53%	*	-	*	-	-	59%	38%	0%	67%	55%	61%	50%	-	*	-	-
	Male	68%	61%	59%	54%	61%	56%	-	-	-	*	53%	74%	7%	69%	61%	59%	-	-	*	-	-
	Female	72%	65%	62%	69%	60%	50%	*	*	-	-	57%	75%	23%	69%	50%	-	62%	-	*	-	-

Texas Education Agency  
2022 Federal Report Card  
GUNN J H (220901047) - ARLINGTON ISD - TARRANT 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	73%	64%	62%	70%	54%	62%	*	*	-	*	60%	68%	25%	68%	51%	59%	65%	-	29%	-	-
	CWD	42%	38%	25%	43%	20%	*	*	-	-	*	22%	40%	25%	-	25%	20%	31%	-	*	-	-
	CWOD	77%	68%	68%	73%	60%	73%	*	*	-	*	67%	71%	-	68%	55%	65%	70%	-	20%	-	-
	EL	54%	53%	51%	*	48%	*	-	*	-	-	56%	30%	25%	55%	51%	48%	54%	-	*	-	-
	Male	73%	64%	59%	64%	54%	55%	-	*	-	*	55%	70%	20%	65%	48%	59%	-	-	20%	-	-
	Female	73%	65%	65%	76%	55%	63%	*	*	-	*	65%	67%	31%	70%	54%	-	65%	-	*	-	-
End of Course																						
Algebra I	All Students	74%	66%	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	CWD	46%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	70%	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	64%	64%	100%	-	100%	-	-	*	-	-	100%	*	-	100%	100%	*	100%	-	-	-	-
	Male	71%	63%	100%	*	100%	*	-	*	-	*	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	78%	70%	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	-	100%	-	-	-	-
Biology	All Students	82%	75%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	57%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	79%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	66%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	80%	72%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	85%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	42%	42%	56%	59%	52%	62%	-	*	-	*	53%	59%	11%	59%	51%	48%	62%	-	*	-	-
	CWD	21%	20%	11%	*	17%	*	-	-	-	-	*	20%	11%	-	*	*	0%	-	-	-	-
	CWOD	46%	45%	59%	62%	55%	67%	-	*	-	*	56%	62%	-	59%	53%	50%	66%	-	*	-	-
	EL	24%	34%	51%	-	50%	-	-	*	-	-	52%	50%	*	53%	51%	53%	50%	-	-	-	-
	Male	40%	40%	48%	38%	44%	62%	-	*	-	*	43%	53%	*	50%	53%	48%	-	-	*	-	-
	Female	45%	44%	62%	68%	58%	63%	-	*	-	*	61%	63%	0%	66%	50%	-	62%	-	*	-	-
Mathematics	All Students	38%	37%	63%	46%	61%	83%	-	*	-	*	58%	67%	33%	65%	69%	63%	63%	-	*	-	-
	CWD	20%	21%	33%	*	33%	*	-	-	-	-	*	60%	33%	-	*	*	0%	-	-	-	-
	CWOD	41%	40%	65%	44%	63%	89%	-	*	-	*	62%	68%	-	65%	69%	62%	67%	-	*	-	-
	EL	24%	35%	69%	-	68%	-	-	*	-	-	59%	100%	*	69%	69%	65%	72%	-	-	-	-
	Male	40%	39%	63%	50%	53%	85%	-	*	-	*	52%	73%	*	62%	65%	63%	-	-	-	-	-
	Female	36%	35%	63%	42%	67%	81%	-	*	-	*	62%	63%	0%	67%	72%	-	63%	-	*	-	-
Grade 7																						
Reading	All Students	55%	48%	46%	33%	47%	62%	-	*	-	50%	41%	64%	7%	51%	49%	40%	53%	-	67%	-	-
	CWD	25%	20%	7%	0%	7%	17%	-	-	-	*	7%	*	7%	-	14%	7%	6%	-	*	-	-
	CWOD	59%	52%	51%	39%	52%	69%	-	*	-	58%	46%	67%	-	51%	53%	43%	61%	-	86%	-	-
	EL	33%	37%	49%	-	49%	*	-	*	-	-	48%	58%	14%	53%	49%	48%	52%	-	*	-	-
	Male	50%	43%	40%	30%	41%	43%	-	*	-	43%	36%	56%	7%	43%	48%	40%	-	-	*	-	-

Texas Education Agency  
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GUNN J H (220901047) - ARLINGTON ISD - TARRANT 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%	54%	53%	36%	55%	75%	-	-	-	57%	47%	71%	6%	61%	52%	-	53%	-	60%	-	-
Mathematics	All Students	30%	27%	23%	8%	22%	44%	-	*	-	36%	18%	38%	3%	25%	27%	25%	20%	-	0%	-	-
	CWD	18%	15%	3%	0%	0%	17%	-	-	-	*	4%	*	3%	-	0%	0%	6%	-	*	-	-
	CWOD	32%	29%	25%	9%	25%	48%	-	*	-	42%	21%	40%	-	25%	29%	28%	23%	-	0%	-	-
	EL	17%	22%	27%	-	25%	*	-	*	-	-	26%	33%	0%	29%	27%	33%	16%	-	-	-	-
	Male	31%	27%	25%	7%	29%	29%	-	*	-	43%	18%	52%	0%	28%	33%	25%	-	-	*	-	-
	Female	29%	27%	20%	9%	14%	55%	-	-	-	29%	18%	26%	6%	23%	16%	-	20%	-	0%	-	-
Grade 8																						
Reading	All Students	57%	51%	49%	54%	46%	44%	*	*	-	*	47%	55%	7%	55%	39%	42%	55%	-	29%	-	-
	CWD	25%	25%	7%	14%	0%	*	*	-	-	*	4%	20%	7%	-	0%	0%	15%	-	*	-	-
	CWOD	61%	54%	55%	58%	54%	48%	*	*	-	*	54%	59%	-	55%	46%	49%	61%	-	40%	-	-
	EL	33%	36%	39%	*	37%	*	-	*	-	-	43%	20%	0%	46%	39%	41%	38%	-	*	-	-
	Male	51%	46%	42%	36%	44%	36%	-	*	-	*	38%	54%	0%	49%	41%	42%	-	-	20%	-	-
	Female	63%	57%	55%	71%	48%	50%	*	*	-	*	55%	56%	15%	61%	38%	-	55%	-	*	-	-
Mathematics	All Students	39%	27%	20%	28%	14%	17%	*	*	-	*	20%	21%	0%	24%	19%	27%	14%	-	0%	-	-
	CWD	20%	19%	0%	0%	0%	*	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	41%	28%	24%	32%	18%	20%	*	*	-	*	24%	24%	-	24%	23%	32%	16%	-	0%	-	-
	EL	24%	21%	19%	*	16%	*	-	*	-	-	23%	0%	0%	23%	19%	30%	8%	-	*	-	-
	Male	38%	27%	27%	32%	22%	22%	-	-	-	*	25%	32%	0%	32%	30%	27%	-	-	*	-	-
	Female	40%	28%	14%	23%	7%	10%	*	*	-	-	15%	10%	0%	16%	8%	-	14%	-	*	-	-
Science	All Students	44%	36%	32%	34%	27%	38%	*	*	-	*	30%	40%	0%	37%	24%	35%	29%	-	0%	-	-
	CWD	22%	21%	0%	0%	0%	*	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	47%	38%	37%	38%	32%	45%	*	*	-	*	35%	44%	-	37%	28%	42%	33%	-	0%	-	-
	EL	23%	24%	24%	*	22%	*	-	*	-	-	24%	20%	0%	28%	24%	30%	18%	-	*	-	-
	Male	45%	37%	35%	33%	31%	45%	-	*	-	*	32%	48%	0%	42%	30%	35%	-	-	0%	-	-
	Female	42%	34%	29%	35%	24%	31%	*	*	-	*	28%	33%	0%	33%	18%	-	29%	-	*	-	-
End of Course																						
Algebra I	All Students	42%	35%	91%	91%	88%	100%	-	*	-	*	88%	100%	-	91%	78%	100%	85%	-	-	-	-
	CWD	19%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	37%	91%	91%	88%	100%	-	*	-	*	88%	100%	-	91%	78%	100%	85%	-	-	-	-
	EL	28%	30%	78%	-	75%	-	-	*	-	-	71%	*	-	78%	78%	*	60%	-	-	-	-
	Male	40%	32%	100%	*	100%	*	-	*	-	*	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	45%	37%	85%	88%	70%	100%	-	*	-	*	79%	100%	-	85%	60%	-	85%	-	-	-	-
Biology	All Students	54%	43%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	25%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	46%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	26%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	52%	41%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	56%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
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GUNN J H (220901047) - ARLINGTON ISD - TARRANT 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 6																						
Reading	All Students	23%	21%	30%	33%	22%	45%	-	*	-	*	24%	36%	0%	32%	20%	22%	36%	-	*	-	-
	CWD	8%	7%	0%	*	0%	*	-	-	-	-	*	0%	0%	-	*	*	0%	-	-	-	-
	CWOD	25%	23%	32%	35%	24%	48%	-	*	-	*	26%	38%	-	32%	22%	24%	38%	-	*	-	-
	EL	9%	15%	20%	-	18%	-	-	*	-	-	26%	0%	*	22%	20%	18%	22%	-	-	-	-
	Male	21%	19%	22%	13%	12%	46%	-	*	-	*	11%	33%	*	24%	18%	22%	-	-	*	-	-
	Female	25%	23%	36%	42%	30%	44%	-	*	-	*	34%	37%	0%	38%	22%	-	36%	-	*	-	-
Mathematics	All Students	16%	16%	24%	23%	13%	48%	-	*	-	*	17%	30%	0%	26%	17%	32%	19%	-	*	-	-
	CWD	8%	9%	0%	*	0%	*	-	-	-	-	*	0%	0%	-	*	*	0%	-	-	-	-
	CWOD	17%	17%	26%	24%	14%	52%	-	*	-	*	18%	32%	-	26%	19%	34%	20%	-	*	-	-
	EL	7%	14%	17%	-	15%	-	-	*	-	-	19%	13%	*	19%	17%	29%	6%	-	-	-	-
	Male	17%	18%	32%	13%	21%	62%	-	*	-	*	26%	37%	*	34%	29%	32%	-	-	-	-	-
	Female	14%	13%	19%	26%	7%	38%	-	*	-	*	11%	26%	0%	20%	6%	-	19%	-	*	-	-
Grade 7																						
Reading	All Students	36%	32%	27%	17%	26%	47%	-	*	-	29%	22%	45%	3%	31%	20%	22%	34%	-	33%	-	-
	CWD	11%	8%	3%	0%	0%	17%	-	-	-	*	4%	*	3%	-	0%	0%	6%	-	*	-	-
	CWOD	40%	35%	31%	20%	29%	52%	-	*	-	33%	25%	47%	-	31%	22%	24%	38%	-	43%	-	-
	EL	17%	21%	20%	-	19%	*	-	*	-	-	17%	42%	0%	22%	20%	21%	19%	-	*	-	-
	Male	32%	27%	22%	13%	22%	36%	-	*	-	14%	18%	37%	0%	24%	21%	22%	-	-	*	-	-
	Female	41%	36%	34%	21%	33%	55%	-	-	-	43%	28%	52%	6%	38%	19%	-	34%	-	40%	-	-
Mathematics	All Students	13%	11%	6%	2%	4%	18%	-	*	-	7%	3%	17%	0%	7%	5%	8%	4%	-	0%	-	-
	CWD	7%	5%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	14%	12%	7%	2%	5%	21%	-	*	-	8%	3%	18%	-	7%	5%	8%	5%	-	0%	-	-
	EL	6%	7%	5%	-	3%	*	-	*	-	-	3%	17%	0%	5%	5%	6%	3%	-	-	-	-
	Male	13%	12%	8%	0%	8%	14%	-	*	-	14%	3%	26%	0%	8%	6%	8%	-	-	*	-	-
	Female	12%	10%	4%	3%	0%	20%	-	-	-	0%	2%	10%	0%	5%	3%	-	4%	-	0%	-	-
Grade 8																						
Reading	All Students	37%	31%	32%	33%	30%	26%	*	*	-	*	32%	31%	4%	36%	21%	29%	34%	-	29%	-	-
	CWD	11%	10%	4%	0%	0%	*	*	-	-	*	4%	0%	4%	-	0%	0%	8%	-	*	-	-
	CWOD	40%	34%	36%	37%	35%	26%	*	*	-	*	36%	35%	-	36%	25%	34%	37%	-	40%	-	-
	EL	16%	18%	21%	*	20%	*	-	*	-	-	22%	20%	0%	25%	21%	30%	14%	-	*	-	-
	Male	31%	27%	29%	15%	37%	18%	-	*	-	*	28%	33%	0%	34%	30%	29%	-	-	20%	-	-
	Female	42%	36%	34%	50%	23%	31%	*	*	-	*	35%	30%	8%	37%	14%	-	34%	-	*	-	-
Mathematics	All Students	14%	7%	3%	0%	2%	6%	*	*	-	*	3%	3%	0%	4%	4%	4%	2%	-	0%	-	-
	CWD	8%	3%	0%	0%	0%	*	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	15%	7%	4%	0%	3%	7%	*	*	-	*	4%	3%	-	4%	5%	5%	3%	-	0%	-	-
	EL	6%	4%	4%	*	2%	*	-	*	-	-	5%	0%	0%	5%	4%	4%	4%	-	*	-	-
	Male	14%	7%	4%	0%	2%	11%	-	-	-	*	3%	5%	0%	5%	4%	4%	-	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	14%	6%	2%	0%	2%	0%	*	*	-	-	3%	0%	0%	3%	4%	-	2%	-	*	-	-
Science	All Students	23%	17%	15%	12%	14%	23%	*	*	-	*	15%	16%	0%	18%	11%	20%	10%	-	0%	-	-
	CWD	9%	7%	0%	0%	0%	*	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	24%	18%	18%	13%	16%	27%	*	*	-	*	17%	18%	-	18%	13%	24%	12%	-	0%	-	-
	EL	8%	9%	11%	*	8%	*	-	*	-	-	11%	10%	0%	13%	11%	22%	0%	-	*	-	-
	Male	24%	18%	20%	12%	23%	18%	-	*	-	*	20%	22%	0%	24%	22%	20%	-	-	0%	-	-
	Female	21%	16%	10%	12%	4%	25%	*	*	-	*	10%	11%	0%	12%	0%	-	10%	-	*	-	-
End of Course																						
Algebra I	All Students	26%	21%	79%	82%	75%	88%	-	*	-	*	79%	77%	-	79%	44%	86%	73%	-	-	-	-
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	29%	23%	79%	82%	75%	88%	-	*	-	*	79%	77%	-	79%	44%	86%	73%	-	-	-	-
	EL	14%	16%	44%	-	38%	-	-	*	-	-	43%	*	-	44%	44%	*	0%	-	-	-	-
	Male	25%	20%	86%	*	100%	*	-	*	-	*	93%	67%	-	86%	*	86%	-	-	-	-	-
	Female	28%	22%	73%	88%	40%	100%	-	*	-	*	68%	86%	-	73%	0%	-	73%	-	-	-	-
Biology	All Students	21%	15%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	7%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	17%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	5%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	15%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	21%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	71%	67%	70%	77%	67%	100%	-	71%	66%	82%	28%	76%	67%	67%	74%	-	60%	-	-
	CWD	44%	36%	28%	33%	25%	30%	*	-	-	0%	25%	41%	28%	-	25%	27%	30%	-	33%	-	-
	CWOD	77%	70%	76%	71%	76%	83%	*	100%	-	83%	72%	85%	-	76%	72%	73%	80%	-	68%	-	-
	EL	59%	58%	67%	*	66%	64%	-	100%	-	-	67%	70%	25%	72%	67%	68%	66%	-	*	-	-
	Male	71%	63%	67%	59%	70%	71%	-	100%	-	70%	62%	81%	27%	73%	68%	67%	-	-	59%	-	-
	Female	75%	68%	74%	74%	71%	81%	67%	100%	-	71%	70%	83%	30%	80%	66%	-	74%	-	61%	-	-
Reading	All Students	74%	67%	79%	78%	79%	81%	*	100%	-	77%	76%	87%	37%	84%	76%	74%	84%	-	83%	-	-
	CWD	43%	35%	37%	41%	34%	42%	*	-	-	*	35%	43%	37%	-	28%	36%	38%	-	*	-	-
	CWOD	78%	72%	84%	82%	85%	86%	*	100%	-	89%	82%	91%	-	84%	81%	79%	90%	-	93%	-	-
	EL	57%	57%	76%	*	75%	83%	-	*	-	-	74%	87%	28%	81%	76%	75%	77%	-	*	-	-
	Male	70%	63%	74%	69%	76%	68%	-	*	-	75%	70%	83%	36%	79%	75%	74%	-	-	90%	-	-
	Female	78%	73%	84%	85%	82%	90%	*	*	-	80%	81%	91%	38%	90%	77%	-	84%	-	75%	-	-
Mathematics	All Students	71%	64%	65%	55%	66%	76%	*	100%	-	64%	58%	81%	20%	71%	64%	64%	67%	-	44%	-	-
	CWD	44%	36%	20%	19%	18%	25%	*	-	-	*	15%	36%	20%	-	22%	19%	21%	-	*	-	-
	CWOD	75%	67%	71%	60%	72%	83%	*	100%	-	74%	64%	84%	-	71%	68%	69%	72%	-	54%	-	-
	EL	61%	61%	64%	*	63%	50%	-	*	-	-	63%	67%	22%	68%	64%	66%	60%	-	*	-	-
	Male	71%	63%	64%	44%	67%	76%	-	*	-	67%	56%	83%	19%	69%	66%	64%	-	-	38%	-	-

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Mathematics	Female	71%	64%	67%	63%	65%	77%	*	*	-	60%	60%	79%	21%	72%	60%	-	67%	-	50%	-	-
Science	All Students	74%	66%	62%	70%	55%	62%	*	*	-	*	60%	69%	25%	68%	51%	59%	65%	-	29%	-	-
	CWD	47%	38%	25%	43%	20%	*	*	-	-	*	22%	40%	25%	-	25%	20%	31%	-	*	-	-
	CWOD	78%	69%	68%	73%	61%	73%	*	*	-	*	67%	72%	-	68%	55%	66%	70%	-	20%	-	-
	EL	58%	56%	51%	*	48%	*	-	*	-	-	56%	30%	25%	55%	51%	48%	54%	-	*	-	-
	Male	74%	65%	59%	64%	55%	55%	-	*	-	*	55%	71%	20%	66%	48%	59%	-	-	20%	-	-
	Female	75%	66%	65%	76%	55%	63%	*	*	-	*	65%	67%	31%	70%	54%	-	65%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	42%	37%	39%	54%	0%	87%	-	52%	37%	53%	6%	46%	39%	40%	43%	-	28%	-	-
	CWD	23%	18%	6%	5%	5%	11%	*	-	-	0%	3%	16%	6%	-	9%	6%	5%	-	0%	-	-
	CWOD	50%	42%	46%	40%	44%	60%	*	87%	-	61%	42%	56%	-	46%	42%	44%	48%	-	35%	-	-
	EL	29%	30%	39%	*	37%	36%	-	80%	-	-	38%	41%	9%	42%	39%	42%	35%	-	*	-	-
	Male	45%	38%	40%	31%	39%	49%	-	100%	-	56%	34%	56%	6%	44%	42%	40%	-	-	23%	-	-
	Female	48%	41%	43%	41%	39%	58%	0%	75%	-	48%	40%	51%	5%	48%	35%	-	43%	-	33%	-	-
Reading	All Students	52%	45%	49%	46%	48%	57%	*	83%	-	55%	45%	59%	7%	55%	47%	42%	56%	-	56%	-	-
	CWD	24%	19%	7%	6%	6%	17%	*	-	-	*	6%	14%	7%	-	11%	6%	9%	-	*	-	-
	CWOD	56%	48%	55%	51%	53%	62%	*	83%	-	63%	51%	63%	-	55%	51%	47%	62%	-	71%	-	-
	EL	31%	33%	47%	*	45%	50%	-	*	-	-	47%	43%	11%	51%	47%	47%	46%	-	*	-	-
	Male	47%	41%	42%	34%	43%	47%	-	*	-	50%	38%	54%	6%	47%	47%	42%	-	-	50%	-	-
	Female	56%	49%	56%	57%	54%	63%	*	*	-	60%	53%	63%	9%	62%	46%	-	56%	-	63%	-	-
Mathematics	All Students	41%	33%	37%	28%	34%	56%	*	100%	-	45%	31%	50%	6%	41%	36%	39%	35%	-	6%	-	-
	CWD	22%	17%	6%	6%	6%	8%	*	-	-	*	2%	21%	6%	-	11%	10%	3%	-	*	-	-
	CWOD	44%	35%	41%	30%	38%	63%	*	100%	-	53%	35%	52%	-	41%	39%	42%	39%	-	8%	-	-
	EL	29%	29%	36%	*	34%	33%	-	*	-	-	34%	47%	11%	39%	36%	41%	29%	-	*	-	-
	Male	42%	34%	39%	26%	38%	51%	-	*	-	58%	31%	59%	10%	42%	41%	39%	-	-	0%	-	-
	Female	40%	33%	35%	28%	30%	60%	*	*	-	30%	31%	44%	3%	39%	29%	-	35%	-	13%	-	-
Science	All Students	46%	37%	33%	34%	28%	38%	*	*	-	*	30%	41%	0%	38%	24%	36%	29%	-	0%	-	-
	CWD	23%	17%	0%	0%	0%	*	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	49%	39%	38%	38%	33%	45%	*	*	-	*	35%	46%	-	38%	28%	42%	33%	-	0%	-	-
	EL	25%	25%	24%	*	22%	*	-	*	-	-	24%	20%	0%	28%	24%	30%	18%	-	*	-	-
	Male	47%	37%	36%	33%	32%	45%	-	*	-	*	32%	50%	0%	42%	30%	36%	-	-	0%	-	-
	Female	45%	36%	29%	35%	24%	31%	*	*	-	*	28%	33%	0%	33%	18%	-	29%	-	*	-	-
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%	17%	21%	18%	18%	34%	0%	73%	-	31%	18%	29%	1%	24%	14%	21%	22%	-	15%	-	-
	CWD	9%	6%	1%	0%	0%	7%	*	-	-	0%	2%	0%	1%	-	0%	0%	2%	-	0%	-	-
	CWOD	24%	18%	24%	20%	20%	38%	*	73%	-	37%	21%	31%	-	24%	16%	23%	24%	-	19%	-	-
	EL	12%	12%	14%	*	12%	14%	-	80%	-	-	14%	17%	0%	16%	14%	19%	9%	-	*	-	-
	Male	21%	16%	21%	10%	21%	32%	-	100%	-	30%	17%	30%	0%	23%	19%	21%	-	-	9%	-	-
	Female	23%	18%	22%	24%	15%	36%	0%	50%	-	33%	19%	28%	2%	24%	9%	-	22%	-	22%	-	-
Reading	All Students	25%	20%	30%	27%	27%	40%	*	67%	-	41%	26%	37%	3%	33%	21%	24%	34%	-	33%	-	-
	CWD	9%	6%	3%	0%	0%	17%	*	-	-	*	4%	0%	3%	-	0%	0%	6%	-	*	-	-
	CWOD	27%	21%	33%	30%	30%	43%	*	67%	-	47%	29%	40%	-	33%	23%	28%	38%	-	43%	-	-
	EL	13%	14%	21%	*	19%	17%	-	*	-	-	20%	23%	0%	23%	21%	23%	18%	-	*	-	-
	Male	22%	17%	24%	14%	25%	34%	-	*	-	33%	21%	35%	0%	28%	23%	24%	-	-	20%	-	-
	Female	28%	22%	34%	37%	29%	44%	*	*	-	50%	32%	40%	6%	38%	18%	-	34%	-	50%	-	-
Mathematics	All Students	20%	14%	15%	11%	11%	31%	*	100%	-	18%	11%	23%	0%	17%	9%	17%	13%	-	0%	-	-
	CWD	9%	6%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	21%	16%	17%	12%	13%	36%	*	100%	-	21%	13%	25%	-	17%	10%	19%	15%	-	0%	-	-
	EL	12%	12%	9%	*	7%	17%	-	*	-	-	8%	13%	0%	10%	9%	14%	4%	-	*	-	-
	Male	21%	15%	17%	4%	17%	32%	-	*	-	25%	13%	28%	0%	19%	14%	17%	-	-	0%	-	-
	Female	19%	13%	13%	15%	5%	31%	*	*	-	10%	10%	20%	0%	15%	4%	-	13%	-	0%	-	-
Science	All Students	20%	15%	15%	12%	13%	23%	*	*	-	*	15%	16%	0%	17%	11%	20%	10%	-	0%	-	-
	CWD	8%	5%	0%	0%	0%	*	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	22%	16%	17%	13%	16%	27%	*	*	-	*	17%	17%	-	17%	13%	24%	12%	-	0%	-	-
	EL	7%	8%	11%	*	8%	*	-	*	-	-	11%	10%	0%	13%	11%	22%	0%	-	*	-	-
	Male	22%	15%	20%	12%	23%	18%	-	*	-	*	20%	21%	0%	24%	22%	20%	-	-	0%	-	-
	Female	19%	14%	10%	12%	4%	25%	*	*	-	*	10%	11%	0%	12%	0%	-	10%	-	*	-	-

- 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	81	79	74	*	80	-	87	82	74	79
CWD	74	73	77	63	*	-	-	*	84	74	78
CWOD	79	82	79	75	*	80	-	91	82	-	79
EL ◇	79	*	78	100	-	*	-	-	80	78	79
Male	76	77	76	71	-	*	-	88	79	65	78
Female	81	83	82	76	*	*	-	86	86	81	80
<b>Mathematics</b>											
All Students	68	68	66	73	*	100	-	68	64	51	64
CWD	51	54	46	63	*	-	-	*	49	51	47
CWOD	70	70	68	74	*	100	-	75	66	-	66
EL ◇	64	*	62	80	-	*	-	-	63	47	64
Male	66	58	67	68	-	*	-	79	62	56	66
Female	69	76	65	77	*	*	-	50	66	46	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.

	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
172	62	36%

- 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	41	42	55	22	87	-	51	40	12	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	N					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	Y	N					Y	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	N
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>											
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%	98%	99%	98%	100%	100%	-	100%	98%	99%	98%	99%	100%	98%	99%	-
	CWD	98%	100%	99%	93%	*	-	-	100%	99%	94%	98%	-	100%	99%	98%	-
	CWOD	99%	98%	99%	99%	*	100%	-	100%	98%	99%	-	99%	99%	98%	100%	-
	EL	100%	*	99%	100%	-	100%	-	-	99%	100%	100%	99%	100%	100%	99%	-
	Male	98%	97%	98%	98%	-	100%	-	100%	97%	99%	99%	98%	100%	98%	-	-
	Female	99%	100%	99%	98%	100%	100%	-	100%	99%	99%	98%	100%	99%	-	99%	-
<b>Reading</b>	All Students	99%	99%	99%	99%	*	100%	-	100%	99%	99%	99%	99%	99%	99%	99%	-
	CWD	99%	100%	100%	92%	*	-	-	*	100%	93%	99%	-	100%	100%	97%	-
	CWOD	99%	99%	99%	100%	*	100%	-	100%	99%	99%	-	99%	99%	99%	100%	-
	EL	99%	*	99%	100%	-	*	-	-	99%	100%	100%	99%	99%	100%	99%	-
	Male	99%	99%	99%	100%	-	*	-	100%	99%	99%	100%	99%	100%	99%	-	-
	Female	99%	100%	99%	98%	*	*	-	100%	100%	99%	97%	100%	99%	-	99%	-
<b>Mathematics</b>	All Students	98%	97%	99%	98%	*	100%	-	100%	98%	99%	97%	98%	100%	97%	99%	-
		98%	97%	99%	98%	*	100%	-	100%	98%	99%	97%	98%	100%	97%	99%	-
	CWD	97%	100%	97%	92%	*	-	-	*	98%	93%	97%	-	100%	97%	97%	-
		97%	100%	97%	92%	*	-	-	*	98%	93%	97%	-	100%	97%	97%	-
	CWOD	98%	96%	99%	99%	*	100%	-	100%	98%	99%	-	98%	100%	97%	100%	-
		98%	96%	99%	99%	*	100%	-	100%	98%	99%	-	98%	100%	97%	100%	-
	EL	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	Male	97%	93%	98%	97%	-	*	-	100%	96%	99%	97%	97%	100%	97%	-	-
		97%	93%	98%	97%	-	*	-	100%	96%	99%	97%	97%	100%	97%	-	-
	Female	99%	100%	99%	98%	*	*	-	100%	100%	99%	97%	100%	100%	-	99%	-
		99%	100%	99%	98%	*	*	-	100%	100%	99%	97%	100%	100%	-	99%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	1%	2%	1%	2%	0%	0%	-	0%	2%	1%	2%	1%	0%	2%	1%	-
	CWD	2%	0%	1%	7%	*	-	-	0%	1%	6%	2%	-	0%	1%	2%	-
	CWOD	1%	2%	1%	1%	*	0%	-	0%	2%	1%	-	1%	1%	2%	0%	-
	EL	0%	*	1%	0%	-	0%	-	-	1%	0%	0%	1%	0%	0%	1%	-
	Male	2%	3%	2%	2%	-	0%	-	0%	3%	1%	1%	2%	0%	2%	-	-
	Female	1%	0%	1%	2%	0%	0%	-	0%	1%	1%	2%	0%	1%	-	1%	-
Reading	All Students	1%	1%	1%	1%	*	0%	-	0%	1%	1%	1%	1%	1%	1%	1%	-
	CWD	1%	0%	0%	8%	*	-	-	*	0%	7%	1%	-	0%	0%	3%	-
	CWOD	1%	1%	1%	0%	*	0%	-	0%	1%	1%	-	1%	1%	1%	0%	-
	EL	1%	*	1%	0%	-	*	-	-	1%	0%	0%	1%	1%	0%	1%	-
	Male	1%	1%	1%	0%	-	*	-	0%	1%	1%	0%	1%	0%	1%	-	-
	Female	1%	0%	1%	2%	*	*	-	0%	0%	1%	3%	0%	1%	-	1%	-
Mathematics	All Students	2%	3%	1%	2%	*	0%	-	0%	2%	1%	3%	2%	0%	3%	1%	-
	CWD	3%	0%	3%	8%	*	-	-	*	2%	7%	3%	-	0%	3%	3%	-
	CWOD	2%	4%	1%	1%	*	0%	-	0%	2%	1%	-	2%	0%	3%	0%	-
	EL	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	3%	7%	2%	3%	-	*	-	0%	4%	1%	3%	3%	0%	3%	-	-
	Female	1%	0%	1%	2%	*	*	-	0%	0%	1%	3%	0%	0%	-	1%	-
Science	All Students	2%	0%	3%	4%	*	*	-	*	3%	0%	0%	2%	2%	3%	1%	-
	CWD	0%	0%	0%	*	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	2%	0%	3%	4%	*	*	-	*	3%	0%	-	2%	2%	3%	1%	-
	EL	2%	*	2%	*	-	*	-	-	2%	0%	0%	2%	2%	0%	3%	-
	Male	3%	0%	4%	9%	-	*	-	*	4%	0%	0%	3%	0%	3%	-	-
	Female	1%	0%	2%	0%	*	*	-	*	1%	0%	0%	1%	3%	-	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
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	46	26	13	5	0	1	0	1	6		
	Female	16	7	7	1	0	0	0	1	1		
	Total	62	33	20	6	0	1	0	2	7		
<b>Out-of-School Suspensions</b>												
	Male	19	10	5	3	1	0	0	0	3		
	Female	9	5	3	1	0	0	0	0	1		
	Total	28	15	8	4	1	0	0	0	4		
<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	21	10	7	4	0	0	0	0	4		7
	Female	7	4	3	0	0	0	0	0	2		0
	Total	28	14	10	4	0	0	0	0	6		7
<b>Out-of-School Suspensions</b>												
	Male	12	4	6	2	0	0	0	0	3		3
	Female	6	4	2	0	0	0	0	0	1		0
	Total	18	8	8	2	0	0	0	0	4		3
<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	43	13	11	17	-8	-8	-8	2	4	15	-8
	Female	25	9	11	5	-8	-8	-8	-8	4	6	-8
	Total	68	22	22	22	-8	-8	-8	2	8	21	-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	6.3	12.5%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.8	10.1%

- Indicates there are no data available in the group.

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

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



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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	9%	8%	9%	*	0%	*	13%	8%	10%	3%

- 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 and 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 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%	72%	72%	66%	67%	89%	*	100%	*	83%	65%	89%	34%	76%	58%	68%	78%	-	78%	-	*	
	CWD	47%	38%	34%	*	35%	57%	-	-	-	*	25%	63%	34%	-	18%	39%	29%	-	*	-	-	
	CWOD	83%	77%	76%	70%	71%	92%	*	100%	*	91%	69%	92%	-	76%	62%	71%	82%	-	88%	-	*	
	EL	63%	64%	58%	-	57%	*	-	*	-	-	59%	50%	18%	62%	58%	54%	63%	-	*	-	-	
	Male	75%	67%	68%	56%	62%	91%	*	*	*	75%	59%	85%	39%	71%	54%	68%	-	-	*	-	-	
	Female	83%	79%	78%	78%	72%	87%	-	*	-	*	70%	94%	29%	82%	63%	-	78%	-	83%	-	*	
Mathematics	All Students	60%	54%	55%	41%	50%	80%	*	*	*	60%	46%	74%	16%	58%	46%	52%	57%	-	38%	-	*	
	CWD	36%	29%	16%	*	15%	33%	-	-	-	*	13%	29%	16%	-	9%	18%	14%	-	*	-	-	
	CWOD	63%	57%	58%	43%	54%	84%	*	*	*	67%	50%	78%	-	58%	50%	56%	61%	-	43%	-	*	
	EL	45%	48%	46%	-	45%	*	-	*	-	-	45%	60%	9%	50%	46%	42%	51%	-	*	-	-	
	Male	60%	54%	52%	39%	48%	77%	*	*	*	50%	46%	67%	18%	56%	42%	52%	-	-	*	-	-	
	Female	59%	53%	57%	44%	51%	82%	-	*	-	*	47%	83%	14%	61%	51%	-	57%	-	20%	-	*	
Grade 8																							
Reading	All Students	82%	77%	83%	70%	82%	94%	-	89%	*	94%	79%	91%	35%	89%	78%	79%	88%	-	67%	-	-	
	CWD	50%	44%	35%	25%	33%	57%	-	-	-	-	35%	36%	35%	-	36%	32%	44%	-	*	-	-	
	CWOD	86%	81%	89%	80%	87%	97%	-	100%	*	94%	85%	96%	-	89%	82%	87%	91%	-	80%	-	-	
	EL	65%	66%	78%	-	77%	80%	-	*	-	-	77%	86%	36%	82%	78%	69%	88%	-	*	-	-	
	Male	78%	72%	79%	68%	74%	93%	-	*	-	100%	75%	88%	32%	87%	69%	79%	-	-	*	-	-	
	Female	86%	82%	88%	71%	90%	96%	-	100%	*	90%	84%	96%	44%	91%	88%	-	88%	-	*	-	-	
Mathematics	All Students	70%	63%	62%	45%	64%	78%	-	80%	-	50%	61%	65%	19%	68%	62%	60%	63%	-	50%	-	-	
	CWD	40%	37%	19%	0%	17%	57%	-	-	-	-	19%	20%	19%	-	8%	22%	10%	-	*	-	-	
	CWOD	74%	67%	68%	55%	70%	83%	-	*	-	50%	67%	73%	-	68%	68%	69%	68%	-	60%	-	-	
	EL	57%	57%	62%	-	61%	*	-	*	-	-	58%	100%	8%	68%	62%	61%	64%	-	*	-	-	
	Male	68%	61%	60%	41%	60%	77%	-	*	-	80%	59%	64%	22%	69%	61%	60%	-	-	*	-	-	
	Female	72%	65%	63%	50%	68%	80%	-	*	-	20%	63%	65%	10%	68%	64%	-	63%	-	*	-	-	
Science	All Students	73%	64%	67%	50%	61%	90%	-	86%	*	79%	63%	76%	24%	72%	60%	68%	65%	-	67%	-	-	
	CWD	42%	38%	24%	8%	22%	57%	-	-	-	-	22%	27%	24%	-	17%	29%	10%	-	*	-	-	
	CWOD	77%	68%	72%	60%	66%	94%	-	100%	*	79%	68%	82%	-	72%	64%	76%	68%	-	80%	-	-	
	EL	54%	53%	60%	-	58%	80%	-	*	-	-	58%	75%	17%	64%	60%	60%	61%	-	*	-	-	
	Male	73%	64%	68%	57%	62%	88%	-	*	-	83%	65%	77%	29%	76%	60%	68%	-	-	*	-	-	
	Female	73%	65%	65%	41%	61%	92%	-	*	*	75%	60%	76%	10%	68%	61%	-	65%	-	*	-	-	
End of Course																							
Algebra I	All Students	74%	66%	95%	100%	93%	95%	*	100%	*	100%	93%	96%	*	95%	94%	98%	92%	-	*	-	-	
	CWD	46%	30%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	
	CWOD	78%	70%	95%	100%	93%	94%	*	100%	*	100%	93%	96%	-	95%	94%	98%	92%	-	*	-	-	
	EL	64%	64%	94%	-	86%	*	*	*	-	-	88%	*	-	94%	94%	100%	80%	-	-	-	-	
	Male	71%	63%	98%	100%	100%	97%	*	*	-	*	100%	98%	*	98%	100%	98%	-	-	-	-	-	
	Female	78%	70%	92%	*	86%	92%	-	100%	*	100%	88%	94%	-	92%	80%	-	92%	-	*	-	-	



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Biology	All Students	82%	75%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	CWD	57%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	79%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	66%	64%	100%	-	*	-	-	*	-	-	*	*	-	100%	100%	*	*	-	-	-	-
	Male	80%	72%	100%	*	100%	100%	-	-	-	*	*	100%	-	100%	*	100%	-	-	-	-	-
	Female	85%	77%	100%	*	100%	*	-	*	-	*	100%	100%	-	100%	*	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 7																						
Reading	All Students	55%	48%	49%	41%	38%	78%	*	83%	*	67%	37%	74%	16%	52%	29%	43%	55%	-	56%	-	*
	CWD	25%	20%	16%	*	10%	43%	-	-	-	*	8%	38%	16%	-	0%	17%	14%	-	*	-	-
	CWOD	59%	52%	52%	43%	41%	82%	*	83%	*	73%	40%	76%	-	52%	32%	46%	58%	-	63%	-	*
	EL	33%	37%	29%	-	26%	*	-	*	-	-	29%	20%	0%	32%	29%	22%	36%	-	*	-	-
	Male	50%	43%	43%	39%	32%	70%	*	*	*	63%	33%	65%	17%	46%	22%	43%	-	-	*	-	-
	Female	60%	54%	55%	44%	45%	85%	-	*	-	*	42%	83%	14%	58%	36%	-	55%	-	50%	-	*
Mathematics	All Students	30%	27%	28%	15%	20%	61%	*	*	*	30%	18%	51%	10%	30%	17%	24%	32%	-	13%	-	*
	CWD	18%	15%	10%	*	5%	33%	-	-	-	*	4%	29%	10%	-	0%	6%	14%	-	*	-	-
	CWOD	32%	29%	30%	16%	22%	64%	*	*	*	33%	20%	53%	-	30%	19%	26%	34%	-	14%	-	*
	EL	17%	22%	17%	-	15%	*	-	*	-	-	17%	20%	0%	19%	17%	10%	24%	-	*	-	-
	Male	31%	27%	24%	15%	16%	58%	*	*	*	33%	18%	40%	6%	26%	10%	24%	-	-	*	-	-
	Female	29%	27%	32%	16%	25%	64%	-	*	-	*	19%	65%	14%	34%	24%	-	32%	-	0%	-	*
Grade 8																						
Reading	All Students	57%	51%	57%	42%	50%	76%	-	89%	*	81%	47%	76%	16%	62%	40%	55%	60%	-	67%	-	-
	CWD	25%	25%	16%	8%	17%	29%	-	-	-	-	15%	18%	16%	-	9%	18%	11%	-	*	-	-
	CWOD	61%	54%	62%	50%	54%	80%	-	100%	*	81%	51%	82%	-	62%	43%	61%	63%	-	80%	-	-
	EL	33%	36%	40%	-	39%	20%	-	*	-	-	38%	57%	9%	43%	40%	38%	43%	-	*	-	-
	Male	51%	46%	55%	39%	48%	74%	-	*	-	83%	41%	79%	18%	61%	38%	55%	-	-	*	-	-
	Female	63%	57%	60%	46%	52%	79%	-	100%	*	80%	54%	72%	11%	63%	43%	-	60%	-	*	-	-
Mathematics	All Students	39%	27%	22%	10%	19%	44%	-	40%	-	30%	19%	31%	14%	23%	17%	26%	16%	-	0%	-	-
	CWD	20%	19%	14%	0%	11%	43%	-	-	-	-	15%	10%	14%	-	0%	15%	10%	-	*	-	-
	CWOD	41%	28%	23%	13%	20%	45%	-	*	-	30%	19%	35%	-	23%	18%	29%	17%	-	0%	-	-
	EL	24%	21%	17%	-	16%	*	-	*	-	-	16%	18%	0%	18%	17%	15%	18%	-	*	-	-
	Male	38%	27%	26%	13%	20%	50%	-	*	-	60%	23%	36%	15%	29%	15%	26%	-	-	*	-	-
	Female	40%	28%	16%	8%	19%	30%	-	*	-	0%	14%	23%	10%	17%	18%	-	16%	-	*	-	-
Science	All Students	44%	36%	33%	22%	26%	54%	-	57%	*	50%	25%	50%	16%	35%	19%	33%	32%	-	17%	-	-
	CWD	22%	21%	16%	8%	11%	43%	-	-	-	-	15%	18%	16%	-	0%	18%	10%	-	*	-	-
	CWOD	47%	38%	35%	25%	28%	55%	-	67%	*	50%	26%	53%	-	35%	21%	36%	34%	-	20%	-	-
	EL	23%	24%	19%	-	20%	0%	-	*	-	-	19%	25%	0%	21%	19%	13%	27%	-	*	-	-
	Male	45%	37%	33%	27%	23%	51%	-	*	-	67%	26%	48%	18%	36%	13%	33%	-	-	*	-	-
	Female	42%	34%	32%	15%	29%	58%	-	*	*	38%	24%	51%	10%	34%	27%	-	32%	-	*	-	-

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End of Course																						
Algebra I	All Students	42%	35%	80%	75%	73%	89%	*	100%	*	56%	64%	88%	*	80%	44%	84%	75%	-	*	-	-
	CWD	19%	11%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	45%	37%	80%	86%	73%	89%	*	100%	*	56%	64%	89%	-	80%	44%	85%	75%	-	*	-	-
	EL	28%	30%	44%	-	36%	*	*	*	-	-	31%	*	-	44%	44%	44%	40%	-	-	-	-
	Male	40%	32%	84%	83%	79%	90%	*	*	-	*	71%	90%	*	85%	44%	84%	-	-	-	-	-
	Female	45%	37%	75%	*	68%	88%	-	100%	*	40%	58%	86%	-	75%	40%	-	75%	-	*	-	-
Biology	All Students	54%	43%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	CWD	25%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	46%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	26%	28%	100%	-	*	-	-	*	-	-	*	*	-	100%	100%	*	*	-	-	-	-
	Male	52%	41%	100%	*	100%	100%	-	-	-	*	*	100%	-	100%	*	100%	-	-	-	-	-
	Female	56%	45%	100%	*	100%	*	-	*	-	*	100%	100%	-	100%	*	-	100%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 7																						
Reading	All Students	36%	32%	36%	26%	26%	67%	*	83%	*	67%	25%	62%	13%	39%	18%	32%	41%	-	22%	-	*
	CWD	11%	8%	13%	*	5%	43%	-	-	-	*	8%	25%	13%	-	0%	11%	14%	-	*	-	-
	CWOD	40%	35%	39%	28%	28%	69%	*	83%	*	73%	26%	65%	-	39%	20%	34%	44%	-	25%	-	*
	EL	17%	21%	18%	-	15%	*	-	*	-	-	18%	20%	0%	20%	18%	16%	20%	-	*	-	-
	Male	32%	27%	32%	24%	21%	61%	*	*	*	63%	23%	52%	11%	34%	16%	32%	-	-	*	-	-
	Female	41%	36%	41%	28%	31%	72%	-	*	-	*	27%	74%	14%	44%	20%	-	41%	-	17%	-	*
Mathematics	All Students	13%	11%	11%	4%	7%	28%	*	*	*	20%	5%	27%	6%	12%	6%	10%	13%	-	0%	-	*
	CWD	7%	5%	6%	*	5%	17%	-	-	-	*	0%	29%	6%	-	0%	6%	7%	-	*	-	-
	CWOD	14%	12%	12%	4%	8%	29%	*	*	*	22%	6%	27%	-	12%	6%	10%	13%	-	0%	-	*
	EL	6%	7%	6%	-	3%	*	-	*	-	-	5%	20%	0%	6%	6%	2%	10%	-	*	-	-
	Male	13%	12%	10%	2%	4%	35%	*	*	*	17%	4%	24%	6%	10%	2%	10%	-	-	*	-	-
	Female	12%	10%	13%	6%	11%	21%	-	*	-	*	6%	30%	7%	13%	10%	-	13%	-	0%	-	*
Grade 8																						
Reading	All Students	37%	31%	39%	27%	31%	57%	-	78%	*	63%	29%	58%	14%	42%	23%	39%	39%	-	33%	-	-
	CWD	11%	10%	14%	8%	11%	29%	-	-	-	-	12%	18%	14%	-	0%	14%	11%	-	*	-	-
	CWOD	40%	34%	42%	31%	33%	60%	-	88%	*	63%	31%	62%	-	42%	26%	43%	41%	-	40%	-	-
	EL	16%	18%	23%	-	21%	20%	-	*	-	-	21%	43%	0%	26%	23%	22%	25%	-	*	-	-
	Male	31%	27%	39%	29%	31%	57%	-	*	-	50%	28%	58%	14%	43%	22%	39%	-	-	*	-	-
	Female	42%	36%	39%	25%	31%	57%	-	83%	*	70%	30%	58%	11%	41%	25%	-	39%	-	*	-	-
Mathematics	All Students	14%	7%	5%	2%	3%	17%	-	20%	-	0%	3%	11%	6%	5%	2%	8%	2%	-	0%	-	-
	CWD	8%	3%	6%	0%	6%	14%	-	-	-	-	4%	10%	6%	-	0%	4%	10%	-	*	-	-
	CWOD	15%	7%	5%	2%	3%	17%	-	*	-	0%	3%	12%	-	5%	2%	8%	1%	-	0%	-	-
	EL	6%	4%	2%	-	2%	*	-	*	-	-	2%	0%	0%	2%	2%	2%	2%	-	*	-	-
	Male	14%	7%	8%	3%	4%	23%	-	*	-	0%	5%	17%	4%	8%	2%	8%	-	-	*	-	-

Texas Education Agency  
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SHACKELFORD J H (220901048) - ARLINGTON ISD - TARRANT 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	14%	6%	2%	0%	3%	0%	-	*	-	0%	1%	4%	10%	1%	2%	-	2%	-	*	-	-
Science	All Students	23%	17%	14%	8%	7%	30%	-	57%	*	29%	9%	26%	8%	15%	2%	17%	11%	-	0%	-	-
	CWD	9%	7%	8%	0%	6%	29%	-	-	-	-	11%	0%	8%	-	0%	11%	0%	-	*	-	-
	CWOD	24%	18%	15%	10%	7%	31%	-	67%	*	29%	8%	29%	-	15%	2%	18%	12%	-	0%	-	-
	EL	8%	9%	2%	-	1%	0%	-	*	-	-	1%	8%	0%	2%	2%	2%	2%	-	*	-	-
	Male	24%	18%	17%	11%	9%	30%	-	*	-	50%	13%	25%	11%	18%	2%	17%	-	-	*	-	-
	Female	21%	16%	11%	4%	5%	31%	-	*	*	13%	4%	27%	0%	12%	2%	-	11%	-	*	-	-
End of Course																						
Algebra I	All Students	26%	21%	57%	25%	51%	65%	*	100%	*	33%	36%	69%	*	57%	22%	59%	54%	-	*	-	-
	CWD	8%	5%	*	*	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	29%	23%	57%	29%	51%	65%	*	100%	*	33%	36%	69%	-	57%	22%	59%	54%	-	*	-	-
	EL	14%	16%	22%	-	14%	*	*	*	-	-	13%	*	-	22%	22%	22%	20%	-	-	-	-
	Male	25%	20%	59%	33%	53%	68%	*	*	-	*	48%	64%	*	59%	22%	59%	-	-	-	-	-
	Female	28%	22%	54%	*	50%	63%	-	100%	*	20%	25%	74%	-	54%	20%	-	54%	-	*	-	-
Biology	All Students	21%	15%	61%	*	36%	85%	-	*	-	*	50%	65%	-	61%	20%	74%	42%	-	-	-	-
	CWD	7%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	17%	61%	*	36%	85%	-	*	-	*	50%	65%	-	61%	20%	74%	42%	-	-	-	-
	EL	5%	6%	20%	-	*	-	-	*	-	-	*	*	-	20%	20%	*	*	-	-	-	-
	Male	21%	15%	74%	*	50%	91%	-	-	-	*	*	75%	-	74%	*	74%	-	-	-	-	-
	Female	21%	16%	42%	*	20%	*	-	*	-	*	40%	43%	-	42%	*	-	42%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	71%	56%	66%	89%	*	95%	100%	80%	64%	84%	27%	75%	62%	69%	73%	-	61%	-	*
	CWD	44%	36%	27%	11%	24%	54%	-	-	-	*	23%	37%	27%	-	18%	29%	22%	-	0%	-	-
	CWOD	77%	70%	75%	62%	71%	92%	*	100%	100%	82%	69%	88%	-	75%	67%	74%	76%	-	71%	-	*
	EL	59%	58%	62%	-	61%	76%	*	100%	-	-	61%	77%	18%	67%	62%	59%	67%	-	50%	-	-
	Male	71%	63%	69%	54%	64%	89%	*	80%	*	81%	62%	81%	29%	74%	59%	69%	-	-	67%	-	-
	Female	75%	68%	73%	58%	70%	89%	-	100%	*	79%	66%	87%	22%	76%	67%	-	73%	-	57%	-	*
Reading	All Students	74%	67%	78%	68%	74%	92%	*	93%	*	89%	72%	90%	35%	82%	68%	74%	83%	-	73%	-	*
	CWD	43%	35%	35%	19%	34%	57%	-	-	-	*	30%	47%	35%	-	27%	35%	35%	-	*	-	-
	CWOD	78%	72%	82%	74%	79%	95%	*	100%	*	93%	76%	94%	-	82%	72%	79%	86%	-	85%	-	*
	EL	57%	57%	68%	-	67%	75%	-	100%	-	-	68%	71%	27%	72%	68%	61%	76%	-	*	-	-
	Male	70%	63%	74%	62%	68%	92%	*	83%	*	86%	67%	86%	35%	79%	61%	74%	-	-	67%	-	-
	Female	78%	73%	83%	75%	80%	91%	-	100%	*	93%	77%	95%	35%	86%	76%	-	83%	-	78%	-	*
Mathematics	All Students	71%	64%	64%	46%	60%	85%	*	93%	*	69%	57%	79%	20%	69%	57%	63%	65%	-	47%	-	*
	CWD	44%	36%	20%	6%	16%	50%	-	-	-	*	16%	32%	20%	-	9%	24%	13%	-	*	-	-
	CWOD	75%	67%	69%	51%	65%	88%	*	100%	*	71%	61%	83%	-	69%	62%	68%	69%	-	54%	-	*
	EL	61%	61%	57%	-	55%	75%	*	100%	-	-	54%	83%	9%	62%	57%	55%	59%	-	*	-	-
	Male	71%	63%	63%	44%	58%	84%	*	83%	*	73%	56%	76%	24%	68%	55%	63%	-	-	67%	-	-

Texas Education Agency  
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SHACKELFORD J H (220901048) - ARLINGTON ISD - TARRANT 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%	64%	65%	48%	62%	85%	-	100%	*	64%	57%	82%	13%	69%	59%	-	65%	-	33%	-	*
Science	All Students	74%	66%	70%	52%	64%	91%	-	89%	*	82%	64%	81%	24%	75%	62%	71%	68%	-	67%	-	-
	CWD	47%	38%	24%	8%	22%	57%	-	-	-	-	22%	27%	24%	-	17%	29%	10%	-	*	-	-
	CWOD	78%	69%	75%	61%	68%	95%	-	100%	*	82%	69%	86%	-	75%	66%	78%	71%	-	80%	-	-
	EL	58%	56%	62%	-	60%	80%	-	*	-	-	60%	77%	17%	66%	62%	61%	63%	-	*	-	-
	Male	74%	65%	71%	58%	64%	91%	-	*	-	86%	65%	82%	29%	78%	61%	71%	-	-	*	-	-
	Female	75%	66%	68%	43%	63%	93%	-	100%	*	80%	62%	79%	10%	71%	63%	-	68%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	43%	28%	34%	70%	*	82%	40%	57%	31%	65%	15%	46%	26%	41%	44%	-	33%	-	*
	CWD	23%	18%	15%	5%	11%	40%	-	-	-	*	12%	22%	15%	-	2%	16%	13%	-	0%	-	-
	CWOD	50%	42%	46%	32%	36%	72%	*	86%	40%	58%	34%	69%	-	46%	28%	45%	46%	-	39%	-	*
	EL	29%	30%	26%	-	24%	33%	*	75%	-	-	25%	34%	2%	28%	26%	21%	31%	-	25%	-	-
	Male	45%	38%	41%	29%	31%	68%	*	80%	*	64%	30%	63%	16%	45%	21%	41%	-	-	40%	-	-
	Female	48%	41%	44%	27%	37%	72%	-	79%	*	50%	33%	67%	13%	46%	31%	-	44%	-	29%	-	*
Reading	All Students	52%	45%	53%	42%	44%	77%	*	87%	*	75%	42%	75%	16%	57%	35%	49%	57%	-	60%	-	*
	CWD	24%	19%	16%	6%	13%	36%	-	-	-	*	12%	26%	16%	-	5%	17%	13%	-	*	-	-
	CWOD	56%	48%	57%	46%	47%	81%	*	93%	*	78%	45%	79%	-	57%	38%	54%	60%	-	69%	-	*
	EL	31%	33%	35%	-	33%	38%	-	100%	-	-	34%	42%	5%	38%	35%	30%	39%	-	*	-	-
	Male	47%	41%	49%	39%	40%	72%	*	83%	*	71%	37%	73%	17%	54%	30%	49%	-	-	67%	-	-
	Female	56%	49%	57%	45%	48%	82%	-	89%	*	79%	47%	78%	13%	60%	39%	-	57%	-	56%	-	*
Mathematics	All Students	41%	33%	34%	17%	26%	67%	*	80%	*	38%	23%	58%	13%	37%	19%	35%	34%	-	13%	-	*
	CWD	22%	17%	13%	0%	8%	43%	-	-	-	*	10%	21%	13%	-	0%	13%	13%	-	*	-	-
	CWOD	44%	35%	37%	19%	28%	70%	*	86%	*	39%	24%	61%	-	37%	21%	38%	36%	-	15%	-	*
	EL	29%	29%	19%	-	16%	50%	*	67%	-	-	18%	29%	0%	21%	19%	15%	23%	-	*	-	-
	Male	42%	34%	35%	19%	24%	67%	*	83%	*	53%	24%	55%	13%	38%	15%	35%	-	-	17%	-	-
	Female	40%	33%	34%	13%	28%	67%	-	78%	*	21%	21%	62%	13%	36%	23%	-	34%	-	11%	-	*
Science	All Students	46%	37%	38%	24%	30%	61%	-	67%	*	59%	28%	59%	16%	41%	23%	39%	38%	-	17%	-	-
	CWD	23%	17%	16%	8%	11%	43%	-	-	-	-	15%	18%	16%	-	0%	18%	10%	-	*	-	-
	CWOD	49%	39%	41%	28%	32%	63%	-	75%	*	59%	29%	63%	-	41%	25%	43%	39%	-	20%	-	-
	EL	25%	25%	23%	-	23%	0%	-	*	-	-	22%	31%	0%	25%	23%	16%	31%	-	*	-	-
	Male	47%	37%	39%	29%	28%	61%	-	*	-	71%	28%	60%	18%	43%	16%	39%	-	-	*	-	-
	Female	45%	36%	38%	18%	33%	61%	-	67%	*	50%	28%	58%	10%	39%	31%	-	38%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	22%	17%	25%	14%	17%	48%	*	71%	20%	39%	16%	45%	10%	27%	11%	25%	25%	-	11%	-	*
	CWD	9%	6%	10%	2%	6%	29%	-	-	-	*	7%	16%	10%	-	0%	10%	9%	-	0%	-	-
	CWOD	24%	18%	27%	16%	18%	50%	*	75%	20%	40%	16%	48%	-	27%	12%	28%	27%	-	13%	-	*
	EL	12%	12%	11%	-	9%	24%	*	63%	-	-	10%	21%	0%	12%	11%	9%	13%	-	13%	-	-
	Male	21%	16%	25%	15%	16%	49%	*	73%	*	42%	16%	43%	10%	28%	9%	25%	-	-	13%	-	-
	Female	23%	18%	25%	14%	19%	46%	-	67%	*	37%	15%	48%	9%	27%	13%	-	25%	-	10%	-	*
Reading	All Students	25%	20%	38%	27%	28%	62%	*	80%	*	64%	27%	60%	13%	40%	21%	35%	40%	-	27%	-	*
	CWD	9%	6%	13%	6%	8%	36%	-	-	-	*	10%	21%	13%	-	0%	13%	13%	-	*	-	-
	CWOD	27%	21%	40%	29%	30%	64%	*	86%	*	67%	28%	64%	-	40%	23%	39%	42%	-	31%	-	*
	EL	13%	14%	21%	-	18%	38%	-	100%	-	-	19%	33%	0%	23%	21%	19%	23%	-	*	-	-
	Male	22%	17%	35%	27%	26%	59%	*	83%	*	57%	25%	55%	13%	39%	19%	35%	-	-	33%	-	-
	Female	28%	22%	40%	27%	31%	66%	-	78%	*	71%	28%	66%	13%	42%	23%	-	40%	-	22%	-	*
Mathematics	All Students	20%	14%	17%	4%	10%	39%	*	67%	*	17%	7%	36%	7%	18%	5%	17%	16%	-	0%	-	*
	CWD	9%	6%	7%	0%	5%	21%	-	-	-	*	2%	21%	7%	-	0%	7%	9%	-	*	-	-
	CWOD	21%	16%	18%	5%	11%	40%	*	71%	*	18%	8%	38%	-	18%	6%	18%	17%	-	0%	-	*
	EL	12%	12%	5%	-	3%	25%	*	50%	-	-	4%	17%	0%	6%	5%	3%	8%	-	*	-	-
	Male	21%	15%	17%	5%	9%	43%	*	67%	*	20%	8%	35%	7%	18%	3%	17%	-	-	0%	-	-
	Female	19%	13%	16%	3%	13%	33%	-	67%	*	14%	6%	38%	9%	17%	8%	-	16%	-	0%	-	*
Science	All Students	20%	15%	18%	9%	9%	39%	-	56%	*	35%	10%	33%	8%	19%	2%	22%	13%	-	0%	-	-
	CWD	8%	5%	8%	0%	6%	29%	-	-	-	-	11%	0%	8%	-	0%	11%	0%	-	*	-	-
	CWOD	22%	16%	19%	11%	9%	40%	-	63%	*	35%	10%	36%	-	19%	3%	24%	14%	-	0%	-	-
	EL	7%	8%	2%	-	2%	0%	-	*	-	-	2%	8%	0%	3%	2%	3%	2%	-	*	-	-
	Male	22%	15%	22%	11%	11%	43%	-	*	-	57%	14%	36%	11%	24%	3%	22%	-	-	*	-	-
	Female	19%	14%	13%	7%	6%	32%	-	50%	*	20%	6%	29%	0%	14%	2%	-	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)

Texas Education Agency  
**2022 Federal Report Card**  
**SHACKELFORD J H (220901048) - ARLINGTON ISD - TARRANT COUNTY**

	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	83	76	80	92	*	96	*	95	79	67	77
CWD	67	57	64	89	-	-	-	*	69	67	68
CWOD	84	78	82	93	*	96	*	95	80	-	77
EL ◇	77	-	76	92	-	100	-	-	76	68	77
Male	83	79	79	95	*	*	*	100	80	72	75
Female	82	71	82	89	-	94	*	90	78	56	79
<b>Mathematics</b>											
All Students	67	69	63	74	*	95	*	70	65	47	63
CWD	47	43	49	56	-	-	-	*	43	47	45
CWOD	69	73	64	75	*	95	*	73	67	-	65
EL ◇	63	-	61	83	-	90	-	-	61	45	63
Male	67	75	62	74	*	*	*	67	65	53	62
Female	66	60	64	73	-	94	*	73	65	37	64

- 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
246	36	15%

- 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	33	39	69	*	87	53	59	37	17	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)

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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	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	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	Y				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	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	Y				N	N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	Y				N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N				N	N	N	N
<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%	99%	100%	99%	*	92%	100%	100%	99%	100%	97%	100%	100%	99%	100%	-
	CWD	97%	100%	98%	100%	-	*	-	*	96%	100%	97%	-	97%	98%	97%	-
	CWOD	100%	99%	100%	99%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	99%	100%	*	100%	-	-	99%	100%	97%	100%	100%	100%	99%	-
	Male	99%	99%	100%	99%	*	80%	*	100%	99%	99%	98%	100%	100%	99%	-	-
	Female	100%	100%	99%	100%	-	100%	*	100%	99%	100%	97%	100%	99%	-	100%	-
<b>Reading</b>	All Students	100%	99%	100%	99%	*	93%	*	100%	100%	100%	99%	100%	100%	99%	100%	-
	CWD	99%	100%	100%	100%	-	*	-	*	98%	100%	99%	-	100%	98%	100%	-
	CWOD	100%	99%	100%	99%	*	100%	*	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	99%	100%	99%	*	83%	*	100%	99%	99%	98%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	99%	99%	99%	100%	*	93%	*	100%	99%	100%	97%	100%	99%	99%	99%	-
		99%	99%	99%	100%	*	93%	*	100%	99%	100%	97%	100%	99%	99%	99%	-
	CWD	97%	100%	97%	100%	-	*	-	*	96%	100%	97%	-	96%	98%	96%	-
		97%	100%	97%	100%	-	*	-	*	96%	100%	97%	-	96%	98%	96%	-
	CWOD	100%	99%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
		100%	99%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	99%	-	99%	100%	*	100%	-	-	99%	100%	96%	100%	99%	100%	98%	-
		99%	-	99%	100%	*	100%	-	-	99%	100%	96%	100%	99%	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
Mathematics	Male	99%	99%	100%	100%	*	83%	*	100%	99%	100%	98%	100%	100%	99%	-	-
		99%	99%	100%	100%	*	83%	*	100%	99%	100%	98%	100%	100%	99%	-	-
	Female	99%	100%	99%	100%	-	100%	*	100%	99%	100%	96%	100%	98%	-	99%	-
		99%	100%	99%	100%	-	100%	*	100%	99%	100%	96%	100%	98%	-	99%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	1%	1%	0%	1%	*	8%	0%	0%	1%	0%	3%	0%	0%	1%	0%	-
	CWD	3%	0%	2%	0%	-	*	-	*	4%	0%	3%	-	3%	2%	3%	-
	CWOD	0%	1%	0%	1%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	1%	0%	*	0%	-	-	1%	0%	3%	0%	0%	0%	1%	-
	Male	1%	1%	0%	1%	*	20%	*	0%	1%	1%	2%	0%	0%	1%	-	-
	Female	0%	0%	1%	0%	-	0%	*	0%	1%	0%	3%	0%	1%	-	0%	-
Reading	All Students	0%	1%	0%	1%	*	7%	*	0%	0%	0%	1%	0%	0%	1%	0%	-
	CWD	1%	0%	0%	0%	-	*	-	*	2%	0%	1%	-	0%	2%	0%	-
	CWOD	0%	1%	0%	1%	*	0%	*	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	1%	0%	1%	*	17%	*	0%	1%	1%	2%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	1%	1%	0%	*	7%	*	0%	1%	0%	3%	0%	1%	1%	1%	-
	CWD	3%	0%	3%	0%	-	*	-	*	4%	0%	3%	-	4%	2%	4%	-
	CWOD	0%	1%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	1%	-	1%	0%	*	0%	-	-	1%	0%	4%	0%	1%	0%	2%	-
	Male	1%	1%	0%	0%	*	17%	*	0%	1%	0%	2%	0%	0%	1%	-	-
	Female	1%	0%	1%	0%	-	0%	*	0%	1%	0%	4%	0%	2%	-	1%	-
Science	All Students	1%	0%	1%	1%	-	11%	*	0%	1%	1%	5%	0%	1%	1%	1%	-
	CWD	5%	0%	5%	0%	-	*	-	-	7%	0%	5%	-	8%	3%	10%	-
	CWOD	0%	0%	0%	1%	-	0%	*	0%	0%	1%	-	0%	0%	1%	0%	-
	EL	1%	-	1%	0%	-	*	-	-	1%	0%	8%	0%	1%	0%	2%	-
	Male	1%	0%	0%	2%	-	*	-	0%	1%	1%	3%	1%	0%	1%	-	-
	Female	1%	0%	1%	0%	-	0%	*	0%	1%	0%	10%	0%	2%	-	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
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	76	28	42	4	0	0	0	2	22		
	Female	38	13	20	5	0	0	0	0	11		
	Total	114	41	62	9	0	0	0	2	33		
<b>Out-of-School Suspensions</b>												
	Male	53	26	21	5	0	0	0	1	8		
	Female	34	9	21	4	0	0	0	0	15		
	Total	87	35	42	9	0	0	0	1	23		
<b>Expulsions</b>												
With Educational Services	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		
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	23	10	9	4	0	0	0	0	4		3
	Female	7	4	3	0	0	0	0	0	3		1
	Total	30	14	12	4	0	0	0	0	7		4
<b>Out-of-School Suspensions</b>												
	Male	20	9	7	4	0	0	0	0	5		1
	Female	8	4	4	0	0	0	0	0	3		1
	Total	28	13	11	4	0	0	0	0	8		2
<b>Expulsions</b>												
With Educational Services	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
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	69	21	32	15	-8	-8	1	-8	12	18	-8
	Female	59	18	26	12	3	-8	-8	-8	18	10	-8
	Total	128	39	58	27	3	-8	1	-8	30	28	-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	3
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	1
<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	9.7	17.6%
Teachers Teaching with Emergency or Provisional Credentials	3.0	5.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.3	12.1%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	10%	18%	6%	29%	7%	*	0%	17%	14%	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 and 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%	72%	81%	68%	78%	88%	*	90%	*	93%	76%	87%	38%	87%	67%	79%	85%	-	83%	-	*
	CWD	47%	38%	38%	29%	20%	56%	-	-	-	-	31%	50%	38%	-	*	44%	28%	-	-	-	*
	CWOD	83%	77%	87%	79%	83%	91%	*	90%	*	93%	83%	90%	-	87%	72%	84%	91%	-	83%	-	*
	EL	63%	64%	67%	*	60%	79%	-	78%	-	-	67%	67%	*	72%	67%	61%	74%	-	-	-	-
	Male	75%	67%	79%	66%	71%	86%	*	73%	*	91%	73%	84%	44%	84%	61%	79%	-	-	100%	-	*
	Female	83%	79%	85%	69%	84%	89%	-	100%	-	*	78%	91%	28%	91%	74%	-	85%	-	*	-	*
Mathematics	All Students	60%	54%	71%	50%	65%	81%	*	85%	*	80%	62%	80%	38%	75%	63%	72%	71%	-	50%	-	*
	CWD	36%	29%	38%	29%	30%	50%	-	-	-	-	24%	63%	38%	-	*	52%	17%	-	-	-	*
	CWOD	63%	57%	75%	56%	68%	85%	*	85%	*	80%	68%	82%	-	75%	64%	74%	76%	-	50%	-	*
	EL	45%	48%	63%	*	53%	86%	-	67%	-	-	64%	62%	*	64%	63%	65%	61%	-	-	-	-
	Male	60%	54%	72%	47%	62%	84%	*	73%	*	82%	62%	81%	52%	74%	65%	72%	-	-	60%	-	*
	Female	59%	53%	71%	53%	68%	78%	-	90%	-	*	62%	79%	17%	76%	61%	-	71%	-	*	-	*
Grade 8																						
Reading	All Students	82%	77%	84%	72%	83%	88%	*	92%	*	89%	74%	91%	52%	89%	71%	81%	86%	-	100%	-	80%
	CWD	50%	44%	52%	33%	47%	69%	*	*	*	*	50%	55%	52%	-	*	63%	42%	-	-	-	-
	CWOD	86%	81%	89%	83%	89%	92%	*	96%	-	89%	80%	96%	-	89%	78%	85%	94%	-	100%	-	80%
	EL	65%	66%	71%	*	70%	60%	-	*	-	*	75%	64%	*	78%	71%	63%	80%	-	-	-	-
	Male	78%	72%	81%	66%	78%	88%	-	100%	-	88%	68%	90%	63%	85%	63%	81%	-	-	*	-	*
	Female	86%	82%	86%	80%	86%	89%	*	86%	*	91%	80%	91%	42%	94%	80%	-	86%	-	100%	-	*
Mathematics	All Students	70%	63%	70%	61%	71%	73%	*	83%	*	88%	63%	79%	36%	79%	78%	72%	68%	-	71%	-	60%
	CWD	40%	37%	36%	33%	33%	41%	*	*	*	*	29%	44%	36%	-	*	43%	28%	-	-	-	-
	CWOD	74%	67%	79%	71%	81%	81%	*	100%	-	88%	72%	87%	-	79%	83%	80%	79%	-	71%	-	60%
	EL	57%	57%	78%	*	78%	60%	-	*	-	*	72%	89%	*	83%	78%	69%	86%	-	-	-	-
	Male	68%	61%	72%	68%	74%	71%	-	*	-	86%	62%	84%	43%	80%	69%	72%	-	-	*	-	*
	Female	72%	65%	68%	48%	68%	75%	*	*	*	90%	63%	75%	28%	79%	86%	-	68%	-	80%	-	*
Science	All Students	73%	64%	79%	67%	75%	85%	*	91%	*	84%	64%	90%	47%	85%	61%	81%	77%	-	71%	-	60%
	CWD	42%	38%	47%	28%	33%	69%	*	*	*	*	33%	62%	47%	-	*	53%	40%	-	-	-	-
	CWOD	77%	68%	85%	78%	82%	88%	*	95%	-	83%	71%	94%	-	85%	67%	86%	84%	-	71%	-	60%
	EL	54%	53%	61%	*	55%	60%	-	*	-	*	65%	55%	*	67%	61%	69%	53%	-	-	-	-
	Male	73%	64%	81%	64%	80%	89%	-	100%	-	75%	64%	93%	53%	86%	69%	81%	-	-	*	-	*
	Female	73%	65%	77%	71%	72%	82%	*	82%	*	91%	64%	88%	40%	84%	53%	-	77%	-	80%	-	*
End of Course																						
Algebra I	All Students	74%	66%	100%	100%	100%	100%	-	100%	-	*	100%	100%	*	100%	*	100%	100%	-	-	-	*
	CWD	46%	30%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	70%	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	*
	EL	64%	64%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	71%	63%	100%	*	100%	100%	-	100%	-	*	100%	100%	*	100%	*	100%	-	-	-	-	-
	Female	78%	70%	100%	100%	100%	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
Biology	All Students	82%	75%	100%	*	*	*	-	*	-	-	*	*	-	100%	-	*	100%	-	-	-	-
	CWD	57%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	79%	100%	*	*	*	-	*	-	-	*	*	-	100%	-	*	100%	-	-	-	-
	EL	66%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	80%	72%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	85%	77%	100%	*	*	-	-	*	-	-	*	*	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 7																						
Reading	All Students	55%	48%	61%	47%	55%	68%	*	80%	*	73%	55%	67%	31%	65%	44%	57%	66%	-	50%	-	*
	CWD	25%	20%	31%	29%	20%	39%	-	-	-	-	24%	44%	31%	-	*	37%	22%	-	-	-	*
	CWOD	59%	52%	65%	53%	59%	72%	*	80%	*	73%	61%	69%	-	65%	48%	60%	71%	-	50%	-	*
	EL	33%	37%	44%	*	37%	50%	-	67%	-	-	42%	48%	*	48%	44%	45%	43%	-	-	-	-
	Male	50%	43%	57%	47%	45%	65%	*	73%	*	64%	50%	63%	37%	60%	45%	57%	-	-	60%	-	*
	Female	60%	54%	66%	47%	65%	73%	-	80%	-	*	61%	72%	22%	71%	43%	-	66%	-	*	-	*
Mathematics	All Students	30%	27%	46%	27%	30%	60%	*	80%	*	67%	37%	55%	20%	50%	39%	48%	45%	-	0%	-	*
	CWD	18%	15%	20%	6%	10%	39%	-	-	-	-	17%	25%	20%	-	*	33%	0%	-	-	-	*
	CWOD	32%	29%	50%	33%	32%	62%	*	80%	*	67%	40%	58%	-	50%	42%	50%	49%	-	0%	-	*
	EL	17%	22%	39%	*	27%	57%	-	56%	-	-	36%	43%	*	42%	39%	39%	39%	-	-	-	-
	Male	31%	27%	48%	29%	25%	65%	*	64%	*	64%	37%	59%	33%	50%	39%	48%	-	-	0%	-	*
	Female	29%	27%	45%	25%	34%	54%	-	90%	-	*	38%	52%	0%	49%	39%	-	45%	-	*	-	*
Grade 8																						
Reading	All Students	57%	51%	64%	48%	63%	70%	*	88%	*	53%	48%	76%	29%	70%	55%	59%	68%	-	43%	-	80%
	CWD	25%	25%	29%	11%	27%	46%	*	*	*	*	24%	34%	29%	-	*	31%	26%	-	-	-	-
	CWOD	61%	54%	70%	58%	69%	75%	*	92%	-	56%	54%	81%	-	70%	59%	64%	75%	-	43%	-	80%
	EL	33%	36%	55%	*	50%	60%	-	*	-	*	55%	55%	*	59%	55%	38%	73%	-	-	-	-
	Male	51%	46%	59%	38%	62%	66%	-	92%	-	38%	40%	73%	31%	64%	38%	59%	-	-	*	-	*
	Female	63%	57%	68%	60%	63%	74%	*	86%	*	64%	56%	78%	26%	75%	73%	-	68%	-	60%	-	*
Mathematics	All Students	39%	27%	36%	28%	33%	44%	*	50%	*	29%	27%	48%	14%	42%	22%	41%	32%	-	14%	-	40%
	CWD	20%	19%	14%	11%	13%	18%	*	*	*	*	15%	12%	14%	-	*	23%	3%	-	-	-	-
	CWOD	41%	28%	42%	33%	39%	51%	*	60%	-	31%	30%	56%	-	42%	26%	46%	39%	-	14%	-	40%
	EL	24%	21%	22%	*	17%	20%	-	*	-	*	17%	33%	*	26%	22%	0%	43%	-	-	-	-
	Male	38%	27%	41%	30%	45%	50%	-	*	-	29%	25%	59%	23%	46%	0%	41%	-	-	*	-	*
	Female	40%	28%	32%	24%	24%	40%	*	*	*	30%	28%	37%	3%	39%	43%	-	32%	-	20%	-	*
Science	All Students	44%	36%	60%	33%	58%	70%	*	87%	*	58%	39%	75%	26%	66%	39%	62%	58%	-	14%	-	40%
	CWD	22%	21%	26%	6%	27%	42%	*	*	*	*	12%	41%	26%	-	*	31%	20%	-	-	-	-
	CWOD	47%	38%	66%	41%	63%	75%	*	91%	-	61%	45%	80%	-	66%	44%	68%	64%	-	14%	-	40%
	EL	23%	24%	39%	*	35%	20%	-	*	-	*	40%	36%	*	44%	39%	44%	33%	-	-	-	-
	Male	45%	37%	62%	26%	67%	75%	-	100%	-	50%	36%	80%	31%	68%	44%	62%	-	-	*	-	*
	Female	42%	34%	58%	44%	51%	66%	*	73%	*	64%	42%	70%	20%	64%	33%	-	58%	-	20%	-	*

Texas Education Agency  
2022 Federal Report Card  
YOUNG J H (220901049) - ARLINGTON ISD - TARRANT 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
End of Course																						
Algebra I	All Students	42%	35%	96%	100%	88%	99%	-	95%	-	*	88%	97%	*	95%	*	97%	94%	-	-	-	*
	CWD	19%	11%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	45%	37%	95%	100%	88%	98%	-	95%	-	*	88%	97%	-	95%	*	97%	94%	-	-	-	*
	EL	28%	30%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	40%	32%	97%	*	93%	100%	-	90%	-	*	90%	98%	*	97%	*	97%	-	-	-	-	-
	Female	45%	37%	94%	100%	83%	97%	-	100%	-	*	88%	96%	*	94%	*	-	94%	-	-	-	*
Biology	All Students	54%	43%	100%	*	*	*	-	*	-	-	*	*	-	100%	-	*	100%	-	-	-	-
	CWD	25%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	46%	100%	*	*	*	-	*	-	-	*	*	-	100%	-	*	100%	-	-	-	-
	EL	26%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	52%	41%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	56%	45%	100%	*	*	-	-	*	-	-	*	*	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 7																						
Reading	All Students	36%	32%	41%	28%	36%	46%	*	70%	*	53%	35%	47%	11%	45%	35%	38%	45%	-	33%	-	*
	CWD	11%	8%	11%	12%	0%	17%	-	-	-	-	7%	19%	11%	-	*	15%	6%	-	-	-	*
	CWOD	40%	35%	45%	33%	39%	50%	*	70%	*	53%	40%	49%	-	45%	38%	41%	49%	-	33%	-	*
	EL	17%	21%	35%	*	27%	43%	-	56%	-	-	33%	38%	*	38%	35%	39%	30%	-	-	-	-
	Male	32%	27%	38%	29%	29%	43%	*	73%	*	36%	29%	46%	15%	41%	39%	38%	-	-	40%	-	*
	Female	41%	36%	45%	28%	42%	51%	-	60%	-	*	42%	48%	6%	49%	30%	-	45%	-	*	-	*
Mathematics	All Students	13%	11%	25%	9%	14%	35%	*	55%	*	27%	15%	34%	7%	27%	24%	25%	24%	-	0%	-	*
	CWD	7%	5%	7%	0%	0%	17%	-	-	-	-	7%	6%	7%	-	*	11%	0%	-	-	-	*
	CWOD	14%	12%	27%	12%	15%	37%	*	55%	*	27%	17%	36%	-	27%	26%	27%	27%	-	0%	-	*
	EL	6%	7%	24%	*	13%	43%	-	33%	-	-	15%	38%	*	26%	24%	29%	17%	-	-	-	-
	Male	13%	12%	25%	8%	7%	40%	*	55%	*	18%	14%	35%	11%	27%	29%	25%	-	-	0%	-	*
	Female	12%	10%	24%	11%	20%	29%	-	50%	-	*	16%	33%	0%	27%	17%	-	24%	-	*	-	*
Grade 8																						
Reading	All Students	37%	31%	47%	30%	40%	56%	*	73%	*	32%	32%	57%	16%	52%	26%	39%	54%	-	29%	-	20%
	CWD	11%	10%	16%	6%	7%	31%	*	*	*	*	9%	24%	16%	-	*	16%	16%	-	-	-	-
	CWOD	40%	34%	52%	38%	46%	60%	*	76%	-	33%	38%	62%	-	52%	26%	44%	60%	-	29%	-	20%
	EL	16%	18%	26%	*	25%	40%	-	*	-	*	15%	45%	*	26%	26%	6%	47%	-	-	-	-
	Male	31%	27%	39%	21%	40%	46%	-	67%	-	25%	23%	50%	16%	44%	6%	39%	-	-	*	-	*
	Female	42%	36%	54%	43%	41%	65%	*	79%	*	36%	40%	64%	16%	60%	47%	-	54%	-	40%	-	*
Mathematics	All Students	14%	7%	10%	6%	6%	15%	*	17%	*	6%	3%	17%	0%	12%	4%	10%	10%	-	0%	-	0%
	CWD	8%	3%	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	15%	7%	12%	8%	7%	19%	*	20%	-	6%	4%	21%	-	12%	4%	13%	12%	-	0%	-	0%
	EL	6%	4%	4%	*	6%	0%	-	*	-	*	0%	11%	*	4%	4%	0%	7%	-	-	-	-
	Male	14%	7%	10%	5%	6%	15%	-	*	-	14%	3%	18%	0%	13%	0%	10%	-	-	*	-	*



Texas Education Agency  
2022 Federal Report Card  
YOUNG J H (220901049) - ARLINGTON ISD - TARRANT 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	14%	6%	10%	8%	5%	16%	*	*	*	0%	4%	16%	0%	12%	7%	-	10%	-	0%	-	*
Science	All Students	23%	17%	37%	19%	34%	45%	*	65%	*	21%	19%	50%	11%	41%	16%	40%	33%	-	0%	-	0%
	CWD	9%	7%	11%	0%	7%	23%	*	*	*	*	0%	24%	11%	-	*	16%	7%	-	-	-	-
	CWOD	24%	18%	41%	24%	39%	48%	*	68%	-	22%	23%	54%	-	41%	19%	45%	38%	-	0%	-	0%
	EL	8%	9%	16%	*	15%	20%	-	*	-	*	15%	18%	*	19%	16%	19%	13%	-	-	-	-
	Male	24%	18%	40%	15%	47%	48%	-	75%	-	25%	19%	56%	16%	45%	19%	40%	-	-	*	-	*
	Female	21%	16%	33%	24%	25%	42%	*	55%	*	18%	19%	45%	7%	38%	13%	-	33%	-	0%	-	*
End of Course																						
Algebra I	All Students	26%	21%	89%	92%	82%	91%	-	95%	-	*	85%	90%	*	89%	*	94%	85%	-	-	-	*
	CWD	8%	5%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	29%	23%	89%	92%	82%	90%	-	95%	-	*	85%	90%	-	89%	*	93%	84%	-	-	-	*
	EL	14%	16%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	25%	20%	94%	*	93%	94%	-	90%	-	*	90%	94%	*	93%	*	94%	-	-	-	-	-
	Female	28%	22%	85%	90%	72%	88%	-	100%	-	*	81%	86%	*	84%	*	-	85%	-	-	-	*
Biology	All Students	21%	15%	100%	*	*	*	-	*	-	-	*	*	-	100%	-	*	100%	-	-	-	-
	CWD	7%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	17%	100%	*	*	*	-	*	-	-	*	*	-	100%	-	*	100%	-	-	-	-
	EL	5%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	15%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	21%	16%	100%	*	*	-	-	*	-	-	*	*	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	79%	65%	76%	85%	50%	92%	78%	87%	69%	88%	44%	85%	68%	79%	80%	-	76%	-	70%
	CWD	44%	36%	44%	31%	34%	60%	*	*	*	*	34%	56%	44%	-	30%	52%	34%	-	-	-	*
	CWOD	77%	70%	85%	75%	82%	89%	71%	94%	100%	87%	76%	91%	-	85%	72%	83%	86%	-	76%	-	76%
	EL	59%	58%	68%	60%	63%	74%	-	77%	-	*	68%	67%	30%	72%	68%	65%	70%	-	-	-	-
	Male	71%	63%	79%	63%	74%	86%	*	93%	100%	85%	67%	88%	52%	83%	65%	79%	-	-	75%	-	80%
	Female	75%	68%	80%	67%	78%	84%	50%	90%	*	90%	71%	87%	34%	86%	70%	-	80%	-	76%	-	62%
Reading	All Students	74%	67%	83%	70%	80%	88%	*	91%	*	91%	75%	89%	46%	88%	68%	80%	85%	-	92%	-	78%
	CWD	43%	35%	46%	31%	36%	64%	*	*	*	*	41%	53%	46%	-	13%	54%	37%	-	-	-	*
	CWOD	78%	72%	88%	81%	86%	91%	*	93%	*	91%	82%	93%	-	88%	74%	84%	92%	-	92%	-	88%
	EL	57%	57%	68%	*	64%	74%	-	77%	-	*	70%	66%	13%	74%	68%	62%	76%	-	-	-	-
	Male	70%	63%	80%	66%	74%	87%	*	91%	*	89%	71%	87%	54%	84%	62%	80%	-	-	100%	-	*
	Female	78%	73%	85%	75%	85%	89%	*	92%	*	93%	79%	91%	37%	92%	76%	-	85%	-	83%	-	80%
Mathematics	All Students	71%	64%	76%	59%	72%	82%	*	91%	*	85%	65%	85%	39%	81%	69%	76%	75%	-	62%	-	67%
	CWD	44%	36%	39%	31%	32%	50%	*	*	*	*	27%	56%	39%	-	50%	49%	27%	-	-	-	*
	CWOD	75%	67%	81%	67%	77%	87%	*	93%	*	85%	73%	88%	-	81%	71%	81%	82%	-	62%	-	75%
	EL	61%	61%	69%	*	64%	79%	-	77%	-	*	68%	72%	50%	71%	69%	68%	71%	-	-	-	-
	Male	71%	63%	76%	60%	71%	84%	*	91%	*	84%	64%	86%	49%	81%	68%	76%	-	-	57%	-	*

Texas Education Agency  
2022 Federal Report Card  
YOUNG J H (220901049) - ARLINGTON ISD - TARRANT 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%	64%	75%	58%	73%	81%	*	92%	*	87%	66%	83%	27%	82%	71%	-	75%	-	67%	-	60%
Science	All Students	74%	66%	79%	67%	76%	85%	*	92%	*	84%	65%	90%	47%	85%	61%	81%	78%	-	71%	-	60%
	CWD	47%	38%	47%	28%	33%	69%	*	*	*	*	33%	62%	47%	-	*	53%	40%	-	-	-	-
	CWOD	78%	69%	85%	78%	82%	88%	*	96%	-	83%	72%	94%	-	85%	67%	86%	84%	-	71%	-	60%
	EL	58%	56%	61%	*	55%	60%	-	*	-	*	65%	55%	*	67%	61%	69%	53%	-	-	-	-
	Male	74%	65%	81%	64%	80%	89%	-	100%	-	75%	64%	93%	53%	86%	69%	81%	-	-	*	-	*
	Female	75%	66%	78%	71%	72%	82%	*	86%	*	91%	65%	88%	40%	84%	53%	-	78%	-	80%	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	58%	39%	51%	67%	40%	85%	33%	56%	43%	69%	25%	63%	41%	57%	58%	-	24%	-	52%
	CWD	23%	18%	25%	13%	20%	39%	*	*	*	*	18%	34%	25%	-	5%	32%	16%	-	-	-	*
	CWOD	50%	42%	63%	47%	55%	71%	57%	87%	50%	58%	49%	73%	-	63%	45%	61%	64%	-	24%	-	57%
	EL	29%	30%	41%	40%	34%	47%	-	57%	-	*	39%	45%	5%	45%	41%	37%	46%	-	-	-	-
	Male	45%	38%	57%	35%	51%	68%	*	86%	50%	52%	39%	71%	32%	61%	37%	57%	-	-	19%	-	80%
	Female	48%	41%	58%	45%	51%	65%	50%	84%	*	61%	47%	68%	16%	64%	46%	-	58%	-	29%	-	31%
Reading	All Students	52%	45%	63%	47%	59%	69%	*	85%	*	62%	52%	72%	30%	68%	48%	58%	67%	-	46%	-	78%
	CWD	24%	19%	30%	20%	24%	43%	*	*	*	*	24%	38%	30%	-	13%	34%	24%	-	-	-	*
	CWOD	56%	48%	68%	55%	63%	73%	*	87%	*	64%	58%	75%	-	68%	52%	62%	73%	-	46%	-	88%
	EL	31%	33%	48%	*	42%	53%	-	62%	-	*	47%	50%	13%	52%	48%	43%	55%	-	-	-	-
	Male	47%	41%	58%	42%	53%	65%	*	86%	*	53%	45%	68%	34%	62%	43%	58%	-	-	43%	-	*
	Female	56%	49%	67%	54%	64%	73%	*	83%	*	73%	59%	75%	24%	73%	55%	-	67%	-	50%	-	80%
Mathematics	All Students	41%	33%	51%	33%	40%	62%	*	83%	*	50%	36%	63%	19%	56%	35%	53%	49%	-	8%	-	33%
	CWD	22%	17%	19%	9%	12%	34%	*	*	*	*	16%	24%	19%	-	0%	31%	6%	-	-	-	*
	CWOD	44%	35%	56%	40%	43%	66%	*	84%	*	52%	41%	68%	-	56%	39%	57%	55%	-	8%	-	38%
	EL	29%	29%	35%	*	26%	47%	-	54%	-	*	30%	44%	0%	39%	35%	30%	42%	-	-	-	-
	Male	42%	34%	53%	32%	42%	67%	*	77%	*	53%	35%	68%	31%	57%	30%	53%	-	-	0%	-	*
	Female	40%	33%	49%	35%	38%	57%	*	88%	*	47%	38%	59%	6%	55%	42%	-	49%	-	17%	-	0%
Science	All Students	46%	37%	60%	34%	58%	70%	*	88%	*	58%	40%	75%	26%	66%	39%	62%	59%	-	14%	-	40%
	CWD	23%	17%	26%	6%	27%	42%	*	*	*	*	12%	41%	26%	-	*	31%	20%	-	-	-	-
	CWOD	49%	39%	66%	42%	63%	75%	*	92%	-	61%	46%	80%	-	66%	44%	68%	65%	-	14%	-	40%
	EL	25%	25%	39%	*	35%	20%	-	*	-	*	40%	36%	*	44%	39%	44%	33%	-	-	-	-
	Male	47%	37%	62%	26%	67%	76%	-	100%	-	50%	36%	81%	31%	68%	44%	62%	-	-	*	-	*
	Female	45%	36%	59%	46%	52%	66%	*	79%	*	64%	44%	71%	20%	65%	33%	-	59%	-	20%	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						

Texas Education Agency  
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YOUNG J H (220901049) - ARLINGTON ISD - TARRANT 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%	17%	<b>37%</b>	22%	31%	45%	20%	69%	22%	28%	24%	48%	10%	41%	24%	36%	39%	-	12%	-	13%
	CWD	9%	6%	<b>10%</b>	3%	3%	21%	*	*	*	*	4%	18%	10%	-	5%	13%	8%	-	-	-	*
	CWOD	24%	18%	<b>41%</b>	27%	34%	49%	29%	71%	33%	29%	28%	52%	-	41%	27%	40%	43%	-	12%	-	14%
	EL	12%	12%	<b>24%</b>	0%	19%	35%	-	37%	-	*	18%	35%	5%	27%	24%	25%	24%	-	-	-	-
	Male	21%	16%	<b>36%</b>	17%	30%	45%	*	73%	33%	26%	20%	48%	13%	40%	25%	36%	-	-	13%	-	20%
	Female	23%	18%	<b>39%</b>	28%	31%	46%	33%	66%	*	29%	27%	48%	8%	43%	24%	-	39%	-	12%	-	8%
Reading	All Students	25%	20%	<b>44%</b>	29%	38%	51%	*	72%	*	41%	34%	53%	14%	49%	32%	38%	50%	-	31%	-	33%
	CWD	9%	6%	<b>14%</b>	9%	4%	25%	*	*	*	*	8%	22%	14%	-	13%	15%	12%	-	-	-	*
	CWOD	27%	21%	<b>49%</b>	36%	42%	55%	*	73%	*	42%	39%	56%	-	49%	34%	42%	55%	-	31%	-	38%
	EL	13%	14%	<b>32%</b>	*	26%	42%	-	46%	-	*	26%	41%	13%	34%	32%	28%	37%	-	-	-	-
	Male	22%	17%	<b>38%</b>	25%	34%	44%	*	73%	*	32%	26%	48%	15%	42%	28%	38%	-	-	29%	-	*
	Female	28%	22%	<b>50%</b>	35%	41%	58%	*	71%	*	53%	41%	57%	12%	55%	37%	-	50%	-	33%	-	20%
Mathematics	All Students	20%	14%	<b>30%</b>	15%	21%	39%	*	67%	*	18%	15%	43%	6%	34%	20%	31%	30%	-	0%	-	0%
	CWD	9%	6%	<b>6%</b>	0%	0%	16%	*	*	*	*	3%	11%	6%	-	0%	8%	4%	-	-	-	*
	CWOD	21%	16%	<b>34%</b>	19%	24%	43%	*	69%	*	18%	18%	46%	-	34%	22%	34%	33%	-	0%	-	0%
	EL	12%	12%	<b>20%</b>	*	14%	32%	-	31%	-	*	11%	34%	0%	22%	20%	23%	16%	-	-	-	-
	Male	21%	15%	<b>31%</b>	9%	20%	43%	*	73%	*	21%	14%	44%	8%	34%	23%	31%	-	-	0%	-	*
	Female	19%	13%	<b>30%</b>	21%	23%	35%	*	63%	*	13%	16%	41%	4%	33%	16%	-	30%	-	0%	-	0%
Science	All Students	20%	15%	<b>38%</b>	20%	35%	45%	*	69%	*	21%	20%	51%	11%	42%	16%	41%	35%	-	0%	-	0%
	CWD	8%	5%	<b>11%</b>	0%	7%	23%	*	*	*	*	0%	24%	11%	-	*	16%	7%	-	-	-	-
	CWOD	22%	16%	<b>42%</b>	25%	39%	49%	*	72%	-	22%	25%	55%	-	42%	19%	46%	40%	-	0%	-	0%
	EL	7%	8%	<b>16%</b>	*	15%	20%	-	*	-	*	15%	18%	*	19%	16%	19%	13%	-	-	-	-
	Male	22%	15%	<b>41%</b>	15%	47%	49%	-	75%	-	25%	19%	57%	16%	46%	19%	41%	-	-	*	-	*
	Female	19%	14%	<b>35%</b>	26%	26%	42%	*	64%	*	18%	21%	46%	7%	40%	13%	-	35%	-	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	87	82	89	88	*	87	*	85	87	77	83
CWD	77	73	81	77	-	*	-	*	79	77	67
CWOD	88	84	90	90	*	86	*	84	88	-	85
EL ◇	83	*	81	100	-	75	-	-	91	67	83
Male	87	81	91	86	*	91	*	92	89	80	90
Female	87	83	86	90	*	83	-	77	84	74	76
<b>Mathematics</b>											
All Students	78	69	76	82	*	88	*	86	73	65	76
CWD	65	60	81	60	-	*	-	-	63	65	*
CWOD	80	72	75	84	*	91	*	86	74	-	76
EL ◇	76	*	75	86	-	71	-	-	75	*	76
Male	78	74	71	84	*	85	*	79	73	77	68
Female	78	64	81	79	*	90	-	95	73	53	85

- Indicates there are no students in the group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<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
80	28	35%

- 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	42	53	66	37	82	44	57	45	26	44
<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	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	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	N	Y	N		Y		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	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		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	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N		N	N	N	N
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											
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%	99%	100%	98%	100%	100%	99%	99%	99%	99%	100%	99%	99%	-
	CWD	99%	100%	98%	98%	*	*	*	*	98%	100%	99%	-	100%	99%	99%	-
	CWOD	99%	100%	99%	99%	100%	98%	100%	100%	100%	99%	-	99%	100%	100%	99%	-
	EL	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	99%	*	97%	100%	100%	100%	99%	99%	100%	100%	99%	-	-
	Female	99%	100%	99%	100%	100%	100%	*	100%	99%	99%	99%	99%	100%	-	99%	-
<b>Reading</b>	All Students	100%	100%	100%	99%	*	98%	*	100%	99%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	100%	100%	98%	*	*	*	*	98%	100%	99%	-	100%	98%	100%	-
	CWOD	100%	100%	99%	100%	*	98%	*	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	*	96%	*	100%	99%	100%	98%	100%	100%	100%	-	-
	Female	100%	100%	99%	99%	*	100%	*	100%	99%	100%	100%	99%	100%	-	100%	-
<b>Mathematics</b>	All Students	99%	100%	99%	99%	*	98%	*	100%	99%	99%	99%	99%	100%	99%	99%	-
		99%	100%	99%	99%	*	98%	*	100%	99%	99%	99%	99%	100%	99%	99%	-
	CWD	99%	100%	100%	98%	*	*	*	*	98%	100%	99%	-	100%	98%	100%	-
		99%	100%	100%	98%	*	*	*	*	98%	100%	99%	-	100%	98%	100%	-
	CWOD	99%	100%	99%	99%	*	98%	*	100%	100%	99%	-	99%	100%	99%	99%	-
		99%	100%	99%	99%	*	98%	*	100%	100%	99%	-	99%	100%	99%	99%	-
	EL	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	Male	99%	100%	100%	99%	*	96%	*	100%	99%	99%	98%	99%	100%	99%	-	-
		99%	100%	100%	99%	*	96%	*	100%	99%	99%	98%	99%	100%	99%	-	-
	Female	99%	100%	98%	99%	*	100%	*	100%	99%	99%	100%	99%	100%	-	99%	-
		99%	100%	98%	99%	*	100%	*	100%	99%	99%	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%	1%	0%	2%	0%	0%	1%	1%	1%	1%	0%	1%	1%	-
	CWD	1%	0%	2%	2%	*	*	*	*	2%	0%	1%	-	0%	1%	1%	-
	CWOD	1%	0%	1%	1%	0%	2%	0%	0%	0%	1%	-	1%	0%	0%	1%	-
	EL	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	*	3%	0%	0%	0%	1%	1%	0%	0%	1%	-	-
	Female	1%	0%	1%	0%	0%	0%	*	0%	1%	1%	1%	1%	0%	-	1%	-
Reading	All Students	0%	0%	0%	1%	*	2%	*	0%	1%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	0%	0%	2%	*	*	*	*	2%	0%	1%	-	0%	2%	0%	-
	CWOD	0%	0%	1%	0%	*	2%	*	0%	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	1%	*	4%	*	0%	1%	0%	2%	0%	0%	0%	-	-
	Female	0%	0%	1%	1%	*	0%	*	0%	1%	0%	0%	1%	0%	-	0%	-
Mathematics	All Students	1%	0%	1%	1%	*	2%	*	0%	1%	1%	1%	1%	0%	1%	1%	-
	CWD	1%	0%	0%	2%	*	*	*	*	2%	0%	1%	-	0%	2%	0%	-
	CWOD	1%	0%	1%	1%	*	2%	*	0%	0%	1%	-	1%	0%	1%	1%	-
	EL	0%	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	*	4%	*	0%	1%	1%	2%	1%	0%	1%	-	-
	Female	1%	0%	2%	1%	*	0%	*	0%	1%	1%	0%	1%	0%	-	1%	-
Science	All Students	0%	0%	1%	1%	*	0%	*	0%	1%	0%	2%	0%	0%	1%	0%	-
	CWD	2%	0%	7%	0%	*	*	*	*	3%	0%	2%	-	*	0%	3%	-
	CWOD	0%	0%	0%	1%	*	0%	-	0%	0%	0%	-	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%	2%	0%	*	0%	*	0%	1%	0%	3%	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	82	18	11	47	3	1	0	2	5		
	Female	27	6	4	15	0	0	0	2	3		
	Total	109	24	15	62	3	1	0	4	8		
<b>Out-of-School Suspensions</b>												
	Male	16	5	0	9	1	0	0	1	0		
	Female	5	0	1	4	0	0	0	0	1		
	Total	21	5	1	13	1	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		

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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	30	7	3	20	0	0	0	0	1		21
	Female	8	4	1	3	0	0	0	0	0		3
	Total	38	11	4	23	0	0	0	0	1		24
<b>Out-of-School Suspensions</b>												
	Male	15	3	3	9	0	0	0	0	0		3
	Female	2	1	1	0	0	0	0	0	0		0
	Total	17	4	4	9	0	0	0	0	0		3
<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	32	3	7	21	-8	-8	-8	1	-8	7	-8
	Female	24	1	4	19	-8	-8	-8	-8	2	1	-8
	Total	56	4	11	40	-8	-8	-8	1	2	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	1
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	2
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	5.8	10.1%
Teachers Teaching with Emergency or Provisional Credentials	1.9	3.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.9	10.8%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	*	0%
Mathematics	6,120	2%	46	1%	*	0%
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	*	0%
Mathematics	5,803	2%	50	1%	*	1%
Science	5,796	1%	50	1%	*	0%
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	10	0%
Reading	48,805	1%	354	1%	*	0%
Mathematics	43,293	1%	319	1%	*	0%
Science	17,856	1%	118	1%	*	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	3%	1%	2%	*	0%	*	3%	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 and 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%	72%	66%	62%	66%	71%	*	79%	-	100%	66%	69%	26%	71%	65%	58%	75%	-	60%	*	-	
	CWD	47%	38%	26%	24%	28%	*	*	*	-	-	26%	25%	26%	-	29%	22%	32%	-	*	*	-	
	CWOD	83%	77%	71%	68%	70%	77%	*	78%	-	100%	70%	76%	-	71%	69%	63%	79%	-	64%	-	-	
	EL	63%	64%	65%	83%	64%	86%	*	69%	-	-	65%	72%	29%	69%	65%	58%	72%	-	*	-	-	
	Male	75%	67%	58%	51%	58%	65%	*	73%	-	*	56%	68%	22%	63%	58%	58%	-	-	44%	*	-	
	Female	83%	79%	75%	75%	73%	76%	*	83%	-	100%	75%	70%	32%	79%	72%	-	75%	-	83%	-	-	
Mathematics	All Students	60%	54%	44%	36%	44%	44%	*	84%	-	42%	43%	52%	21%	47%	46%	46%	42%	-	47%	*	-	
	CWD	36%	29%	21%	16%	21%	*	*	*	-	-	18%	33%	21%	-	23%	31%	4%	-	*	*	-	
	CWOD	63%	57%	47%	39%	47%	45%	*	84%	-	42%	46%	55%	-	47%	48%	48%	46%	-	43%	-	-	
	EL	45%	48%	46%	50%	42%	43%	*	85%	-	-	44%	69%	23%	48%	46%	49%	43%	-	*	-	-	
	Male	60%	54%	46%	36%	46%	53%	*	93%	-	*	43%	66%	31%	48%	49%	46%	-	-	56%	*	-	
	Female	59%	53%	42%	36%	42%	35%	*	78%	-	25%	43%	30%	4%	46%	43%	-	42%	-	33%	-	-	
Grade 8																							
Reading	All Students	82%	77%	67%	59%	68%	73%	100%	83%	*	90%	67%	71%	20%	73%	63%	60%	74%	-	40%	-	*	
	CWD	50%	44%	20%	15%	21%	*	-	-	-	*	19%	33%	20%	-	23%	22%	17%	-	*	-	-	
	CWOD	86%	81%	73%	66%	73%	79%	100%	83%	*	100%	73%	73%	-	73%	67%	67%	79%	-	43%	-	*	
	EL	65%	66%	63%	43%	62%	60%	-	71%	*	-	64%	48%	23%	67%	63%	54%	72%	-	50%	-	-	
	Male	78%	72%	60%	54%	59%	80%	*	75%	-	86%	60%	62%	22%	67%	54%	60%	-	-	29%	-	*	
	Female	86%	82%	74%	63%	78%	62%	*	89%	*	*	73%	81%	17%	79%	72%	-	74%	-	50%	-	-	
Mathematics	All Students	70%	63%	52%	49%	53%	63%	67%	52%	*	44%	52%	59%	28%	56%	51%	53%	52%	-	43%	-	*	
	CWD	40%	37%	28%	16%	34%	*	-	-	-	*	27%	40%	28%	-	29%	35%	13%	-	*	-	-	
	CWOD	74%	67%	56%	56%	55%	69%	67%	52%	*	43%	55%	60%	-	56%	54%	56%	56%	-	46%	-	*	
	EL	57%	57%	51%	57%	50%	71%	-	44%	*	-	52%	42%	29%	54%	51%	52%	50%	-	20%	-	-	
	Male	68%	61%	53%	46%	54%	67%	*	50%	-	50%	51%	65%	35%	56%	52%	53%	-	-	43%	-	*	
	Female	72%	65%	52%	53%	51%	58%	*	54%	*	*	52%	50%	13%	56%	50%	-	52%	-	43%	-	-	
Science	All Students	73%	64%	57%	54%	55%	74%	67%	74%	*	60%	55%	72%	20%	61%	50%	56%	58%	-	33%	-	*	
	CWD	42%	38%	20%	17%	21%	*	-	-	-	*	17%	50%	20%	-	19%	25%	8%	-	*	-	-	
	CWOD	77%	68%	61%	59%	59%	80%	67%	74%	*	75%	59%	74%	-	61%	53%	61%	61%	-	36%	-	*	
	EL	54%	53%	50%	57%	48%	60%	-	57%	*	-	50%	50%	19%	53%	50%	49%	50%	-	33%	-	-	
	Male	73%	64%	56%	54%	54%	81%	*	69%	-	43%	55%	67%	25%	61%	49%	56%	-	-	29%	-	*	
	Female	73%	65%	58%	53%	56%	62%	*	78%	*	*	55%	78%	8%	61%	50%	-	58%	-	38%	-	-	
End of Course																							
English I	All Students	64%	57%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	
	CWD	29%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	68%	61%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	
	EL	38%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	58%	51%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	
	Female	70%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Texas Education Agency  
2022 Federal Report Card  
WORKMAN J H (220901050) - ARLINGTON ISD - TARRANT 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
Algebra I	All Students	74%	66%	100%	100%	100%	*	-	100%	*	*	100%	100%	*	100%	100%	100%	100%	-	*	-	-
	CWD	46%	30%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	78%	70%	100%	100%	100%	*	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	EL	64%	64%	100%	-	100%	*	-	*	*	-	100%	*	-	100%	100%	100%	100%	-	*	-	-
	Male	71%	63%	100%	100%	100%	*	-	100%	-	*	100%	100%	*	100%	100%	100%	-	-	-	-	-
	Female	78%	70%	100%	100%	100%	*	-	100%	*	-	100%	100%	-	100%	100%	-	100%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 7																						
Reading	All Students	55%	48%	38%	34%	38%	38%	*	66%	-	50%	38%	40%	8%	42%	35%	30%	47%	-	47%	*	-
	CWD	25%	20%	8%	8%	9%	*	*	*	-	-	8%	8%	8%	-	6%	9%	7%	-	*	*	-
	CWOD	59%	52%	42%	38%	41%	42%	*	68%	-	50%	42%	45%	-	42%	38%	33%	50%	-	50%	-	-
	EL	33%	37%	35%	50%	33%	14%	*	54%	-	-	34%	45%	6%	38%	35%	26%	43%	-	*	-	-
	Male	50%	43%	30%	25%	31%	18%	*	60%	-	*	29%	38%	9%	33%	26%	30%	-	-	44%	*	-
	Female	60%	54%	47%	44%	45%	59%	*	70%	-	50%	47%	42%	7%	50%	43%	-	47%	-	50%	-	-
Mathematics	All Students	30%	27%	17%	15%	16%	6%	*	53%	-	17%	17%	16%	7%	18%	17%	16%	17%	-	13%	*	-
	CWD	18%	15%	7%	8%	7%	*	*	*	-	-	7%	8%	7%	-	7%	11%	0%	-	*	*	-
	CWOD	32%	29%	18%	16%	16%	6%	*	54%	-	17%	18%	18%	-	18%	18%	17%	19%	-	7%	-	-
	EL	17%	22%	17%	17%	14%	0%	*	50%	-	-	17%	17%	7%	18%	17%	17%	16%	-	*	-	-
	Male	31%	27%	16%	12%	15%	12%	*	53%	-	*	15%	21%	11%	17%	17%	16%	-	-	22%	*	-
	Female	29%	27%	17%	18%	16%	0%	*	52%	-	0%	18%	9%	0%	19%	16%	-	17%	-	0%	-	-
Grade 8																						
Reading	All Students	57%	51%	41%	36%	41%	45%	50%	60%	*	30%	40%	48%	11%	44%	33%	36%	46%	-	33%	-	*
	CWD	25%	25%	11%	8%	12%	*	-	-	-	*	10%	17%	11%	-	10%	12%	8%	-	*	-	-
	CWOD	61%	54%	44%	41%	44%	48%	50%	60%	*	38%	43%	51%	-	44%	36%	40%	48%	-	36%	-	*
	EL	33%	36%	33%	0%	33%	50%	-	33%	*	-	34%	28%	10%	36%	33%	27%	39%	-	33%	-	-
	Male	51%	46%	36%	31%	36%	45%	*	56%	-	29%	36%	38%	12%	40%	27%	36%	-	-	29%	-	*
	Female	63%	57%	46%	41%	46%	46%	*	63%	*	*	44%	60%	8%	48%	39%	-	46%	-	38%	-	-
Mathematics	All Students	39%	27%	14%	11%	14%	17%	33%	19%	*	22%	14%	14%	6%	15%	14%	14%	14%	-	7%	-	*
	CWD	20%	19%	6%	4%	5%	*	-	-	-	*	4%	20%	6%	-	0%	8%	0%	-	*	-	-
	CWOD	41%	28%	15%	12%	16%	19%	33%	19%	*	14%	15%	14%	-	15%	16%	16%	15%	-	8%	-	*
	EL	24%	21%	14%	29%	13%	29%	-	22%	*	-	15%	8%	0%	16%	14%	14%	15%	-	0%	-	-
	Male	38%	27%	14%	8%	15%	22%	*	25%	-	33%	14%	20%	8%	16%	14%	14%	-	-	0%	-	*
	Female	40%	28%	14%	13%	14%	8%	*	15%	*	*	14%	7%	0%	15%	15%	-	14%	-	14%	-	-
Science	All Students	44%	36%	29%	27%	28%	38%	33%	47%	*	20%	28%	41%	6%	32%	24%	31%	27%	-	13%	-	*
	CWD	22%	21%	6%	8%	5%	*	-	-	-	*	5%	17%	6%	-	3%	8%	0%	-	*	-	-
	CWOD	47%	38%	32%	30%	31%	43%	33%	47%	*	25%	31%	43%	-	32%	26%	35%	30%	-	14%	-	*
	EL	23%	24%	24%	0%	24%	50%	-	19%	*	-	24%	20%	3%	26%	24%	27%	20%	-	0%	-	-
	Male	45%	37%	31%	27%	29%	48%	*	56%	-	29%	29%	43%	8%	35%	27%	31%	-	-	14%	-	*
	Female	42%	34%	27%	27%	28%	23%	*	39%	*	*	26%	38%	0%	30%	20%	-	27%	-	13%	-	-

Texas Education Agency  
2022 Federal Report Card  
WORKMAN J H (220901050) - ARLINGTON ISD - TARRANT 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
End of Course																						
English I	All Students	46%	39%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	17%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	42%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	19%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	33%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	53%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Algebra I	All Students	42%	35%	93%	95%	91%	*	-	100%	*	*	93%	95%	*	93%	92%	93%	94%	-	*	-	-
	CWD	19%	11%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	45%	37%	93%	95%	91%	*	-	100%	*	*	93%	95%	-	93%	92%	92%	94%	-	*	-	-
	EL	28%	30%	92%	-	91%	*	-	*	*	-	92%	*	-	92%	92%	90%	96%	-	*	-	-
	Male	40%	32%	93%	88%	91%	*	-	100%	-	*	93%	89%	*	92%	90%	93%	-	-	-	-	-
	Female	45%	37%	94%	100%	91%	*	-	100%	*	-	92%	100%	-	94%	96%	-	94%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 7																						
Reading	All Students	36%	32%	22%	23%	19%	21%	*	58%	-	33%	22%	24%	7%	24%	19%	16%	29%	-	40%	*	-
	CWD	11%	8%	7%	8%	7%	*	*	*	-	-	7%	8%	7%	-	3%	7%	7%	-	*	*	-
	CWOD	40%	35%	24%	26%	20%	23%	*	59%	-	33%	24%	27%	-	24%	21%	17%	31%	-	43%	-	-
	EL	17%	21%	19%	33%	17%	14%	*	42%	-	-	18%	31%	3%	21%	19%	13%	26%	-	*	-	-
	Male	32%	27%	16%	16%	13%	12%	*	53%	-	*	15%	23%	7%	17%	13%	16%	-	-	33%	*	-
	Female	41%	36%	29%	32%	25%	29%	*	61%	-	25%	29%	27%	7%	31%	26%	-	29%	-	50%	-	-
Mathematics	All Students	13%	11%	7%	7%	5%	6%	*	32%	-	0%	7%	9%	3%	8%	5%	7%	7%	-	0%	*	-
	CWD	7%	5%	3%	4%	2%	*	*	*	-	-	2%	8%	3%	-	0%	4%	0%	-	*	*	-
	CWOD	14%	12%	8%	7%	6%	6%	*	32%	-	0%	7%	9%	-	8%	5%	7%	8%	-	0%	-	-
	EL	6%	7%	5%	0%	3%	0%	*	23%	-	-	5%	3%	0%	5%	5%	4%	5%	-	*	-	-
	Male	13%	12%	7%	6%	5%	12%	*	33%	-	*	6%	13%	4%	7%	4%	7%	-	-	0%	*	-
	Female	12%	10%	7%	8%	6%	0%	*	30%	-	0%	8%	3%	0%	8%	5%	-	7%	-	0%	-	-
Grade 8																						
Reading	All Students	37%	31%	24%	23%	23%	24%	33%	43%	*	30%	23%	34%	7%	26%	18%	22%	27%	-	13%	-	*
	CWD	11%	10%	7%	4%	7%	*	-	-	-	*	7%	0%	7%	-	6%	6%	8%	-	*	-	-
	CWOD	40%	34%	26%	26%	25%	24%	33%	43%	*	38%	25%	36%	-	26%	20%	25%	28%	-	14%	-	*
	EL	16%	18%	18%	0%	19%	20%	-	14%	*	-	18%	21%	6%	20%	18%	16%	21%	-	17%	-	-
	Male	31%	27%	22%	21%	19%	30%	*	50%	-	29%	21%	30%	6%	25%	16%	22%	-	-	0%	-	*
	Female	42%	36%	27%	24%	27%	15%	*	37%	*	*	25%	38%	8%	28%	21%	-	27%	-	25%	-	-
Mathematics	All Students	14%	7%	2%	1%	1%	0%	0%	5%	*	11%	1%	3%	1%	2%	1%	2%	1%	-	7%	-	*
	CWD	8%	3%	1%	4%	0%	*	-	-	-	*	1%	0%	1%	-	0%	2%	0%	-	*	-	-
	CWOD	15%	7%	2%	1%	2%	0%	0%	5%	*	14%	1%	3%	-	2%	1%	2%	1%	-	8%	-	*
	EL	6%	4%	1%	0%	1%	0%	-	6%	*	-	1%	0%	0%	1%	1%	1%	1%	-	0%	-	-
	Male	14%	7%	2%	1%	2%	0%	*	0%	-	17%	2%	5%	2%	2%	1%	2%	-	-	0%	-	*

Texas Education Agency  
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WORKMAN J H (220901050) - ARLINGTON ISD - TARRANT 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	14%	6%	1%	1%	1%	0%	*	8%	*	*	1%	0%	0%	1%	1%	-	1%	-	14%	-	-
Science	All Students	23%	17%	12%	8%	13%	12%	33%	29%	*	10%	12%	14%	1%	14%	9%	15%	10%	-	7%	-	*
	CWD	9%	7%	1%	4%	0%	*	-	-	-	*	2%	0%	1%	-	0%	2%	0%	-	*	-	-
	CWOD	24%	18%	14%	8%	14%	13%	33%	29%	*	13%	13%	15%	-	14%	10%	17%	10%	-	7%	-	*
	EL	8%	9%	9%	0%	9%	20%	-	10%	*	-	10%	7%	0%	10%	9%	13%	6%	-	0%	-	-
	Male	24%	18%	15%	7%	15%	19%	*	38%	-	14%	14%	20%	2%	17%	13%	15%	-	-	0%	-	*
	Female	21%	16%	10%	8%	10%	0%	*	22%	*	*	10%	8%	0%	10%	6%	-	10%	-	13%	-	-
End of Course																						
English I	All Students	10%	7%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	4%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	11%	8%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	1%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	8%	6%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	13%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Algebra I	All Students	26%	21%	79%	82%	74%	*	-	100%	*	*	77%	86%	*	79%	74%	82%	75%	-	*	-	-
	CWD	8%	5%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	29%	23%	79%	86%	74%	*	-	100%	*	*	77%	90%	-	79%	74%	83%	75%	-	*	-	-
	EL	14%	16%	74%	-	70%	*	-	*	*	-	71%	*	-	74%	74%	83%	63%	-	*	-	-
	Male	25%	20%	82%	63%	83%	*	-	100%	-	*	84%	67%	*	83%	83%	82%	-	-	-	-	-
	Female	28%	22%	75%	93%	65%	*	-	100%	*	-	70%	100%	-	75%	63%	-	75%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	59%	53%	59%	66%	67%	78%	100%	70%	58%	67%	23%	63%	56%	56%	62%	-	47%	*	*
	CWD	44%	36%	23%	18%	25%	22%	*	*	-	33%	21%	37%	23%	-	25%	28%	15%	-	20%	*	-
	CWOD	77%	70%	63%	59%	63%	71%	73%	78%	100%	74%	62%	70%	-	63%	60%	61%	66%	-	49%	-	*
	EL	59%	58%	56%	58%	55%	67%	*	68%	100%	-	56%	58%	25%	60%	56%	54%	59%	-	42%	-	-
	Male	71%	63%	56%	49%	56%	71%	80%	77%	-	71%	55%	67%	28%	61%	54%	56%	-	-	43%	*	*
	Female	75%	68%	62%	58%	62%	59%	57%	79%	100%	68%	62%	66%	15%	66%	59%	-	62%	-	50%	-	-
Reading	All Students	74%	67%	67%	60%	67%	72%	78%	81%	*	95%	66%	70%	23%	72%	64%	59%	75%	-	52%	*	*
	CWD	43%	35%	23%	20%	25%	14%	*	*	-	*	22%	28%	23%	-	26%	22%	25%	-	*	*	-
	CWOD	78%	72%	72%	67%	71%	78%	88%	81%	*	100%	71%	75%	-	72%	68%	65%	79%	-	56%	-	*
	EL	57%	57%	64%	62%	63%	71%	*	70%	*	-	64%	60%	26%	68%	64%	56%	72%	-	44%	-	-
	Male	70%	63%	59%	52%	59%	73%	*	74%	-	91%	58%	65%	22%	65%	56%	59%	-	-	38%	*	*
	Female	78%	73%	75%	68%	75%	70%	80%	86%	*	100%	74%	76%	25%	79%	72%	-	75%	-	64%	-	-
Mathematics	All Students	71%	64%	53%	46%	53%	56%	56%	78%	*	45%	52%	60%	25%	56%	52%	54%	52%	-	47%	*	*
	CWD	44%	36%	25%	18%	27%	29%	*	*	-	*	23%	39%	25%	-	27%	34%	8%	-	*	*	-
	CWOD	75%	67%	56%	51%	56%	59%	63%	78%	*	45%	55%	63%	-	56%	55%	57%	55%	-	46%	-	*
	EL	61%	61%	52%	54%	50%	65%	*	70%	*	-	52%	59%	27%	55%	52%	55%	50%	-	44%	-	-
	Male	71%	63%	54%	43%	55%	63%	*	84%	-	64%	51%	69%	34%	57%	55%	54%	-	-	50%	*	*

Texas Education Agency  
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Mathematics	Female	71%	64%	52%	49%	51%	47%	40%	74%	*	27%	52%	49%	8%	55%	50%	-	52%	-	43%	-	-
Science	All Students	74%	66%	57%	54%	55%	74%	67%	74%	*	60%	55%	72%	20%	61%	50%	56%	58%	-	33%	-	*
	CWD	47%	38%	20%	17%	21%	*	-	-	-	*	17%	50%	20%	-	19%	25%	8%	-	*	-	-
	CWOD	78%	69%	61%	59%	59%	80%	67%	74%	*	75%	59%	74%	-	61%	53%	61%	61%	-	36%	-	*
	EL	58%	56%	50%	57%	48%	60%	-	57%	*	-	50%	50%	19%	53%	50%	49%	50%	-	33%	-	-
	Male	74%	65%	56%	54%	54%	81%	*	69%	-	43%	55%	67%	25%	61%	49%	56%	-	-	29%	-	*
	Female	75%	66%	58%	53%	56%	62%	*	78%	*	*	55%	78%	8%	61%	50%	-	58%	-	38%	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	31%	26%	31%	31%	29%	56%	50%	30%	30%	36%	8%	34%	27%	29%	33%	-	25%	*	*
	CWD	23%	18%	8%	8%	8%	6%	*	*	-	17%	7%	15%	8%	-	5%	10%	3%	-	20%	*	-
	CWOD	50%	42%	34%	29%	33%	34%	32%	56%	50%	32%	33%	38%	-	34%	29%	31%	36%	-	25%	-	*
	EL	29%	30%	27%	18%	26%	37%	*	39%	50%	-	27%	26%	5%	29%	27%	25%	29%	-	13%	-	-
	Male	45%	38%	29%	22%	29%	32%	30%	58%	-	39%	28%	34%	10%	31%	25%	29%	-	-	24%	*	*
	Female	48%	41%	33%	31%	33%	29%	29%	54%	50%	20%	33%	38%	3%	36%	29%	-	33%	-	25%	-	-
Reading	All Students	52%	45%	40%	35%	39%	42%	33%	63%	*	41%	39%	44%	10%	43%	34%	33%	46%	-	41%	*	*
	CWD	24%	19%	10%	8%	11%	14%	*	*	-	*	9%	11%	10%	-	8%	11%	8%	-	*	*	-
	CWOD	56%	48%	43%	39%	43%	45%	38%	64%	*	45%	43%	48%	-	43%	37%	37%	49%	-	44%	-	*
	EL	31%	33%	34%	23%	33%	35%	*	45%	*	-	34%	36%	8%	37%	34%	27%	41%	-	22%	-	-
	Male	47%	41%	33%	28%	34%	32%	*	58%	-	36%	33%	38%	11%	37%	27%	33%	-	-	38%	*	*
	Female	56%	49%	46%	42%	45%	53%	40%	67%	*	45%	46%	52%	8%	49%	41%	-	46%	-	43%	-	-
Mathematics	All Students	41%	33%	23%	18%	23%	16%	22%	52%	*	23%	22%	25%	7%	25%	22%	22%	23%	-	13%	*	*
	CWD	22%	17%	7%	8%	6%	0%	*	*	-	*	5%	17%	7%	-	3%	11%	0%	-	*	*	-
	CWOD	44%	35%	25%	19%	25%	18%	25%	53%	*	20%	24%	26%	-	25%	24%	24%	25%	-	11%	-	*
	EL	29%	29%	22%	23%	20%	29%	*	43%	*	-	22%	19%	3%	24%	22%	22%	21%	-	11%	-	-
	Male	42%	34%	22%	13%	23%	24%	*	58%	-	45%	22%	26%	11%	24%	22%	22%	-	-	13%	*	*
	Female	40%	33%	23%	23%	22%	7%	20%	48%	*	0%	23%	23%	0%	25%	21%	-	23%	-	14%	-	-
Science	All Students	46%	37%	29%	27%	28%	38%	33%	47%	*	20%	28%	41%	6%	32%	24%	31%	27%	-	13%	-	*
	CWD	23%	17%	6%	8%	5%	*	-	-	-	*	5%	17%	6%	-	3%	8%	0%	-	*	-	-
	CWOD	49%	39%	32%	30%	31%	43%	33%	47%	*	25%	31%	43%	-	32%	26%	35%	30%	-	14%	-	*
	EL	25%	25%	24%	0%	24%	50%	-	19%	*	-	24%	20%	3%	26%	24%	27%	20%	-	0%	-	-
	Male	47%	37%	31%	27%	29%	48%	*	56%	-	29%	29%	43%	8%	35%	27%	31%	-	-	14%	-	*
	Female	45%	36%	27%	27%	28%	23%	*	39%	*	*	26%	38%	0%	30%	20%	-	27%	-	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%	17%	16%	14%	15%	15%	17%	41%	33%	17%	16%	21%	4%	18%	13%	15%	18%	-	15%	*	*
	CWD	9%	6%	4%	5%	3%	6%	*	*	-	0%	4%	5%	4%	-	2%	4%	3%	-	0%	*	-
	CWOD	24%	18%	18%	16%	17%	16%	18%	42%	33%	19%	17%	22%	-	18%	14%	17%	19%	-	16%	-	*
	EL	12%	12%	13%	6%	12%	19%	*	23%	33%	-	13%	15%	2%	14%	13%	12%	14%	-	8%	-	-
	Male	21%	16%	15%	11%	14%	18%	20%	45%	-	21%	15%	20%	4%	17%	12%	15%	-	-	8%	*	*
	Female	23%	18%	18%	18%	16%	11%	14%	38%	33%	12%	17%	22%	3%	19%	14%	-	18%	-	22%	-	-
Reading	All Students	25%	20%	23%	23%	21%	22%	22%	51%	*	32%	22%	29%	7%	25%	19%	19%	28%	-	28%	*	*
	CWD	9%	6%	7%	6%	7%	14%	*	*	-	*	7%	6%	7%	-	5%	6%	8%	-	*	*	-
	CWOD	27%	21%	25%	26%	23%	23%	25%	51%	*	35%	24%	32%	-	25%	20%	21%	29%	-	30%	-	*
	EL	13%	14%	19%	15%	18%	18%	*	30%	*	-	18%	26%	5%	20%	19%	14%	23%	-	11%	-	-
	Male	22%	17%	19%	18%	16%	22%	*	52%	-	36%	18%	26%	6%	21%	14%	19%	-	-	19%	*	*
	Female	28%	22%	28%	28%	26%	23%	20%	50%	*	27%	27%	33%	8%	29%	23%	-	28%	-	36%	-	-
Mathematics	All Students	20%	14%	12%	9%	11%	9%	0%	37%	*	5%	11%	16%	2%	13%	9%	12%	11%	-	7%	*	*
	CWD	9%	6%	2%	4%	1%	0%	*	*	-	*	2%	6%	2%	-	0%	3%	0%	-	*	*	-
	CWOD	21%	16%	13%	10%	12%	10%	0%	38%	*	5%	12%	17%	-	13%	10%	13%	12%	-	7%	-	*
	EL	12%	12%	9%	0%	7%	18%	*	21%	*	-	9%	8%	0%	10%	9%	10%	8%	-	11%	-	-
	Male	21%	15%	12%	6%	12%	13%	*	42%	-	9%	11%	15%	3%	13%	10%	12%	-	-	0%	*	*
	Female	19%	13%	11%	12%	9%	3%	0%	33%	*	0%	10%	17%	0%	12%	8%	-	11%	-	14%	-	-
Science	All Students	20%	15%	12%	8%	13%	12%	33%	29%	*	10%	12%	14%	1%	14%	9%	15%	10%	-	7%	-	*
	CWD	8%	5%	1%	4%	0%	*	-	-	-	*	2%	0%	1%	-	0%	2%	0%	-	*	-	-
	CWOD	22%	16%	14%	8%	14%	13%	33%	29%	*	13%	13%	15%	-	14%	10%	17%	10%	-	7%	-	*
	EL	7%	8%	9%	0%	9%	20%	-	10%	*	-	10%	7%	0%	10%	9%	13%	6%	-	0%	-	-
	Male	22%	15%	15%	7%	15%	19%	*	38%	-	14%	14%	20%	2%	17%	13%	15%	-	-	0%	-	*
	Female	19%	14%	10%	8%	10%	0%	*	22%	*	*	10%	8%	0%	10%	6%	-	10%	-	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	79	75	79	82	100	90	*	94	78	66	78
CWD	66	55	71	60	*	*	-	*	66	66	67
CWOD	81	78	80	85	100	90	*	100	80	-	79
EL ◇	78	73	77	84	*	84	*	-	77	67	78
Male	76	72	75	82	*	92	-	89	75	65	75
Female	82	79	82	83	*	89	*	100	81	67	81
<b>Mathematics</b>											
All Students	63	63	62	59	75	80	*	43	63	48	62
CWD	48	46	48	60	*	*	-	*	48	48	52
CWOD	64	65	63	59	86	80	*	38	64	-	62
EL ◇	62	59	60	63	*	74	*	-	62	52	62
Male	62	60	61	60	*	87	-	50	62	56	61
Female	64	66	62	59	*	76	*	36	64	36	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	-	-	-	-	-	-	-	-	-	-	-	-	-

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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
652	51	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	35	31	35	37	38	58	61	39	35	12	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	N	Y	Y	N		N			Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	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			N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		N			N	N	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	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N		N			N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N			N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N			N	N	N
<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%	99%	99%	99%	100%	99%	100%	98%	99%	99%	98%	99%	99%	99%	99%	-
	CWD	98%	98%	97%	100%	*	*	-	100%	98%	98%	98%	-	96%	97%	100%	-
	CWOD	99%	99%	99%	99%	100%	99%	100%	98%	99%	99%	-	99%	99%	99%	99%	-
	EL	99%	100%	99%	98%	*	100%	100%	-	99%	99%	96%	99%	99%	99%	99%	-
	Male	99%	99%	98%	99%	100%	100%	-	97%	98%	99%	97%	99%	99%	99%	-	-
	Female	99%	99%	99%	100%	100%	98%	100%	100%	99%	98%	100%	99%	99%	-	99%	-
<b>Reading</b>	All Students	99%	100%	99%	99%	100%	99%	*	100%	99%	99%	99%	99%	99%	99%	100%	-
	CWD	99%	100%	98%	100%	*	*	-	*	98%	100%	99%	-	97%	98%	100%	-
	CWOD	99%	100%	100%	98%	100%	99%	*	100%	99%	99%	-	99%	100%	99%	100%	-
	EL	99%	100%	99%	94%	*	100%	*	-	99%	98%	97%	100%	99%	99%	99%	-
	Male	99%	99%	99%	97%	*	100%	-	100%	99%	99%	98%	99%	99%	99%	-	-
	Female	100%	100%	100%	100%	100%	98%	*	100%	100%	100%	100%	100%	99%	-	100%	-
<b>Mathematics</b>	All Students	99%	100%	99%	100%	100%	99%	*	100%	99%	100%	98%	100%	99%	99%	100%	-
		99%	100%	99%	100%	100%	99%	*	100%	99%	100%	98%	100%	99%	99%	100%	-
	CWD	98%	100%	97%	100%	*	*	-	*	98%	100%	98%	-	95%	97%	100%	-
		98%	100%	97%	100%	*	*	-	*	98%	100%	98%	-	95%	97%	100%	-
	CWOD	100%	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%	-
	EL	99%	100%	99%	100%	*	100%	*	-	99%	100%	95%	100%	99%	99%	100%	-
		99%	100%	99%	100%	*	100%	*	-	99%	100%	95%	100%	99%	99%	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	99%	100%	99%	100%	*	100%	-	100%	99%	100%	97%	100%	99%	99%	-	-
		99%	100%	99%	100%	*	100%	-	100%	99%	100%	97%	100%	99%	99%	-	-
	Female	100%	99%	100%	100%	100%	98%	*	100%	100%	100%	100%	100%	100%	-	100%	-
		100%	99%	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	1%	1%	1%	1%	0%	1%	0%	2%	1%	1%	2%	1%	1%	1%	1%	-
	CWD	2%	2%	3%	0%	*	*	-	0%	2%	2%	2%	-	4%	3%	0%	-
	CWOD	1%	1%	1%	1%	0%	1%	0%	2%	1%	1%	-	1%	1%	1%	1%	-
	EL	1%	0%	1%	2%	*	0%	0%	-	1%	1%	4%	1%	1%	1%	1%	-
	Male	1%	1%	2%	1%	0%	0%	-	3%	2%	1%	3%	1%	1%	1%	-	-
	Female	1%	1%	1%	0%	0%	2%	0%	0%	1%	2%	0%	1%	1%	-	1%	-
Reading	All Students	1%	0%	1%	1%	0%	1%	*	0%	1%	1%	1%	1%	1%	1%	0%	-
	CWD	1%	0%	2%	0%	*	*	-	*	2%	0%	1%	-	3%	2%	0%	-
	CWOD	1%	0%	0%	2%	0%	1%	*	0%	1%	1%	-	1%	0%	1%	0%	-
	EL	1%	0%	1%	6%	*	0%	*	-	1%	2%	3%	0%	1%	1%	1%	-
	Male	1%	1%	1%	3%	*	0%	-	0%	1%	1%	2%	1%	1%	1%	-	-
	Female	0%	0%	0%	0%	0%	2%	*	0%	0%	0%	0%	0%	1%	-	0%	-
Mathematics	All Students	1%	0%	1%	0%	0%	1%	*	0%	1%	0%	2%	0%	1%	1%	0%	-
	CWD	2%	0%	3%	0%	*	*	-	*	2%	0%	2%	-	5%	3%	0%	-
	CWOD	0%	0%	0%	0%	0%	1%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	1%	0%	1%	0%	*	0%	*	-	1%	0%	5%	0%	1%	1%	0%	-
	Male	1%	0%	1%	0%	*	0%	-	0%	1%	0%	3%	0%	1%	1%	-	-
	Female	0%	1%	0%	0%	0%	2%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	4%	5%	4%	0%	0%	0%	*	10%	4%	6%	4%	4%	2%	4%	3%	-
	CWD	4%	8%	2%	*	-	-	-	*	3%	17%	4%	-	3%	6%	0%	-
	CWOD	4%	5%	4%	0%	0%	0%	*	12%	4%	5%	-	4%	2%	4%	3%	-
	EL	2%	0%	2%	0%	-	0%	*	-	2%	0%	3%	2%	2%	3%	1%	-
	Male	4%	4%	5%	0%	*	0%	-	14%	4%	4%	6%	4%	3%	4%	-	-
	Female	3%	5%	3%	0%	*	0%	*	*	3%	7%	0%	3%	1%	-	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
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	162	64	80	12	0	5	0	1	52		
	Female	130	53	67	5	0	1	0	4	24		
	Total	292	117	147	17	0	6	0	5	76		
<b>Out-of-School Suspensions</b>												
	Male	282	118	136	19	0	8	0	1	92		
	Female	167	62	91	7	0	1	0	6	36		
	Total	449	180	227	26	0	9	0	7	128		
<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	36	19	14	2	0	0	0	1	9		16
	Female	19	8	8	3	0	0	0	0	4		11
	Total	55	27	22	5	0	0	0	1	13		27
<b>Out-of-School Suspensions</b>												
	Male	58	25	26	6	0	0	0	1	15		19
	Female	19	8	10	1	0	0	0	0	5		13
	Total	77	33	36	7	0	0	0	1	20		32
<b>Expulsions</b>												
With Educational Services	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
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	149	38	83	20	-8	6	-8	2	46	22	-8
	Female	125	37	67	16	-8	1	1	3	26	9	-8
	Total	274	75	150	36	-8	7	1	5	72	31	-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	2
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	6
Incidents of possession of a firearm or explosive device	1
<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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	11.6	12.2%
Teachers Teaching with Emergency or Provisional Credentials	2.9	3.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	13.1	14.3%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	*	0%
Mathematics	6,120	2%	46	1%	*	0%
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	*	0%
Mathematics	5,803	2%	50	1%	*	0%
Science	5,796	1%	50	1%	*	0%
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	7	0%
Reading	48,805	1%	354	1%	*	0%
Mathematics	43,293	1%	319	1%	*	0%
Science	17,856	1%	118	1%	*	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	22%	22%	23%	19%	36%	16%	*	15%	22%	28%	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 and 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 7																					

Texas Education Agency  
2022 Federal Report Card  
BOLES J H (220901051) - ARLINGTON ISD - TARRANT 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	79%	72%	81%	66%	76%	86%	*	100%	*	80%	66%	92%	40%	87%	77%	76%	86%	-	20%	*	*	
	CWD	47%	38%	40%	13%	32%	50%	-	-	*	*	24%	62%	40%	-	20%	35%	47%	-	*	*	*	
	CWOD	83%	77%	87%	75%	86%	92%	*	100%	*	77%	76%	95%	-	87%	88%	84%	91%	-	*	-	*	
	EL	63%	64%	77%	*	74%	*	-	*	-	-	68%	100%	20%	88%	77%	81%	70%	-	-	-	-	
	Male	75%	67%	76%	56%	71%	86%	*	*	-	90%	61%	89%	35%	84%	81%	76%	-	-	*	-	*	
	Female	83%	79%	86%	85%	83%	87%	*	100%	*	60%	73%	95%	47%	91%	70%	-	86%	-	*	*	*	
Mathematics	All Students	60%	54%	66%	49%	58%	75%	*	100%	*	60%	51%	77%	31%	72%	55%	65%	66%	-	20%	*	*	
	CWD	36%	29%	31%	13%	26%	30%	-	-	*	*	21%	45%	31%	-	0%	33%	26%	-	*	*	*	
	CWOD	63%	57%	72%	54%	65%	82%	*	100%	*	54%	59%	81%	-	72%	65%	71%	72%	-	*	-	*	
	EL	45%	48%	55%	*	48%	*	-	*	-	-	50%	67%	0%	65%	55%	52%	60%	-	-	-	-	
	Male	60%	54%	65%	43%	57%	81%	*	*	-	70%	47%	82%	33%	71%	52%	65%	-	-	*	-	*	
	Female	59%	53%	66%	60%	60%	71%	*	100%	*	40%	57%	73%	26%	72%	60%	-	66%	-	*	*	*	
Grade 8																							
Reading	All Students	82%	77%	85%	80%	84%	89%	*	84%	*	80%	80%	89%	58%	91%	67%	81%	90%	-	*	*	*	
	CWD	50%	44%	58%	50%	40%	68%	-	*	-	*	48%	65%	58%	-	0%	58%	53%	-	-	*	-	
	CWOD	86%	81%	91%	86%	87%	95%	*	94%	*	92%	86%	93%	-	91%	85%	88%	93%	-	*	-	*	
	EL	65%	66%	67%	*	70%	*	-	57%	-	-	66%	*	0%	85%	67%	61%	80%	-	-	-	-	
	Male	78%	72%	81%	79%	75%	85%	*	80%	*	86%	72%	87%	58%	88%	61%	81%	-	-	*	-	-	
	Female	86%	82%	90%	82%	94%	92%	*	89%	-	75%	89%	91%	53%	93%	80%	-	90%	-	*	*	*	
Mathematics	All Students	70%	63%	74%	66%	68%	82%	*	89%	*	70%	68%	79%	53%	80%	60%	70%	79%	-	*	*	*	
	CWD	40%	37%	53%	50%	25%	61%	-	*	-	*	41%	65%	53%	-	14%	49%	67%	-	-	*	-	
	CWOD	74%	67%	80%	69%	72%	91%	*	100%	*	86%	76%	83%	-	80%	78%	78%	81%	-	*	-	*	
	EL	57%	57%	60%	*	61%	*	-	*	-	-	59%	*	14%	78%	60%	53%	83%	-	-	-	-	
	Male	68%	61%	70%	64%	61%	79%	*	*	*	*	63%	76%	49%	78%	53%	70%	-	-	*	-	-	
	Female	72%	65%	79%	68%	76%	85%	-	100%	-	71%	75%	83%	67%	81%	83%	-	79%	-	*	*	*	
Science	All Students	73%	64%	77%	61%	77%	85%	*	85%	*	73%	66%	86%	58%	82%	64%	76%	79%	-	*	*	*	
	CWD	42%	38%	58%	57%	30%	67%	-	*	-	*	45%	70%	58%	-	14%	57%	60%	-	-	*	-	
	CWOD	77%	68%	82%	61%	83%	92%	*	90%	*	83%	72%	90%	-	82%	77%	82%	81%	-	*	-	*	
	EL	54%	53%	64%	*	65%	*	-	71%	-	-	62%	*	14%	77%	64%	65%	60%	-	-	-	-	
	Male	73%	64%	76%	60%	75%	86%	*	86%	*	86%	64%	86%	57%	82%	65%	76%	-	-	*	-	-	
	Female	73%	65%	79%	64%	81%	84%	*	83%	-	63%	69%	86%	60%	81%	60%	-	79%	-	*	*	*	
End of Course																							
Algebra I	All Students	74%	66%	98%	100%	96%	100%	*	100%	-	80%	96%	99%	*	98%	88%	98%	98%	-	-	-	*	
	CWD	46%	30%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	
	CWOD	78%	70%	98%	100%	96%	100%	*	100%	-	80%	96%	99%	-	98%	88%	98%	98%	-	-	-	*	
	EL	64%	64%	88%	-	80%	-	-	*	-	-	86%	*	-	88%	88%	*	*	-	-	-	-	
	Male	71%	63%	98%	*	100%	100%	*	100%	-	*	100%	98%	*	98%	*	98%	-	-	-	-	-	
	Female	78%	70%	98%	100%	92%	100%	*	100%	-	*	93%	100%	-	98%	*	-	98%	-	-	-	*	

Texas Education Agency  
2022 Federal Report Card  
BOLES J H (220901051) - ARLINGTON ISD - TARRANT 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%	75%	100%	*	100%	100%	*	100%	-	-	100%	100%	*	100%	-	100%	100%	-	-	-	-
	CWD	57%	43%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	86%	79%	100%	*	100%	100%	*	100%	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	-
	EL	66%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	80%	72%	100%	*	100%	100%	*	*	-	-	*	100%	*	100%	-	100%	-	-	-	-	-
	Female	85%	77%	100%	*	100%	100%	*	*	-	-	100%	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 7																						
Reading	All Students	55%	48%	63%	52%	55%	71%	*	91%	*	60%	44%	78%	26%	70%	42%	61%	66%	-	20%	*	*
	CWD	25%	20%	26%	13%	16%	30%	-	-	*	*	21%	33%	26%	-	0%	29%	21%	-	*	*	*
	CWOD	59%	52%	70%	58%	64%	77%	*	91%	*	54%	50%	83%	-	70%	50%	67%	73%	-	*	-	*
	EL	33%	37%	42%	*	30%	*	-	*	-	-	27%	78%	0%	50%	42%	43%	40%	-	-	-	-
	Male	50%	43%	61%	44%	48%	75%	*	*	-	70%	37%	81%	29%	67%	43%	61%	-	-	*	-	*
	Female	60%	54%	66%	65%	64%	67%	*	100%	*	40%	55%	74%	21%	73%	40%	-	66%	-	*	*	*
Mathematics	All Students	30%	27%	38%	24%	33%	46%	*	63%	*	33%	23%	51%	20%	41%	29%	43%	33%	-	20%	*	*
	CWD	18%	15%	20%	13%	16%	15%	-	-	*	*	21%	20%	20%	-	0%	27%	11%	-	*	*	*
	CWOD	32%	29%	41%	25%	37%	50%	*	63%	*	23%	24%	54%	-	41%	35%	46%	36%	-	*	-	*
	EL	17%	22%	29%	*	22%	*	-	*	-	-	18%	56%	0%	35%	29%	29%	30%	-	-	-	-
	Male	31%	27%	43%	29%	36%	53%	*	*	-	40%	21%	63%	27%	46%	29%	43%	-	-	*	-	*
	Female	29%	27%	33%	15%	29%	38%	*	50%	*	20%	25%	38%	11%	36%	30%	-	33%	-	*	*	*
Grade 8																						
Reading	All Students	57%	51%	62%	45%	62%	68%	*	79%	*	60%	47%	72%	35%	67%	45%	52%	73%	-	*	*	*
	CWD	25%	25%	35%	29%	20%	41%	-	*	-	*	24%	44%	35%	-	0%	31%	47%	-	-	*	-
	CWOD	61%	54%	67%	48%	65%	75%	*	88%	*	67%	52%	77%	-	67%	58%	59%	75%	-	*	-	*
	EL	33%	36%	45%	*	48%	*	-	57%	-	-	45%	*	0%	58%	45%	39%	60%	-	-	-	-
	Male	51%	46%	52%	35%	56%	55%	*	70%	*	71%	37%	63%	31%	59%	39%	52%	-	-	*	-	-
	Female	63%	57%	73%	61%	69%	79%	*	89%	-	50%	59%	82%	47%	75%	60%	-	73%	-	*	*	*
Mathematics	All Students	39%	27%	37%	31%	33%	39%	*	56%	*	50%	31%	42%	33%	38%	36%	35%	38%	-	*	*	*
	CWD	20%	19%	33%	43%	13%	33%	-	*	-	*	24%	42%	33%	-	0%	31%	40%	-	-	*	-
	CWOD	41%	28%	38%	27%	36%	42%	*	67%	*	57%	33%	42%	-	38%	50%	37%	38%	-	*	-	*
	EL	24%	21%	36%	*	39%	*	-	*	-	-	36%	*	0%	50%	36%	37%	33%	-	-	-	-
	Male	38%	27%	35%	23%	39%	37%	*	*	*	*	30%	40%	31%	37%	37%	35%	-	-	*	-	-
	Female	40%	28%	38%	45%	26%	42%	-	60%	-	43%	32%	44%	40%	38%	33%	-	38%	-	*	*	*
Science	All Students	44%	36%	49%	34%	48%	53%	*	69%	*	53%	38%	58%	39%	51%	45%	48%	50%	-	*	*	*
	CWD	22%	21%	39%	29%	30%	42%	-	*	-	*	31%	45%	39%	-	14%	36%	47%	-	-	*	-
	CWOD	47%	38%	51%	35%	51%	57%	*	70%	*	58%	40%	60%	-	51%	54%	52%	50%	-	*	-	*
	EL	23%	24%	45%	*	43%	*	-	71%	-	-	41%	*	14%	54%	45%	48%	40%	-	-	-	-
	Male	45%	37%	48%	31%	49%	51%	*	86%	*	71%	39%	55%	36%	52%	48%	48%	-	-	*	-	-
	Female	42%	34%	50%	40%	48%	56%	*	50%	-	38%	37%	60%	47%	50%	40%	-	50%	-	*	*	*

Texas Education Agency  
2022 Federal Report Card  
BOLES J H (220901051) - ARLINGTON ISD - TARRANT 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
End of Course																						
Algebra I	All Students	42%	35%	89%	90%	81%	90%	*	100%	-	80%	96%	87%	*	90%	88%	89%	89%	-	-	-	*
	CWD	19%	11%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	45%	37%	90%	90%	84%	91%	*	100%	-	80%	96%	89%	-	90%	88%	92%	89%	-	-	-	*
	EL	28%	30%	88%	-	80%	-	-	*	-	-	86%	*	-	88%	88%	*	*	-	-	-	-
	Male	40%	32%	89%	*	87%	86%	*	100%	-	*	100%	86%	*	92%	*	89%	-	-	-	-	-
	Female	45%	37%	89%	83%	75%	92%	*	100%	-	*	93%	87%	-	89%	*	-	89%	-	-	-	*
Biology	All Students	54%	43%	98%	*	93%	100%	*	100%	-	-	100%	97%	*	98%	-	100%	96%	-	-	-	-
	CWD	25%	14%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	57%	46%	98%	*	93%	100%	*	100%	-	-	100%	97%	-	98%	-	100%	96%	-	-	-	-
	EL	26%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	52%	41%	100%	*	100%	100%	*	*	-	-	*	100%	*	100%	-	100%	-	-	-	-	-
	Female	56%	45%	96%	*	88%	100%	*	*	-	-	100%	95%	-	96%	-	-	96%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 7																						
Reading	All Students	36%	32%	45%	36%	38%	51%	*	73%	*	47%	31%	56%	10%	51%	26%	40%	51%	-	0%	*	*
	CWD	11%	8%	10%	13%	0%	15%	-	-	*	*	10%	10%	10%	-	0%	13%	5%	-	*	*	*
	CWOD	40%	35%	51%	40%	47%	56%	*	73%	*	46%	36%	61%	-	51%	31%	46%	57%	-	*	-	*
	EL	17%	21%	26%	*	17%	*	-	*	-	-	18%	44%	0%	31%	26%	19%	40%	-	-	-	-
	Male	32%	27%	40%	25%	26%	55%	*	*	-	50%	21%	57%	13%	46%	19%	40%	-	-	*	-	*
	Female	41%	36%	51%	55%	55%	46%	*	88%	*	40%	45%	54%	5%	57%	40%	-	51%	-	*	*	*
Mathematics	All Students	13%	11%	15%	7%	10%	22%	*	25%	*	13%	6%	23%	6%	17%	10%	19%	11%	-	0%	*	*
	CWD	7%	5%	6%	13%	0%	10%	-	-	*	*	7%	5%	6%	-	0%	10%	0%	-	*	*	*
	CWOD	14%	12%	17%	6%	12%	24%	*	25%	*	15%	6%	25%	-	17%	12%	21%	13%	-	*	-	*
	EL	6%	7%	10%	*	4%	*	-	*	-	-	0%	33%	0%	12%	10%	10%	10%	-	-	-	-
	Male	13%	12%	19%	9%	9%	31%	*	*	-	20%	7%	31%	10%	21%	10%	19%	-	-	*	-	*
	Female	12%	10%	11%	5%	12%	13%	*	17%	*	0%	5%	15%	0%	13%	10%	-	11%	-	*	*	*
Grade 8																						
Reading	All Students	37%	31%	41%	27%	36%	47%	*	74%	*	40%	24%	53%	11%	47%	24%	31%	53%	-	*	*	*
	CWD	11%	10%	11%	14%	0%	15%	-	*	-	*	3%	18%	11%	-	0%	10%	13%	-	-	*	-
	CWOD	40%	34%	47%	29%	40%	57%	*	88%	*	50%	29%	60%	-	47%	31%	38%	56%	-	*	-	*
	EL	16%	18%	24%	*	17%	*	-	57%	-	-	24%	*	0%	31%	24%	17%	40%	-	-	-	-
	Male	31%	27%	31%	21%	34%	30%	*	60%	*	43%	17%	41%	10%	38%	17%	31%	-	-	*	-	-
	Female	42%	36%	53%	36%	39%	64%	*	89%	-	38%	32%	67%	13%	56%	40%	-	53%	-	*	*	*
Mathematics	All Students	14%	7%	9%	5%	11%	10%	*	11%	*	10%	7%	12%	5%	11%	12%	9%	10%	-	*	*	*
	CWD	8%	3%	5%	0%	0%	9%	-	*	-	*	7%	3%	5%	-	0%	2%	13%	-	-	*	-
	CWOD	15%	7%	11%	6%	12%	10%	*	17%	*	14%	7%	14%	-	11%	17%	11%	10%	-	*	-	*
	EL	6%	4%	12%	*	11%	*	-	*	-	-	14%	*	0%	17%	12%	5%	33%	-	-	-	-
	Male	14%	7%	9%	3%	11%	11%	*	*	*	*	4%	13%	2%	11%	5%	9%	-	-	*	-	-

Texas Education Agency  
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BOLES J H (220901051) - ARLINGTON ISD - TARRANT 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	14%	6%	10%	9%	11%	9%	-	20%	-	14%	10%	11%	13%	10%	33%	-	10%	-	*	*	*
Science	All Students	23%	17%	23%	10%	25%	24%	*	46%	*	33%	16%	29%	11%	26%	18%	22%	25%	-	*	*	*
	CWD	9%	7%	11%	7%	20%	12%	-	*	-	*	10%	12%	11%	-	0%	9%	20%	-	-	*	-
	CWOD	24%	18%	26%	11%	25%	28%	*	60%	*	42%	17%	33%	-	26%	23%	27%	25%	-	*	-	*
	EL	8%	9%	18%	*	13%	*	-	43%	-	-	17%	*	0%	23%	18%	22%	10%	-	-	-	-
	Male	24%	18%	22%	5%	29%	20%	*	57%	*	43%	15%	28%	9%	27%	22%	22%	-	-	*	-	-
	Female	21%	16%	25%	20%	19%	28%	*	33%	-	25%	17%	31%	20%	25%	10%	-	25%	-	*	*	*
End of Course																						
Algebra I	All Students	26%	21%	74%	50%	67%	77%	*	92%	-	80%	70%	75%	*	75%	50%	81%	66%	-	-	-	*
	CWD	8%	5%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	29%	23%	75%	50%	68%	79%	*	92%	-	80%	70%	76%	-	75%	50%	84%	66%	-	-	-	*
	EL	14%	16%	50%	-	40%	-	-	*	-	-	43%	*	-	50%	50%	*	*	-	-	-	-
	Male	25%	20%	81%	*	87%	77%	*	100%	-	*	100%	77%	*	84%	*	81%	-	-	-	-	-
	Female	28%	22%	66%	33%	42%	77%	*	83%	-	*	50%	72%	-	66%	*	-	66%	-	-	-	*
Biology	All Students	21%	15%	67%	*	50%	68%	*	100%	-	-	63%	68%	*	68%	-	76%	61%	-	-	-	-
	CWD	7%	4%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	22%	17%	68%	*	50%	72%	*	100%	-	-	63%	69%	-	68%	-	81%	61%	-	-	-	-
	EL	5%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	15%	76%	*	83%	67%	*	*	-	-	*	75%	*	81%	-	76%	-	-	-	-	-
	Female	21%	16%	61%	*	25%	69%	*	*	-	-	57%	62%	-	61%	-	-	61%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	79%	67%	75%	85%	81%	92%	100%	73%	67%	87%	50%	84%	66%	75%	82%	-	53%	80%	87%
	CWD	44%	36%	50%	43%	33%	58%	-	56%	*	54%	36%	64%	50%	-	10%	50%	50%	-	33%	80%	*
	CWOD	77%	70%	84%	71%	81%	91%	81%	97%	100%	77%	75%	90%	-	84%	79%	82%	86%	-	62%	-	100%
	EL	59%	58%	66%	29%	64%	70%	-	79%	-	-	63%	80%	10%	79%	66%	64%	70%	-	-	-	-
	Male	71%	63%	75%	62%	70%	85%	75%	89%	*	80%	62%	86%	50%	82%	64%	75%	-	-	50%	-	*
	Female	75%	68%	82%	74%	81%	85%	88%	95%	100%	65%	74%	88%	50%	86%	70%	-	82%	-	60%	80%	100%
Reading	All Students	74%	67%	83%	74%	80%	87%	100%	90%	*	80%	73%	90%	50%	89%	72%	78%	88%	-	50%	*	83%
	CWD	43%	35%	50%	38%	36%	61%	-	*	*	60%	37%	64%	50%	-	8%	49%	52%	-	*	*	*
	CWOD	78%	72%	89%	81%	87%	93%	100%	96%	*	84%	81%	94%	-	89%	87%	86%	92%	-	60%	-	100%
	EL	57%	57%	72%	*	72%	*	-	73%	-	-	67%	92%	8%	87%	72%	70%	75%	-	-	-	-
	Male	70%	63%	78%	68%	73%	85%	*	85%	*	88%	66%	88%	49%	86%	70%	78%	-	-	50%	-	*
	Female	78%	73%	88%	83%	89%	90%	*	94%	*	69%	81%	93%	52%	92%	75%	-	88%	-	*	*	*
Mathematics	All Students	71%	64%	74%	61%	67%	81%	67%	97%	*	67%	62%	82%	45%	79%	61%	71%	76%	-	50%	*	83%
	CWD	44%	36%	45%	38%	31%	50%	-	*	*	60%	31%	59%	45%	-	8%	45%	44%	-	*	*	*
	CWOD	75%	67%	79%	65%	73%	88%	67%	100%	*	68%	69%	86%	-	79%	73%	78%	80%	-	60%	-	100%
	EL	61%	61%	61%	*	57%	*	-	91%	-	-	59%	69%	8%	73%	61%	57%	70%	-	-	-	-
	Male	71%	63%	71%	56%	64%	83%	*	92%	*	71%	57%	83%	45%	78%	57%	71%	-	-	50%	-	*

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Mathematics	Female	71%	64%	76%	69%	71%	80%	*	100%	*	62%	68%	82%	44%	80%	70%	-	76%	-	*	*	*
Science	All Students	74%	66%	80%	63%	80%	87%	*	89%	*	73%	68%	88%	59%	84%	64%	78%	82%	-	*	*	*
	CWD	47%	38%	59%	57%	30%	68%	-	*	-	*	45%	71%	59%	-	14%	58%	60%	-	-	*	-
	CWOD	78%	69%	84%	64%	85%	93%	*	94%	*	83%	73%	92%	-	84%	77%	84%	84%	-	*	-	*
	EL	58%	56%	64%	*	65%	*	-	71%	-	-	62%	*	14%	77%	64%	65%	60%	-	-	-	-
	Male	74%	65%	78%	60%	77%	87%	*	90%	*	86%	64%	88%	58%	84%	65%	78%	-	-	*	-	-
	Female	75%	66%	82%	68%	84%	87%	*	89%	-	63%	72%	89%	60%	84%	60%	-	82%	-	*	*	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	54%	40%	50%	60%	63%	80%	78%	53%	39%	65%	32%	58%	42%	51%	57%	-	37%	40%	60%
	CWD	23%	18%	32%	29%	19%	35%	-	44%	*	54%	24%	39%	32%	-	3%	32%	32%	-	33%	40%	*
	CWOD	50%	42%	58%	42%	54%	65%	63%	84%	71%	53%	43%	69%	-	58%	52%	57%	60%	-	38%	-	69%
	EL	29%	30%	42%	29%	38%	20%	-	69%	-	-	37%	63%	3%	52%	42%	41%	44%	-	-	-	-
	Male	45%	38%	51%	34%	49%	58%	50%	81%	*	63%	34%	65%	32%	57%	41%	51%	-	-	36%	-	*
	Female	48%	41%	57%	49%	51%	61%	75%	79%	67%	41%	45%	65%	32%	60%	44%	-	57%	-	40%	40%	73%
Reading	All Students	52%	45%	63%	48%	59%	69%	67%	83%	*	60%	46%	75%	31%	68%	44%	56%	70%	-	38%	*	67%
	CWD	24%	19%	31%	24%	18%	37%	-	*	*	60%	23%	40%	31%	-	0%	30%	33%	-	*	*	*
	CWOD	56%	48%	68%	53%	65%	76%	67%	89%	*	60%	51%	80%	-	68%	54%	63%	74%	-	40%	-	80%
	EL	31%	33%	44%	*	39%	*	-	73%	-	-	37%	69%	0%	54%	44%	41%	50%	-	-	-	-
	Male	47%	41%	56%	39%	52%	66%	*	69%	*	71%	37%	72%	30%	63%	41%	56%	-	-	33%	-	*
	Female	56%	49%	70%	63%	67%	73%	*	94%	*	46%	57%	79%	33%	74%	50%	-	70%	-	*	*	*
Mathematics	All Students	41%	33%	45%	33%	39%	50%	50%	77%	*	47%	32%	55%	28%	48%	39%	46%	44%	-	38%	*	50%
	CWD	22%	17%	28%	33%	17%	26%	-	*	*	60%	22%	33%	28%	-	0%	29%	24%	-	*	*	*
	CWOD	44%	35%	48%	32%	43%	55%	50%	81%	*	44%	34%	58%	-	48%	48%	50%	46%	-	40%	-	60%
	EL	29%	29%	39%	*	35%	*	-	64%	-	-	35%	54%	0%	48%	39%	39%	40%	-	-	-	-
	Male	42%	34%	46%	29%	44%	52%	*	85%	*	53%	29%	59%	29%	50%	39%	46%	-	-	33%	-	*
	Female	40%	33%	44%	38%	34%	48%	*	71%	*	38%	35%	50%	24%	46%	40%	-	44%	-	*	*	*
Science	All Students	46%	37%	55%	38%	54%	59%	*	79%	*	53%	41%	64%	40%	58%	45%	52%	57%	-	*	*	*
	CWD	23%	17%	40%	29%	30%	44%	-	*	-	*	31%	47%	40%	-	14%	38%	47%	-	-	*	-
	CWOD	49%	39%	58%	40%	56%	64%	*	81%	*	58%	44%	68%	-	58%	54%	57%	58%	-	*	-	*
	EL	25%	25%	45%	*	43%	*	-	71%	-	-	41%	*	14%	54%	45%	48%	40%	-	-	-	-
	Male	47%	37%	52%	33%	54%	55%	*	90%	*	71%	40%	61%	38%	57%	48%	52%	-	-	*	-	-
	Female	45%	36%	57%	46%	54%	64%	*	67%	-	38%	43%	68%	47%	58%	40%	-	57%	-	*	*	*
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	<b>32%</b>	19%	27%	36%	50%	62%	44%	33%	19%	41%	9%	36%	20%	29%	34%	-	11%	20%	40%
	CWD	9%	6%	<b>9%</b>	9%	4%	12%	-	0%	*	8%	8%	10%	9%	-	0%	9%	10%	-	0%	20%	*
	CWOD	24%	18%	<b>36%</b>	20%	31%	41%	50%	70%	57%	39%	22%	45%	-	36%	25%	34%	37%	-	15%	-	46%
	EL	12%	12%	<b>20%</b>	14%	14%	10%	-	48%	-	-	17%	33%	0%	25%	20%	18%	24%	-	-	-	-
	Male	21%	16%	<b>29%</b>	14%	27%	34%	25%	61%	*	39%	15%	40%	9%	34%	18%	29%	-	-	7%	-	*
	Female	23%	18%	<b>34%</b>	27%	28%	38%	75%	63%	17%	26%	24%	42%	10%	37%	24%	-	34%	-	20%	20%	45%
Reading	All Students	25%	20%	<b>43%</b>	31%	37%	49%	50%	73%	*	43%	28%	54%	11%	49%	25%	36%	52%	-	25%	*	50%
	CWD	9%	6%	<b>11%</b>	14%	0%	15%	-	*	*	20%	7%	15%	11%	-	0%	11%	9%	-	*	*	*
	CWOD	27%	21%	<b>49%</b>	34%	43%	56%	50%	81%	*	48%	33%	61%	-	49%	31%	42%	56%	-	40%	-	60%
	EL	13%	14%	<b>25%</b>	*	17%	*	-	64%	-	-	22%	38%	0%	31%	25%	18%	40%	-	-	-	-
	Male	22%	17%	<b>36%</b>	23%	30%	44%	*	54%	*	47%	19%	49%	11%	42%	18%	36%	-	-	17%	-	*
	Female	28%	22%	<b>52%</b>	44%	46%	54%	*	88%	*	38%	39%	61%	9%	56%	40%	-	52%	-	*	*	*
Mathematics	All Students	20%	14%	<b>22%</b>	10%	18%	26%	33%	50%	*	23%	11%	30%	6%	25%	16%	24%	20%	-	0%	*	33%
	CWD	9%	6%	<b>6%</b>	5%	3%	9%	-	*	*	0%	7%	6%	6%	-	0%	6%	6%	-	*	*	*
	CWOD	21%	16%	<b>25%</b>	10%	20%	30%	33%	56%	*	28%	12%	33%	-	25%	19%	28%	21%	-	0%	-	40%
	EL	12%	12%	<b>16%</b>	*	11%	*	-	36%	-	-	12%	31%	0%	19%	16%	16%	15%	-	-	-	-
	Male	21%	15%	<b>24%</b>	9%	19%	30%	*	62%	*	29%	11%	34%	6%	28%	16%	24%	-	-	0%	-	*
	Female	19%	13%	<b>20%</b>	10%	15%	22%	*	41%	*	15%	12%	25%	6%	21%	15%	-	20%	-	*	*	*
Science	All Students	20%	15%	<b>28%</b>	13%	28%	30%	*	63%	*	33%	18%	36%	11%	32%	18%	27%	30%	-	*	*	*
	CWD	8%	5%	<b>11%</b>	7%	20%	12%	-	*	-	*	10%	12%	11%	-	0%	8%	20%	-	-	*	-
	CWOD	22%	16%	<b>32%</b>	14%	29%	35%	*	75%	*	42%	20%	40%	-	32%	23%	33%	31%	-	*	-	*
	EL	7%	8%	<b>18%</b>	*	13%	*	-	43%	-	-	17%	*	0%	23%	18%	22%	10%	-	-	-	-
	Male	22%	15%	<b>27%</b>	5%	34%	24%	*	70%	*	43%	16%	34%	8%	33%	22%	27%	-	-	*	-	-
	Female	19%	14%	<b>30%</b>	25%	20%	35%	*	56%	-	25%	21%	37%	20%	31%	10%	-	30%	-	*	*	*

- 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	81	81	88	80	88	*	82	78	73	83
CWD	73	78	60	76	-	*	*	80	66	73	56
CWOD	87	81	84	91	80	90	*	83	82	-	89
EL ◇	83	*	83	*	-	82	-	-	85	56	83
Male	82	77	81	86	*	75	*	83	76	71	81
Female	88	87	81	91	*	97	*	80	82	77	88
<b>Mathematics</b>											
All Students	71	65	64	74	*	81	*	83	64	54	56
CWD	54	44	31	65	-	*	*	80	46	54	28
CWOD	74	70	68	76	*	85	*	83	68	-	62
EL ◇	56	*	54	*	-	77	-	-	56	28	56
Male	71	64	65	77	*	88	*	77	62	55	55
Female	70	68	63	71	*	75	*	90	66	50	59

- Indicates there are no students in the group.

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

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

This section provides information on high school graduation rates for the class of 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
64	9	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	55	42	51	60	65	78	74	53	42	30	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	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		N	Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	N	Y	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	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	Y	N		N		N	N	Y	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	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N		N	N	N	N
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											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%	99%	100%	99%	100%	100%	100%	100%	99%	100%	98%	100%	100%	99%	100%	-
	CWD	98%	93%	99%	100%	-	100%	*	100%	97%	99%	98%	-	100%	98%	99%	-
	CWOD	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	98%	100%	99%	100%	100%	*	100%	99%	100%	98%	100%	100%	99%	-	-
	Female	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	99%	100%	100%	-	100%	-
<b>Reading</b>	All Students	99%	99%	100%	99%	100%	100%	*	100%	99%	100%	98%	100%	100%	99%	99%	-
	CWD	98%	95%	97%	100%	-	*	*	100%	97%	100%	98%	-	100%	99%	97%	-
	CWOD	100%	100%	100%	99%	100%	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	99%	100%	99%	*	100%	*	100%	99%	100%	99%	100%	100%	99%	-	-
	Female	99%	100%	99%	99%	*	100%	*	100%	99%	99%	97%	100%	100%	-	99%	-
<b>Mathematics</b>	All Students	100%	98%	100%	100%	100%	100%	*	100%	100%	100%	98%	100%	100%	99%	100%	-
		100%	98%	100%	100%	100%	100%	*	100%	100%	100%	98%	100%	100%	99%	100%	-
	CWD	98%	91%	100%	100%	-	*	*	100%	98%	98%	98%	-	100%	98%	100%	-
		98%	91%	100%	100%	-	*	*	100%	98%	98%	98%	-	100%	98%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	100%	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	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	Male	99%	98%	100%	100%	*	100%	*	100%	99%	100%	98%	100%	100%	99%	-	-
		99%	98%	100%	100%	*	100%	*	100%	99%	100%	98%	100%	100%	99%	-	-
	Female	100%	100%	100%	99%	*	100%	*	100%	100%	99%	100%	100%	100%	-	100%	-
		100%	100%	100%	99%	*	100%	*	100%	100%	99%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	1%	0%	1%	0%	0%	0%	0%	1%	0%	2%	0%	0%	1%	0%	-
	CWD	2%	7%	1%	0%	-	0%	*	0%	3%	1%	2%	-	0%	2%	1%	-
	CWOD	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	0%	1%	0%	0%	*	0%	1%	0%	2%	0%	0%	1%	-	-
	Female	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	-	0%	-
Reading	All Students	1%	1%	0%	1%	0%	0%	*	0%	1%	0%	2%	0%	0%	1%	1%	-
	CWD	2%	5%	3%	0%	-	*	*	0%	3%	0%	2%	-	0%	1%	3%	-
	CWOD	0%	0%	0%	1%	0%	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	1%	0%	1%	*	0%	*	0%	1%	0%	1%	0%	0%	1%	-	-
	Female	1%	0%	1%	1%	*	0%	*	0%	1%	1%	3%	0%	0%	-	1%	-
Mathematics	All Students	0%	2%	0%	0%	0%	0%	*	0%	0%	0%	2%	0%	0%	1%	0%	-
	CWD	2%	9%	0%	0%	-	*	*	0%	2%	2%	2%	-	0%	2%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	0%	0%	*	0%	*	0%	1%	0%	2%	0%	0%	1%	-	-
	Female	0%	0%	0%	1%	*	0%	*	0%	0%	1%	0%	0%	0%	-	0%	-
Science	All Students	1%	1%	0%	1%	*	0%	*	0%	1%	0%	2%	0%	0%	1%	0%	-
	CWD	2%	7%	0%	0%	-	*	-	*	3%	0%	2%	-	0%	2%	0%	-
	CWOD	0%	0%	0%	1%	*	0%	*	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	1%	2%	0%	1%	*	0%	*	0%	2%	0%	2%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
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	53	21	9	21	0	0	1	1	2		
	Female	26	9	12	3	1	0	0	1	2		
	Total	79	30	21	24	1	0	1	2	4		
<b>Out-of-School Suspensions</b>												
	Male	31	15	5	10	0	0	0	1	0		
	Female	10	4	6	0	0	0	0	0	1		
	Total	41	19	11	10	0	0	0	1	1		
<b>Expulsions</b>												
With Educational Services	Male	1	1	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	1	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	24	6	2	15	0	0	0	1	0		10
	Female	6	1	4	1	0	0	0	0	0		2
	Total	30	7	6	16	0	0	0	1	0		12
<b>Out-of-School Suspensions</b>												
	Male	14	3	2	8	0	0	0	1	0		5
	Female	5	0	4	1	0	0	0	0	0		1
	Total	19	3	6	9	0	0	0	1	0		6
<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	33	8	7	16	-8	-8	-8	2	2	6	-8
	Female	37	6	12	17	1	1	-8	-8	2	7	-8
	Total	70	14	19	33	1	1	-8	2	4	13	-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	1
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	8.8	16.0%
Teachers Teaching with Emergency or Provisional Credentials	3.9	7.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.9	13.3%

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



## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	7	2%
Mathematics	6,120	2%	46	1%	7	2%
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	12	3%
Mathematics	5,803	2%	50	1%	12	4%
Science	5,796	1%	50	1%	12	4%
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	50	3%
Reading	48,805	1%	354	1%	19	3%
Mathematics	43,293	1%	319	1%	19	3%
Science	17,856	1%	118	1%	12	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	5%	5%	1%	0%	0%	*	0%	5%	7%	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 and 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 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%	72%	76%	75%	70%	81%	*	93%	-	55%	73%	82%	63%	78%	73%	68%	83%	-	*	-	*	
	CWD	47%	38%	63%	65%	56%	*	-	*	-	*	63%	62%	63%	-	17%	50%	76%	-	-	-	-	
	CWOD	83%	77%	78%	77%	73%	79%	*	93%	-	57%	74%	86%	-	78%	79%	71%	84%	-	*	-	*	
	EL	63%	64%	73%	63%	59%	60%	-	96%	-	-	70%	82%	17%	79%	73%	59%	96%	-	-	-	-	
	Male	75%	67%	68%	67%	63%	75%	-	88%	-	33%	63%	83%	50%	71%	59%	68%	-	-	*	-	*	
	Female	83%	79%	83%	80%	78%	91%	*	100%	-	80%	83%	82%	76%	84%	96%	-	83%	-	*	-	-	
Mathematics	All Students	60%	54%	56%	46%	54%	55%	*	90%	-	55%	54%	62%	37%	59%	65%	61%	52%	-	*	-	*	
	CWD	36%	29%	37%	30%	38%	*	-	*	-	*	40%	31%	37%	-	17%	32%	43%	-	-	-	-	
	CWOD	63%	57%	59%	50%	57%	55%	*	90%	-	57%	56%	67%	-	59%	70%	65%	53%	-	*	-	*	
	EL	45%	48%	65%	75%	44%	40%	-	91%	-	-	63%	71%	17%	70%	65%	62%	71%	-	-	-	-	
	Male	60%	54%	61%	53%	59%	60%	-	83%	-	50%	57%	70%	32%	65%	62%	61%	-	-	*	-	*	
	Female	59%	53%	52%	42%	49%	45%	*	100%	-	60%	50%	55%	43%	53%	71%	-	52%	-	*	-	-	
Grade 8																							
Reading	All Students	82%	77%	80%	74%	80%	86%	*	92%	-	71%	77%	87%	54%	84%	80%	75%	86%	-	60%	-	-	
	CWD	50%	44%	54%	55%	44%	60%	-	67%	-	*	47%	75%	54%	-	46%	39%	82%	-	-	-	-	
	CWOD	86%	81%	84%	78%	85%	88%	*	94%	-	67%	82%	89%	-	84%	85%	82%	87%	-	60%	-	-	
	EL	65%	66%	80%	80%	78%	*	-	84%	-	*	81%	79%	46%	85%	80%	76%	85%	-	*	-	-	
	Male	78%	72%	75%	67%	77%	67%	*	89%	-	*	69%	87%	39%	82%	76%	75%	-	-	*	-	-	
	Female	86%	82%	86%	81%	85%	92%	-	94%	-	*	86%	88%	82%	87%	85%	-	86%	-	*	-	-	
Mathematics	All Students	70%	63%	67%	64%	67%	59%	*	81%	-	67%	64%	74%	46%	71%	67%	67%	66%	-	60%	-	-	
	CWD	40%	37%	46%	50%	44%	40%	-	50%	-	*	42%	58%	46%	-	46%	42%	53%	-	-	-	-	
	CWOD	74%	67%	71%	67%	71%	67%	*	87%	-	80%	69%	76%	-	71%	71%	73%	68%	-	60%	-	-	
	EL	57%	57%	67%	*	67%	*	-	70%	-	*	70%	55%	46%	71%	67%	67%	66%	-	*	-	-	
	Male	68%	61%	67%	63%	69%	57%	*	79%	-	*	66%	69%	42%	73%	67%	67%	-	-	*	-	-	
	Female	72%	65%	66%	65%	65%	60%	-	82%	-	*	62%	79%	53%	68%	66%	-	66%	-	*	-	-	
Science	All Students	73%	64%	55%	46%	53%	64%	*	77%	-	43%	50%	65%	44%	57%	56%	57%	53%	-	60%	-	-	
	CWD	42%	38%	44%	50%	44%	60%	-	17%	-	*	39%	58%	44%	-	31%	36%	59%	-	-	-	-	
	CWOD	77%	68%	57%	45%	54%	65%	*	83%	-	50%	52%	66%	-	57%	60%	61%	52%	-	60%	-	-	
	EL	54%	53%	56%	60%	47%	*	-	66%	-	*	55%	61%	31%	60%	56%	57%	56%	-	*	-	-	
	Male	73%	64%	57%	45%	57%	67%	*	80%	-	*	53%	64%	36%	61%	57%	57%	-	-	*	-	-	
	Female	73%	65%	53%	47%	45%	62%	-	75%	-	*	46%	67%	59%	52%	56%	-	53%	-	*	-	-	
End of Course																							
Algebra I	All Students	74%	66%	100%	92%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-	
	CWD	46%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	78%	70%	100%	92%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-	
	EL	64%	64%	100%	*	*	*	-	100%	-	-	100%	89%	-	100%	100%	100%	93%	-	-	-	-	
	Male	71%	63%	100%	*	100%	*	-	100%	-	-	100%	100%	-	100%	100%	100%	-	-	-	-	-	
	Female	78%	70%	100%	89%	100%	*	-	100%	-	*	100%	94%	-	100%	93%	-	100%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							



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Grade 7																						
Reading	All Students	55%	48%	53%	48%	50%	52%	*	76%	-	36%	49%	62%	42%	54%	52%	46%	58%	-	*	-	*
	CWD	25%	20%	42%	35%	38%	*	-	*	-	*	50%	23%	42%	-	17%	41%	43%	-	-	-	-
	CWOD	59%	52%	54%	50%	53%	48%	*	75%	-	29%	49%	68%	-	54%	56%	47%	61%	-	*	-	*
	EL	33%	37%	52%	50%	33%	40%	-	78%	-	-	48%	65%	17%	56%	52%	41%	71%	-	-	-	-
	Male	50%	43%	46%	41%	44%	55%	-	63%	-	17%	43%	58%	41%	47%	41%	46%	-	-	*	-	*
	Female	60%	54%	58%	53%	57%	45%	*	94%	-	60%	55%	65%	43%	61%	71%	-	58%	-	*	-	-
Mathematics	All Students	30%	27%	29%	21%	24%	32%	*	71%	-	9%	27%	36%	30%	29%	44%	30%	29%	-	*	-	*
	CWD	18%	15%	30%	30%	31%	*	-	*	-	*	33%	23%	30%	-	17%	32%	29%	-	-	-	-
	CWOD	32%	29%	29%	20%	22%	31%	*	73%	-	0%	26%	38%	-	29%	47%	29%	29%	-	*	-	*
	EL	17%	22%	44%	50%	15%	40%	-	78%	-	-	41%	53%	17%	47%	44%	38%	54%	-	-	-	-
	Male	31%	27%	30%	18%	28%	30%	-	63%	-	17%	26%	40%	32%	29%	38%	30%	-	-	*	-	*
	Female	29%	27%	29%	24%	20%	36%	*	82%	-	0%	27%	33%	29%	29%	54%	-	29%	-	*	-	-
Grade 8																						
Reading	All Students	57%	51%	55%	46%	51%	57%	*	80%	-	43%	50%	64%	42%	57%	57%	50%	60%	-	60%	-	-
	CWD	25%	25%	42%	45%	31%	40%	-	50%	-	*	37%	58%	42%	-	38%	27%	71%	-	-	-	-
	CWOD	61%	54%	57%	46%	53%	59%	*	83%	-	33%	52%	64%	-	57%	60%	54%	59%	-	60%	-	-
	EL	33%	36%	57%	80%	41%	*	-	76%	-	*	55%	61%	38%	60%	57%	52%	62%	-	*	-	-
	Male	51%	46%	50%	38%	49%	44%	*	77%	-	*	44%	61%	27%	54%	52%	50%	-	-	*	-	-
	Female	63%	57%	60%	53%	53%	62%	-	83%	-	*	57%	67%	71%	59%	62%	-	60%	-	*	-	-
Mathematics	All Students	39%	27%	37%	32%	33%	53%	*	64%	-	33%	35%	42%	38%	37%	35%	37%	37%	-	40%	-	-
	CWD	20%	19%	38%	41%	38%	40%	-	33%	-	*	32%	58%	38%	-	31%	30%	53%	-	-	-	-
	CWOD	41%	28%	37%	30%	32%	58%	*	70%	-	40%	36%	39%	-	37%	35%	38%	35%	-	40%	-	-
	EL	24%	21%	35%	*	29%	*	-	43%	-	*	39%	20%	31%	35%	35%	35%	34%	-	*	-	-
	Male	38%	27%	37%	31%	32%	43%	*	68%	-	*	34%	42%	30%	38%	35%	37%	-	-	*	-	-
	Female	40%	28%	37%	32%	33%	60%	-	59%	-	*	36%	41%	53%	35%	34%	-	37%	-	*	-	-
Science	All Students	44%	36%	32%	19%	27%	41%	*	63%	-	29%	26%	43%	32%	32%	31%	35%	28%	-	20%	-	-
	CWD	22%	21%	32%	36%	31%	40%	-	17%	-	*	26%	50%	32%	-	31%	27%	41%	-	-	-	-
	CWOD	47%	38%	32%	16%	26%	41%	*	68%	-	33%	26%	43%	-	32%	31%	36%	27%	-	20%	-	-
	EL	23%	24%	31%	40%	17%	*	-	50%	-	*	30%	32%	31%	31%	31%	35%	27%	-	*	-	-
	Male	45%	37%	35%	18%	29%	56%	*	77%	-	*	29%	46%	27%	36%	35%	35%	-	-	*	-	-
	Female	42%	34%	28%	20%	24%	31%	-	50%	-	*	22%	40%	41%	27%	27%	-	28%	-	*	-	-
End of Course																						
Algebra I	All Students	42%	35%	90%	58%	93%	100%	-	95%	-	*	97%	84%	-	90%	95%	91%	89%	-	-	-	-
	CWD	19%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	37%	90%	58%	93%	100%	-	95%	-	*	97%	84%	-	90%	95%	91%	89%	-	-	-	-
	EL	28%	30%	95%	*	*	*	-	94%	-	-	100%	78%	-	95%	95%	100%	86%	-	-	-	-
	Male	40%	32%	91%	*	88%	*	-	100%	-	-	100%	85%	-	91%	100%	91%	-	-	-	-	-
	Female	45%	37%	89%	67%	100%	*	-	89%	-	*	95%	78%	-	89%	86%	-	89%	-	-	-	-

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STAAR Percent at Masters Grade Level																						
Grade 7																						
Reading	All Students	36%	32%	36%	31%	32%	39%	*	63%	-	18%	34%	41%	14%	40%	35%	31%	41%	-	*	-	*
	CWD	11%	8%	14%	10%	13%	*	-	*	-	*	17%	8%	14%	-	0%	9%	19%	-	-	-	-
	CWOD	40%	35%	40%	35%	36%	41%	*	63%	-	14%	37%	46%	-	40%	39%	35%	44%	-	*	-	*
	EL	17%	21%	35%	38%	11%	20%	-	65%	-	-	30%	47%	0%	39%	35%	28%	46%	-	-	-	-
	Male	32%	27%	31%	22%	30%	35%	-	54%	-	17%	28%	40%	9%	35%	28%	31%	-	-	*	-	*
	Female	41%	36%	41%	37%	35%	45%	*	76%	-	20%	41%	41%	19%	44%	46%	-	41%	-	*	-	-
Mathematics	All Students	13%	11%	11%	4%	11%	6%	*	39%	-	0%	9%	15%	7%	12%	21%	13%	9%	-	*	-	*
	CWD	7%	5%	7%	10%	6%	*	-	*	-	*	10%	0%	7%	-	0%	9%	5%	-	-	-	-
	CWOD	14%	12%	12%	3%	12%	7%	*	40%	-	0%	9%	18%	-	12%	23%	14%	10%	-	*	-	*
	EL	6%	7%	21%	13%	7%	0%	-	43%	-	-	17%	29%	0%	23%	21%	15%	29%	-	-	-	-
	Male	13%	12%	13%	2%	19%	5%	-	33%	-	0%	10%	23%	9%	14%	15%	13%	-	-	*	-	*
	Female	12%	10%	9%	5%	4%	9%	*	47%	-	0%	9%	10%	5%	10%	29%	-	9%	-	*	-	-
Grade 8																						
Reading	All Students	37%	31%	32%	21%	32%	24%	*	58%	-	29%	28%	40%	20%	34%	32%	29%	35%	-	20%	-	-
	CWD	11%	10%	20%	14%	25%	20%	-	17%	-	*	18%	25%	20%	-	23%	12%	35%	-	-	-	-
	CWOD	40%	34%	34%	22%	33%	24%	*	62%	-	17%	30%	42%	-	34%	34%	33%	35%	-	20%	-	-
	EL	16%	18%	32%	80%	22%	*	-	42%	-	*	28%	43%	23%	34%	32%	30%	35%	-	*	-	-
	Male	31%	27%	29%	15%	30%	11%	*	60%	-	*	26%	36%	12%	33%	30%	29%	-	-	*	-	-
	Female	42%	36%	35%	27%	35%	31%	-	56%	-	*	30%	46%	35%	35%	35%	-	35%	-	*	-	-
Mathematics	All Students	14%	7%	11%	10%	11%	12%	*	19%	-	17%	10%	15%	6%	12%	10%	12%	10%	-	40%	-	-
	CWD	8%	3%	6%	0%	13%	20%	-	0%	-	*	5%	8%	6%	-	15%	6%	6%	-	-	-	-
	CWOD	15%	7%	12%	11%	10%	8%	*	23%	-	20%	10%	16%	-	12%	9%	14%	10%	-	40%	-	-
	EL	6%	4%	10%	*	8%	*	-	17%	-	*	10%	10%	15%	9%	10%	14%	5%	-	*	-	-
	Male	14%	7%	12%	9%	13%	14%	*	21%	-	*	13%	12%	6%	14%	14%	12%	-	-	*	-	-
	Female	14%	6%	10%	11%	6%	10%	-	18%	-	*	6%	21%	6%	10%	5%	-	10%	-	*	-	-
Science	All Students	23%	17%	13%	8%	7%	14%	*	32%	-	14%	10%	19%	4%	14%	12%	12%	14%	-	0%	-	-
	CWD	9%	7%	4%	9%	0%	0%	-	0%	-	*	5%	0%	4%	-	0%	3%	6%	-	-	-	-
	CWOD	24%	18%	14%	8%	8%	18%	*	35%	-	17%	10%	21%	-	14%	14%	14%	15%	-	0%	-	-
	EL	8%	9%	12%	20%	2%	*	-	26%	-	*	11%	14%	0%	14%	12%	12%	12%	-	*	-	-
	Male	24%	18%	12%	4%	9%	22%	*	34%	-	*	8%	20%	3%	14%	12%	12%	-	-	*	-	-
	Female	21%	16%	14%	12%	5%	8%	-	31%	-	*	12%	18%	6%	15%	12%	-	14%	-	*	-	-
End of Course																						
Algebra I	All Students	26%	21%	75%	33%	80%	60%	-	87%	-	*	71%	78%	-	75%	77%	79%	71%	-	-	-	-
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	29%	23%	75%	33%	80%	60%	-	87%	-	*	71%	78%	-	75%	77%	79%	71%	-	-	-	-
	EL	14%	16%	77%	*	*	*	-	88%	-	-	79%	67%	-	77%	77%	78%	71%	-	-	-	-
	Male	25%	20%	79%	*	75%	*	-	90%	-	-	77%	80%	-	79%	78%	79%	-	-	-	-	-

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Algebra I	Female	28%	22%	71%	44%	86%	*	-	84%	-	*	67%	72%	-	71%	71%	-	71%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	68%	62%	66%	70%	75%	88%	-	58%	65%	76%	49%	71%	70%	67%	69%	-	57%	-	*
	CWD	44%	36%	49%	50%	45%	58%	-	50%	-	45%	46%	56%	49%	-	35%	40%	62%	-	-	-	-
	CWOD	77%	70%	71%	64%	69%	72%	75%	91%	-	63%	68%	78%	-	71%	75%	72%	70%	-	57%	-	*
	EL	59%	58%	70%	67%	61%	64%	-	82%	-	*	69%	71%	35%	75%	70%	66%	74%	-	*	-	-
	Male	71%	63%	67%	59%	67%	68%	67%	86%	-	50%	63%	76%	40%	72%	66%	67%	-	-	55%	-	*
	Female	75%	68%	69%	64%	66%	72%	*	90%	-	68%	67%	76%	62%	70%	74%	-	69%	-	58%	-	-
Reading	All Students	74%	67%	78%	74%	76%	83%	*	92%	-	61%	75%	85%	58%	81%	78%	72%	85%	-	67%	-	*
	CWD	43%	35%	58%	60%	50%	71%	-	71%	-	60%	54%	68%	58%	-	37%	44%	79%	-	-	-	-
	CWOD	78%	72%	81%	77%	80%	84%	*	93%	-	62%	78%	88%	-	81%	83%	77%	85%	-	67%	-	*
	EL	57%	57%	78%	69%	72%	67%	-	89%	-	*	77%	80%	37%	83%	78%	69%	88%	-	*	-	-
	Male	70%	63%	72%	67%	72%	75%	*	88%	-	40%	66%	85%	44%	77%	69%	72%	-	-	*	-	*
	Female	78%	73%	85%	81%	82%	92%	*	96%	-	88%	84%	85%	79%	85%	88%	-	85%	-	80%	-	-
Mathematics	All Students	71%	64%	65%	57%	64%	60%	*	91%	-	61%	62%	73%	42%	69%	70%	67%	63%	-	44%	-	*
	CWD	44%	36%	42%	40%	41%	43%	-	57%	-	40%	41%	44%	42%	-	37%	38%	47%	-	-	-	-
	CWOD	75%	67%	69%	60%	67%	63%	*	93%	-	69%	65%	77%	-	69%	75%	73%	65%	-	44%	-	*
	EL	61%	61%	70%	62%	60%	56%	-	86%	-	*	71%	69%	37%	75%	70%	68%	73%	-	*	-	-
	Male	71%	63%	67%	60%	67%	62%	*	87%	-	60%	64%	75%	38%	73%	68%	67%	-	-	*	-	*
	Female	71%	64%	63%	55%	59%	58%	*	94%	-	63%	60%	71%	47%	65%	73%	-	63%	-	40%	-	-
Science	All Students	74%	66%	55%	46%	53%	64%	*	77%	-	43%	50%	65%	44%	57%	56%	57%	53%	-	60%	-	-
	CWD	47%	38%	44%	50%	44%	60%	-	17%	-	*	39%	58%	44%	-	31%	36%	59%	-	-	-	-
	CWOD	78%	69%	57%	45%	54%	65%	*	83%	-	50%	52%	66%	-	57%	60%	61%	52%	-	60%	-	-
	EL	58%	56%	56%	60%	47%	*	-	66%	-	*	55%	61%	31%	60%	56%	57%	56%	-	*	-	-
	Male	74%	65%	57%	45%	57%	67%	*	80%	-	*	53%	64%	36%	61%	57%	57%	-	-	*	-	-
	Female	75%	66%	53%	47%	45%	62%	-	75%	-	*	46%	67%	59%	52%	56%	-	53%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	43%	34%	38%	48%	75%	74%	-	30%	39%	52%	37%	44%	46%	42%	45%	-	39%	-	*
	CWD	23%	18%	37%	38%	34%	47%	-	35%	-	36%	35%	42%	37%	-	29%	31%	46%	-	-	-	-
	CWOD	50%	42%	44%	33%	39%	48%	75%	77%	-	28%	40%	53%	-	44%	48%	44%	45%	-	39%	-	*
	EL	29%	30%	46%	53%	28%	50%	-	68%	-	*	45%	48%	29%	48%	46%	43%	50%	-	*	-	-
	Male	45%	38%	42%	29%	38%	47%	67%	75%	-	25%	37%	52%	31%	44%	43%	42%	-	-	45%	-	*
	Female	48%	41%	45%	37%	39%	49%	*	74%	-	37%	42%	52%	46%	45%	50%	-	45%	-	33%	-	-

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Reading	All Students	52%	45%	54%	47%	51%	54%	*	79%	-	39%	50%	63%	42%	56%	55%	48%	59%	-	56%	-	*
	CWD	24%	19%	42%	40%	34%	57%	-	57%	-	60%	43%	40%	42%	-	32%	33%	55%	-	-	-	-
	CWOD	56%	48%	56%	48%	53%	53%	*	80%	-	31%	51%	66%	-	56%	58%	51%	60%	-	56%	-	*
	EL	31%	33%	55%	62%	38%	56%	-	77%	-	*	53%	62%	32%	58%	55%	47%	64%	-	*	-	-
	Male	47%	41%	48%	39%	47%	54%	*	71%	-	20%	43%	60%	33%	51%	47%	48%	-	-	*	-	*
	Female	56%	49%	59%	53%	55%	54%	*	87%	-	63%	56%	66%	55%	60%	64%	-	59%	-	60%	-	-
Mathematics	All Students	41%	33%	39%	28%	33%	45%	*	77%	-	22%	35%	47%	34%	40%	46%	39%	39%	-	33%	-	*
	CWD	22%	17%	34%	36%	34%	43%	-	29%	-	20%	32%	40%	34%	-	26%	31%	39%	-	-	-	-
	CWOD	44%	35%	40%	27%	32%	46%	*	80%	-	23%	36%	47%	-	40%	49%	40%	39%	-	33%	-	*
	EL	29%	29%	46%	46%	26%	56%	-	70%	-	*	47%	44%	26%	49%	46%	43%	51%	-	*	-	-
	Male	42%	34%	39%	26%	34%	38%	*	76%	-	30%	34%	49%	31%	40%	43%	39%	-	-	*	-	*
	Female	40%	33%	39%	30%	31%	54%	*	77%	-	13%	37%	44%	39%	39%	51%	-	39%	-	20%	-	-
Science	All Students	46%	37%	32%	19%	27%	41%	*	63%	-	29%	26%	43%	32%	32%	31%	35%	28%	-	20%	-	-
	CWD	23%	17%	32%	36%	31%	40%	-	17%	-	*	26%	50%	32%	-	31%	27%	41%	-	-	-	-
	CWOD	49%	39%	32%	16%	26%	41%	*	68%	-	33%	26%	43%	-	32%	31%	36%	27%	-	20%	-	-
	EL	25%	25%	31%	40%	17%	*	-	50%	-	*	30%	32%	31%	31%	31%	35%	27%	-	*	-	-
	Male	47%	37%	35%	18%	29%	56%	*	77%	-	*	29%	46%	27%	36%	35%	35%	-	-	*	-	-
	Female	45%	36%	28%	20%	24%	31%	-	50%	-	*	22%	40%	41%	27%	27%	-	28%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	17%	23%	15%	20%	21%	25%	49%	-	14%	20%	30%	10%	25%	24%	22%	24%	-	26%	-	*
	CWD	9%	6%	10%	8%	11%	11%	-	10%	-	18%	11%	8%	10%	-	10%	8%	14%	-	-	-	-
	CWOD	24%	18%	25%	16%	21%	23%	25%	52%	-	13%	21%	33%	-	25%	26%	24%	26%	-	26%	-	*
	EL	12%	12%	24%	33%	11%	9%	-	43%	-	*	22%	31%	10%	26%	24%	22%	27%	-	*	-	-
	Male	21%	16%	22%	10%	21%	21%	17%	48%	-	13%	18%	29%	8%	24%	22%	22%	-	-	27%	-	*
	Female	23%	18%	24%	19%	19%	21%	*	50%	-	16%	22%	31%	14%	26%	27%	-	24%	-	25%	-	-
Reading	All Students	25%	20%	34%	26%	32%	33%	*	60%	-	22%	31%	40%	17%	36%	33%	30%	38%	-	33%	-	*
	CWD	9%	6%	17%	12%	19%	14%	-	29%	-	40%	18%	16%	17%	-	16%	11%	26%	-	-	-	-
	CWOD	27%	21%	36%	28%	34%	36%	*	62%	-	15%	33%	44%	-	36%	36%	34%	39%	-	33%	-	*
	EL	13%	14%	33%	54%	19%	22%	-	51%	-	*	29%	44%	16%	36%	33%	29%	38%	-	*	-	-
	Male	22%	17%	30%	18%	30%	29%	*	58%	-	20%	27%	37%	11%	34%	29%	30%	-	-	*	-	*
	Female	28%	22%	38%	32%	35%	38%	*	62%	-	25%	35%	44%	26%	39%	38%	-	38%	-	40%	-	-
Mathematics	All Students	20%	14%	18%	8%	15%	13%	*	49%	-	6%	14%	26%	6%	19%	23%	19%	16%	-	33%	-	*
	CWD	9%	6%	6%	5%	9%	14%	-	0%	-	0%	7%	4%	6%	-	11%	7%	5%	-	-	-	-
	CWOD	21%	16%	19%	9%	16%	13%	*	52%	-	8%	15%	29%	-	19%	24%	21%	18%	-	33%	-	*
	EL	12%	12%	23%	15%	9%	0%	-	46%	-	*	21%	29%	11%	24%	23%	21%	25%	-	*	-	-
	Male	21%	15%	19%	6%	19%	14%	*	48%	-	10%	15%	28%	7%	21%	21%	19%	-	-	*	-	*
	Female	19%	13%	16%	10%	10%	13%	*	51%	-	0%	13%	24%	5%	18%	25%	-	16%	-	20%	-	-

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Science	All Students	20%	15%	13%	8%	7%	14%	*	32%	-	14%	10%	19%	4%	14%	12%	12%	14%	-	0%	-	-
	CWD	8%	5%	4%	9%	0%	0%	-	0%	-	*	5%	0%	4%	-	0%	3%	6%	-	-	-	-
	CWOD	22%	16%	14%	8%	8%	18%	*	35%	-	17%	10%	21%	-	14%	14%	14%	15%	-	0%	-	-
	EL	7%	8%	12%	20%	2%	*	-	26%	-	*	11%	14%	0%	14%	12%	12%	12%	-	*	-	-
	Male	22%	15%	12%	4%	9%	22%	*	34%	-	*	8%	20%	3%	14%	12%	12%	-	-	*	-	-
	Female	19%	14%	14%	12%	5%	8%	-	31%	-	*	12%	18%	6%	15%	12%	-	14%	-	*	-	-

- 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	85	84	85	86	*	89	-	91	86	71	84
CWD	71	68	69	100	-	57	-	*	73	71	63
CWOD	88	86	88	84	*	93	-	86	89	-	88
EL ◇	84	80	86	60	-	88	-	*	85	63	84
Male	82	80	82	78	*	88	-	86	83	62	84
Female	89	86	89	94	*	91	-	*	90	84	84
<b>Mathematics</b>											
All Students	67	61	69	58	*	84	-	50	66	51	75
CWD	51	46	53	30	-	93	-	*	52	51	71
CWOD	70	64	73	63	*	83	-	64	69	-	76
EL ◇	75	50	75	60	-	82	-	*	71	71	75
Male	67	59	70	61	*	77	-	64	63	54	71
Female	68	63	69	56	*	94	-	*	70	48	82

- Indicates there are no students in the group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<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
165	63	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)

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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	45	37	41	46	58	70	-	34	41	32	47
<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			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			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			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	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			Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N		N			N	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N			N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N			N	N	N
<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											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	100%	100%	100%	99%	100%	100%	-	100%	100%	100%	100%	100%	99%	100%	100%	-
	CWD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	99%	100%	100%	-	100%	100%	100%	-	100%	99%	100%	100%	-
	EL	99%	97%	100%	100%	-	99%	-	*	99%	99%	100%	99%	99%	100%	99%	-
	Male	100%	100%	100%	99%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	99%	-	100%	100%	100%	100%	100%	99%	-	100%	-



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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	100%	100%	100%	98%	*	99%	-	100%	100%	100%	100%	100%	99%	100%	100%	-
	CWD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	98%	*	99%	-	100%	100%	100%	-	100%	99%	100%	100%	-
	EL	99%	100%	100%	100%	-	98%	-	*	99%	100%	100%	99%	99%	100%	99%	-
	Male	100%	100%	100%	97%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	98%	-	100%	100%	100%	100%	100%	99%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	99%	100%	100%	-
		100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	99%	100%	100%	-
	CWD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%	100%	-
		100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	99%	-	100%	99%	100%	100%	-
		100%	100%	100%	100%	*	100%	-	100%	100%	99%	-	100%	99%	100%	100%	-
	EL	99%	92%	100%	100%	-	100%	-	*	100%	98%	100%	99%	99%	100%	99%	-
		99%	92%	100%	100%	-	100%	-	*	100%	98%	100%	99%	99%	100%	99%	-
	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%	99%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	99%	-	100%	-
		100%	99%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	99%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	1%	0%	0%	-	0%	0%	0%	0%	0%	1%	0%	0%	-
	CWD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	1%	0%	0%	-	0%	0%	0%	-	0%	1%	0%	0%	-
	EL	1%	3%	0%	0%	-	1%	-	*	1%	1%	0%	1%	1%	0%	1%	-
	Male	0%	0%	0%	1%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	1%	-	0%	0%	0%	0%	0%	1%	-	0%	-
Reading	All Students	0%	0%	0%	2%	*	1%	-	0%	0%	0%	0%	0%	1%	0%	0%	-
	CWD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	2%	*	1%	-	0%	0%	0%	-	0%	1%	0%	0%	-
	EL	1%	0%	0%	0%	-	2%	-	*	1%	0%	0%	1%	1%	0%	1%	-
	Male	0%	0%	0%	3%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	Female	0%	0%	0%	0%	*	2%	-	0%	0%	0%	0%	0%	1%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	1%	0%	0%	-
	CWD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	1%	-	0%	1%	0%	0%	-
	EL	1%	8%	0%	0%	-	0%	-	*	0%	2%	0%	1%	1%	0%	1%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	1%	0%	0%	*	0%	-	0%	0%	1%	0%	0%	1%	-	0%	-
Science	All Students	1%	1%	1%	0%	*	0%	-	0%	1%	0%	0%	1%	1%	1%	0%	-
	CWD	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	1%	1%	0%	*	0%	-	0%	1%	0%	-	1%	1%	1%	0%	-
	EL	1%	0%	2%	*	-	0%	-	*	1%	0%	0%	1%	1%	2%	0%	-
	Male	1%	1%	1%	0%	*	0%	-	*	1%	0%	0%	1%	2%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	96	48	30	6	0	11	0	1	10		
	Female	52	28	19	2	0	2	0	1	8		
	Total	148	76	49	8	0	13	0	2	18		
<b>Out-of-School Suspensions</b>												
	Male	42	24	11	3	0	3	0	1	4		
	Female	18	13	5	0	0	0	0	0	2		
	Total	60	37	16	3	0	3	0	1	6		
<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	22	14	7	1	0	0	0	0	4		8
	Female	7	5	2	0	0	0	0	0	0		3
	Total	29	19	9	1	0	0	0	0	4		11
<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	13	9	2	2	0	0	0	0	3		2
	Female	2	2	0	0	0	0	0	0	0		1
	Total	15	11	2	2	0	0	0	0	3		3
<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	53	16	21	10	-8	3	-8	3	6	18	-8
	Female	43	15	22	5	-8	1	-8	-8	11	9	-8
	Total	96	31	43	15	-8	4	-8	3	17	27	-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	1
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	1
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	6.2	11.1%
Teachers Teaching with Emergency or Provisional Credentials	3.0	5.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.7	12.5%

- 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%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<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%	46	1%	15	5%
Mathematics	6,120	2%	46	1%	15	5%
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	17	4%
Mathematics	5,803	2%	50	1%	17	5%
Science	5,796	1%	50	1%	17	4%
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	81	4%
Reading	48,805	1%	354	1%	32	5%
Mathematics	43,293	1%	319	1%	32	5%
Science	17,856	1%	118	1%	17	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	6%	5%	4%	*	2%	*	7%	5%	6%	3%

- 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 and 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 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%	72%	72%	72%	69%	68%	*	*	*	100%	72%	74%	49%	76%	65%	69%	76%	-	47%	-	*	
	CWD	47%	38%	49%	41%	57%	*	-	-	-	*	45%	67%	49%	-	67%	44%	59%	-	*	-	-	
	CWOD	83%	77%	76%	77%	71%	70%	*	*	*	100%	76%	75%	-	76%	65%	74%	78%	-	54%	-	*	
	EL	63%	64%	65%	80%	63%	*	*	-	-	*	66%	57%	67%	65%	65%	67%	64%	-	-	-	-	
	Male	75%	67%	69%	67%	65%	73%	-	*	*	100%	69%	68%	44%	74%	67%	69%	-	-	63%	-	*	
	Female	83%	79%	76%	78%	74%	64%	*	*	*	*	75%	80%	59%	78%	64%	-	76%	-	29%	-	*	
Mathematics	All Students	60%	54%	47%	43%	50%	57%	*	*	*	69%	47%	49%	49%	47%	47%	46%	50%	-	40%	-	*	
	CWD	36%	29%	49%	37%	62%	*	-	-	-	*	48%	56%	49%	-	56%	47%	53%	-	*	-	-	
	CWOD	63%	57%	47%	44%	48%	58%	*	*	*	67%	47%	48%	-	47%	45%	45%	49%	-	46%	-	*	
	EL	45%	48%	47%	20%	45%	*	*	-	-	*	46%	57%	56%	45%	47%	52%	39%	-	-	-	-	
	Male	60%	54%	46%	37%	54%	60%	-	*	*	67%	47%	43%	47%	45%	52%	46%	-	-	50%	-	*	
	Female	59%	53%	50%	49%	46%	55%	*	*	*	*	48%	56%	53%	49%	39%	-	50%	-	29%	-	*	
Grade 8																							
Reading	All Students	82%	77%	79%	77%	80%	81%	*	88%	*	93%	79%	79%	56%	82%	75%	72%	86%	-	74%	-	*	
	CWD	50%	44%	56%	60%	53%	*	*	*	-	-	56%	60%	56%	-	50%	61%	42%	-	*	-	-	
	CWOD	86%	81%	82%	79%	84%	83%	*	100%	*	93%	83%	80%	-	82%	81%	75%	89%	-	80%	-	*	
	EL	65%	66%	75%	*	75%	-	*	*	-	-	74%	80%	50%	81%	75%	65%	84%	-	-	-	-	
	Male	78%	72%	72%	71%	71%	79%	-	*	-	100%	71%	74%	61%	75%	65%	72%	-	-	62%	-	-	
	Female	86%	82%	86%	84%	88%	86%	*	100%	*	86%	86%	84%	42%	89%	84%	-	86%	-	100%	-	*	
Mathematics	All Students	70%	63%	55%	50%	63%	50%	*	*	*	64%	58%	47%	53%	56%	60%	53%	57%	-	50%	-	-	
	CWD	40%	37%	53%	52%	53%	*	*	*	-	-	55%	40%	53%	-	42%	56%	46%	-	80%	-	-	
	CWOD	74%	67%	56%	49%	65%	50%	*	*	*	64%	58%	48%	-	56%	64%	52%	58%	-	38%	-	-	
	EL	57%	57%	60%	*	60%	-	*	*	-	-	58%	67%	42%	64%	60%	39%	78%	-	-	-	-	
	Male	68%	61%	53%	52%	54%	50%	-	*	-	60%	58%	40%	56%	52%	39%	53%	-	-	46%	-	-	
	Female	72%	65%	57%	47%	73%	*	*	*	*	67%	58%	56%	46%	58%	78%	-	57%	-	60%	-	-	
Science	All Students	73%	64%	60%	56%	68%	63%	*	88%	*	58%	61%	60%	45%	63%	59%	58%	63%	-	45%	-	*	
	CWD	42%	38%	45%	44%	47%	*	*	*	-	-	46%	40%	45%	-	43%	50%	31%	-	60%	-	-	
	CWOD	77%	68%	63%	57%	71%	67%	*	100%	*	58%	63%	62%	-	63%	62%	60%	65%	-	40%	-	*	
	EL	54%	53%	59%	*	59%	-	*	*	-	-	60%	53%	43%	62%	59%	47%	68%	-	-	-	-	
	Male	73%	64%	58%	56%	60%	62%	-	*	-	83%	60%	52%	50%	60%	47%	58%	-	-	31%	-	-	
	Female	73%	65%	63%	55%	75%	67%	*	100%	*	33%	61%	70%	31%	65%	68%	-	63%	-	71%	-	*	
End of Course																							
Algebra I	All Students	74%	66%	100%	100%	100%	100%	-	100%	-	*	100%	100%	*	100%	100%	100%	100%	-	*	-	*	
	CWD	46%	30%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	78%	70%	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-	*	-	*	
	EL	64%	64%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	100%	-	-	-	-	
	Male	71%	63%	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	100%	-	-	-	-	-	
	Female	78%	70%	100%	100%	100%	*	-	*	-	*	100%	100%	-	100%	100%	-	100%	-	*	-	*	

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Biology	All Students	82%	75%	100%	*	100%	*	-	-	-	*	100%	100%	-	100%	*	*	100%	-	-	-	-
	CWD	57%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	79%	100%	*	100%	*	-	-	-	*	100%	100%	-	100%	*	*	100%	-	-	-	-
	EL	66%	64%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	80%	72%	*	-	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	Female	85%	77%	100%	*	*	*	-	-	-	*	100%	*	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 7																						
Reading	All Students	55%	48%	45%	43%	42%	64%	*	*	*	62%	46%	42%	37%	47%	36%	40%	53%	-	33%	-	*
	CWD	25%	20%	37%	30%	48%	*	-	-	-	*	36%	44%	37%	-	56%	32%	47%	-	*	-	-
	CWOD	59%	52%	47%	46%	40%	65%	*	*	*	67%	48%	42%	-	47%	33%	41%	53%	-	38%	-	*
	EL	33%	37%	36%	40%	33%	*	*	-	-	*	35%	43%	56%	33%	36%	31%	42%	-	-	-	-
	Male	50%	43%	40%	39%	33%	64%	-	*	*	44%	41%	34%	32%	41%	31%	40%	-	-	50%	-	*
	Female	60%	54%	53%	49%	54%	64%	*	*	*	*	53%	51%	47%	53%	42%	-	53%	-	14%	-	*
Mathematics	All Students	30%	27%	21%	17%	25%	38%	*	*	*	31%	20%	24%	39%	18%	23%	20%	23%	-	13%	-	*
	CWD	18%	15%	39%	30%	52%	*	-	-	-	*	36%	56%	39%	-	56%	35%	47%	-	*	-	-
	CWOD	32%	29%	18%	15%	19%	37%	*	*	*	33%	18%	20%	-	18%	18%	16%	20%	-	15%	-	*
	EL	17%	22%	23%	20%	17%	*	*	-	-	*	24%	14%	56%	18%	23%	26%	18%	-	-	-	-
	Male	31%	27%	20%	15%	28%	30%	-	*	*	11%	19%	20%	35%	16%	26%	20%	-	-	25%	-	*
	Female	29%	27%	23%	20%	22%	45%	*	*	*	*	22%	29%	47%	20%	18%	-	23%	-	0%	-	*
Grade 8																						
Reading	All Students	57%	51%	53%	53%	54%	67%	*	75%	*	36%	54%	52%	44%	55%	42%	49%	58%	-	47%	-	*
	CWD	25%	25%	44%	48%	42%	*	*	*	-	-	44%	40%	44%	-	43%	47%	33%	-	*	-	-
	CWOD	61%	54%	55%	53%	56%	72%	*	83%	*	36%	56%	52%	-	55%	42%	49%	59%	-	47%	-	*
	EL	33%	36%	42%	*	41%	-	*	*	-	-	42%	40%	43%	42%	42%	32%	50%	-	-	-	-
	Male	51%	46%	49%	51%	44%	64%	-	*	-	43%	51%	42%	47%	49%	32%	49%	-	-	38%	-	-
	Female	63%	57%	58%	54%	64%	71%	*	86%	*	29%	56%	62%	33%	59%	50%	-	58%	-	67%	-	*
Mathematics	All Students	39%	27%	19%	16%	22%	21%	*	*	*	9%	20%	16%	41%	15%	21%	17%	22%	-	28%	-	-
	CWD	20%	19%	41%	44%	41%	*	*	*	-	-	41%	40%	41%	-	42%	42%	38%	-	60%	-	-
	CWOD	41%	28%	15%	11%	18%	20%	*	*	*	9%	15%	14%	-	15%	16%	10%	20%	-	15%	-	-
	EL	24%	21%	21%	*	18%	-	*	*	-	-	23%	13%	42%	16%	21%	6%	32%	-	-	-	-
	Male	38%	27%	17%	18%	17%	10%	-	*	-	20%	19%	10%	42%	10%	6%	17%	-	-	23%	-	-
	Female	40%	28%	22%	15%	27%	*	*	*	*	0%	21%	24%	38%	20%	32%	-	22%	-	40%	-	-
Science	All Students	44%	36%	28%	25%	30%	53%	*	50%	*	8%	30%	23%	39%	26%	23%	28%	28%	-	30%	-	*
	CWD	22%	21%	39%	44%	32%	*	*	*	-	-	39%	40%	39%	-	36%	42%	31%	-	60%	-	-
	CWOD	47%	38%	26%	22%	30%	53%	*	50%	*	8%	28%	22%	-	26%	20%	24%	28%	-	20%	-	*
	EL	23%	24%	23%	*	23%	-	*	*	-	-	26%	7%	36%	20%	23%	17%	27%	-	-	-	-
	Male	45%	37%	28%	28%	25%	46%	-	*	-	17%	31%	19%	42%	24%	17%	28%	-	-	23%	-	-
	Female	42%	34%	28%	21%	34%	67%	*	57%	*	0%	28%	28%	31%	28%	27%	-	28%	-	43%	-	*

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End of Course																						
Algebra I	All Students	42%	35%	78%	74%	82%	89%	-	80%	-	*	76%	84%	*	79%	69%	78%	79%	-	*	-	*
	CWD	19%	11%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	45%	37%	79%	74%	85%	89%	-	80%	-	*	77%	84%	-	79%	73%	79%	79%	-	*	-	*
	EL	28%	30%	69%	-	69%	-	-	-	-	-	69%	-	*	73%	69%	83%	57%	-	-	-	-
	Male	40%	32%	78%	72%	90%	80%	-	*	-	*	79%	75%	*	79%	83%	78%	-	-	-	-	-
	Female	45%	37%	79%	75%	78%	*	-	*	-	*	74%	92%	-	79%	57%	-	79%	-	*	-	*
Biology	All Students	54%	43%	100%	*	100%	*	-	-	-	*	100%	100%	-	100%	*	*	100%	-	-	-	-
	CWD	25%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	46%	100%	*	100%	*	-	-	-	*	100%	100%	-	100%	*	*	100%	-	-	-	-
	EL	26%	28%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	52%	41%	*	-	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	Female	56%	45%	100%	*	*	*	-	-	-	*	100%	*	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 7																						
Reading	All Students	36%	32%	29%	28%	21%	59%	*	*	*	38%	29%	26%	6%	32%	19%	25%	33%	-	20%	-	*
	CWD	11%	8%	6%	4%	10%	*	-	-	-	*	7%	0%	6%	-	11%	6%	6%	-	*	-	-
	CWOD	40%	35%	32%	32%	23%	65%	*	*	*	42%	33%	30%	-	32%	20%	29%	36%	-	23%	-	*
	EL	17%	21%	19%	20%	14%	*	*	-	-	*	18%	29%	11%	20%	19%	17%	21%	-	-	-	-
	Male	32%	27%	25%	24%	19%	64%	-	*	*	22%	27%	17%	6%	29%	17%	25%	-	-	38%	-	*
	Female	41%	36%	33%	33%	24%	55%	*	*	*	*	32%	37%	6%	36%	21%	-	33%	-	0%	-	*
Mathematics	All Students	13%	11%	6%	5%	9%	0%	*	*	*	23%	6%	8%	12%	6%	7%	6%	7%	-	0%	-	*
	CWD	7%	5%	12%	11%	14%	*	-	-	-	*	12%	11%	12%	-	22%	12%	12%	-	*	-	-
	CWOD	14%	12%	6%	4%	7%	0%	*	*	*	25%	5%	8%	-	6%	5%	5%	6%	-	0%	-	*
	EL	6%	7%	7%	0%	6%	*	*	-	-	*	6%	14%	22%	5%	7%	10%	3%	-	-	-	-
	Male	13%	12%	6%	5%	10%	0%	-	*	*	0%	6%	8%	12%	5%	10%	6%	-	-	0%	-	*
	Female	12%	10%	7%	5%	7%	0%	*	*	*	*	6%	9%	12%	6%	3%	-	7%	-	0%	-	*
Grade 8																						
Reading	All Students	37%	31%	24%	23%	23%	48%	*	38%	*	21%	22%	31%	2%	28%	11%	19%	29%	-	21%	-	*
	CWD	11%	10%	2%	0%	0%	*	*	*	-	-	2%	0%	2%	-	0%	3%	0%	-	*	-	-
	CWOD	40%	34%	28%	26%	27%	50%	*	50%	*	21%	26%	32%	-	28%	13%	23%	31%	-	27%	-	*
	EL	16%	18%	11%	*	11%	-	*	*	-	-	11%	13%	0%	13%	11%	8%	14%	-	-	-	-
	Male	31%	27%	19%	18%	15%	43%	-	*	-	29%	19%	20%	3%	23%	8%	19%	-	-	15%	-	-
	Female	42%	36%	29%	28%	30%	57%	*	43%	*	14%	25%	42%	0%	31%	14%	-	29%	-	33%	-	*
Mathematics	All Students	14%	7%	3%	2%	3%	7%	*	*	*	0%	4%	1%	12%	1%	3%	4%	1%	-	6%	-	-
	CWD	8%	3%	12%	8%	18%	*	*	*	-	-	14%	0%	12%	-	17%	14%	8%	-	0%	-	-
	CWOD	15%	7%	1%	1%	0%	10%	*	*	*	0%	1%	1%	-	1%	0%	2%	1%	-	8%	-	-
	EL	6%	4%	3%	*	2%	-	*	*	-	-	4%	0%	17%	0%	3%	3%	3%	-	-	-	-
	Male	14%	7%	4%	3%	6%	10%	-	*	-	0%	5%	3%	14%	2%	3%	4%	-	-	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
Mathematics	Female	14%	6%	1%	1%	0%	*	*	*	*	0%	2%	0%	8%	1%	3%	-	1%	-	0%	-	-
Science	All Students	23%	17%	11%	9%	12%	32%	*	38%	*	8%	12%	10%	20%	10%	10%	11%	12%	-	5%	-	*
	CWD	9%	7%	20%	16%	21%	*	*	*	-	-	22%	0%	20%	-	29%	18%	23%	-	20%	-	-
	CWOD	24%	18%	10%	8%	10%	33%	*	33%	*	8%	10%	10%	-	10%	6%	9%	11%	-	0%	-	*
	EL	8%	9%	10%	*	9%	-	*	*	-	-	12%	0%	29%	6%	10%	3%	16%	-	-	-	-
	Male	24%	18%	11%	8%	10%	38%	-	*	-	17%	12%	8%	18%	9%	3%	11%	-	-	8%	-	-
	Female	21%	16%	12%	9%	14%	17%	*	43%	*	0%	12%	12%	23%	11%	16%	-	12%	-	0%	-	*
End of Course																						
Algebra I	All Students	26%	21%	49%	50%	50%	56%	-	60%	-	*	47%	56%	*	51%	38%	44%	53%	-	*	-	*
	CWD	8%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	29%	23%	51%	50%	54%	56%	-	60%	-	*	48%	56%	-	51%	45%	47%	53%	-	*	-	*
	EL	14%	16%	38%	-	38%	-	-	-	-	-	38%	-	*	45%	38%	33%	43%	-	-	-	-
	Male	25%	20%	44%	44%	40%	60%	-	*	-	*	42%	50%	*	47%	33%	44%	-	-	-	-	-
	Female	28%	22%	53%	55%	56%	*	-	*	-	*	50%	62%	-	53%	43%	-	53%	-	*	-	*
Biology	All Students	21%	15%	33%	*	40%	*	-	-	-	*	14%	60%	-	33%	*	*	38%	-	-	-	-
	CWD	7%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	17%	33%	*	40%	*	-	-	-	*	14%	60%	-	33%	*	*	38%	-	-	-	-
	EL	5%	6%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	21%	15%	*	-	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	Female	21%	16%	38%	*	*	*	-	-	-	*	20%	*	-	38%	-	-	38%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	65%	61%	68%	69%	13%	91%	69%	79%	65%	65%	51%	67%	63%	61%	69%	-	53%	-	100%
	CWD	44%	36%	51%	47%	56%	53%	*	67%	-	*	50%	55%	51%	-	52%	52%	47%	-	50%	-	-
	CWOD	77%	70%	67%	64%	71%	71%	20%	96%	69%	79%	68%	66%	-	67%	65%	64%	71%	-	54%	-	100%
	EL	59%	58%	63%	50%	62%	100%	0%	100%	-	*	63%	64%	52%	65%	63%	56%	69%	-	-	-	-
	Male	71%	63%	61%	58%	62%	69%	-	67%	*	85%	62%	59%	52%	64%	56%	61%	-	-	49%	-	*
	Female	75%	68%	69%	65%	75%	69%	13%	100%	64%	72%	68%	72%	47%	71%	69%	-	69%	-	59%	-	100%
Reading	All Students	74%	67%	76%	75%	74%	74%	*	92%	83%	96%	75%	77%	52%	79%	71%	70%	81%	-	62%	-	*
	CWD	43%	35%	52%	50%	55%	60%	*	*	-	*	51%	64%	52%	-	57%	53%	52%	-	33%	-	-
	CWOD	78%	72%	79%	78%	78%	76%	*	100%	83%	96%	80%	78%	-	79%	73%	74%	84%	-	68%	-	*
	EL	57%	57%	71%	86%	69%	*	*	*	-	*	70%	73%	57%	73%	71%	66%	75%	-	-	-	-
	Male	70%	63%	70%	69%	68%	76%	-	*	*	100%	70%	71%	53%	74%	66%	70%	-	-	62%	-	*
	Female	78%	73%	81%	81%	82%	72%	*	100%	80%	91%	81%	83%	52%	84%	75%	-	81%	-	62%	-	*
Mathematics	All Students	71%	64%	56%	51%	61%	64%	*	92%	67%	70%	57%	55%	52%	57%	57%	54%	60%	-	49%	-	*
	CWD	44%	36%	52%	44%	60%	50%	*	*	-	*	52%	50%	52%	-	52%	53%	50%	-	57%	-	-
	CWOD	75%	67%	57%	52%	62%	66%	*	90%	67%	69%	58%	56%	-	57%	58%	54%	61%	-	46%	-	*
	EL	61%	61%	57%	29%	57%	*	*	*	-	*	56%	64%	52%	58%	57%	51%	64%	-	-	-	-
	Male	71%	63%	54%	49%	57%	64%	-	*	*	69%	55%	49%	53%	54%	51%	54%	-	-	48%	-	*



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Mathematics	Female	71%	64%	60%	54%	66%	63%	*	100%	60%	73%	59%	63%	50%	61%	64%	-	60%	-	50%	-	*
Science	All Students	74%	66%	62%	56%	69%	68%	*	88%	*	64%	61%	63%	45%	64%	59%	59%	65%	-	45%	-	*
	CWD	47%	38%	45%	44%	47%	*	*	*	-	-	46%	40%	45%	-	43%	50%	31%	-	60%	-	-
	CWOD	78%	69%	64%	58%	73%	72%	*	100%	*	64%	65%	64%	-	64%	63%	61%	67%	-	40%	-	*
	EL	58%	56%	59%	*	60%	-	*	*	-	-	61%	53%	43%	63%	59%	49%	68%	-	-	-	-
	Male	74%	65%	59%	56%	61%	64%	-	*	-	86%	61%	54%	50%	61%	49%	59%	-	-	31%	-	-
	Female	75%	66%	65%	56%	76%	75%	*	100%	*	43%	62%	72%	31%	67%	68%	-	65%	-	71%	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	37%	33%	38%	55%	0%	63%	50%	34%	37%	36%	40%	36%	31%	33%	40%	-	33%	-	78%
	CWD	23%	18%	40%	39%	43%	40%	*	50%	-	*	39%	45%	40%	-	45%	40%	40%	-	44%	-	-
	CWOD	50%	42%	36%	32%	37%	57%	0%	65%	50%	35%	36%	35%	-	36%	28%	32%	40%	-	30%	-	78%
	EL	29%	30%	31%	19%	29%	88%	0%	78%	-	*	32%	22%	45%	28%	31%	26%	35%	-	-	-	-
	Male	45%	38%	33%	32%	32%	48%	-	44%	*	31%	35%	29%	40%	32%	26%	33%	-	-	31%	-	*
	Female	48%	41%	40%	35%	44%	64%	0%	70%	50%	38%	39%	44%	40%	40%	35%	-	40%	-	35%	-	100%
Reading	All Students	52%	45%	49%	48%	48%	65%	*	75%	67%	48%	50%	47%	41%	51%	39%	44%	55%	-	41%	-	*
	CWD	24%	19%	41%	38%	45%	40%	*	*	-	*	40%	43%	41%	-	48%	40%	41%	-	33%	-	-
	CWOD	56%	48%	51%	49%	49%	68%	*	80%	67%	50%	52%	48%	-	51%	38%	45%	57%	-	43%	-	*
	EL	31%	33%	39%	29%	37%	*	*	*	-	*	39%	41%	48%	38%	39%	32%	47%	-	-	-	-
	Male	47%	41%	44%	45%	38%	64%	-	*	*	44%	46%	38%	40%	45%	32%	44%	-	-	43%	-	*
	Female	56%	49%	55%	52%	60%	67%	*	75%	60%	55%	55%	58%	41%	57%	47%	-	55%	-	38%	-	*
Mathematics	All Students	41%	33%	27%	22%	30%	43%	*	58%	33%	26%	26%	29%	40%	25%	26%	24%	30%	-	26%	-	*
	CWD	22%	17%	40%	37%	48%	33%	*	*	-	*	39%	50%	40%	-	48%	39%	43%	-	43%	-	-
	CWOD	44%	35%	25%	20%	27%	45%	*	60%	33%	27%	24%	28%	-	25%	22%	21%	29%	-	21%	-	*
	EL	29%	29%	26%	14%	22%	*	*	*	-	*	28%	14%	48%	22%	26%	23%	29%	-	-	-	-
	Male	42%	34%	24%	21%	28%	32%	-	*	*	19%	24%	23%	39%	21%	23%	24%	-	-	24%	-	*
	Female	40%	33%	30%	24%	33%	58%	*	75%	40%	36%	28%	37%	43%	29%	29%	-	30%	-	29%	-	*
Science	All Students	46%	37%	30%	26%	33%	59%	*	50%	*	21%	31%	27%	39%	29%	23%	29%	31%	-	30%	-	*
	CWD	23%	17%	39%	44%	32%	*	*	*	-	-	39%	40%	39%	-	36%	42%	31%	-	60%	-	-
	CWOD	49%	39%	29%	23%	33%	61%	*	50%	*	21%	30%	26%	-	29%	21%	26%	31%	-	20%	-	*
	EL	25%	25%	23%	*	24%	-	*	*	-	-	27%	7%	36%	21%	23%	19%	27%	-	-	-	-
	Male	47%	37%	29%	28%	27%	50%	-	*	-	29%	32%	22%	42%	26%	19%	29%	-	-	23%	-	-
	Female	45%	36%	31%	22%	37%	75%	*	57%	*	14%	31%	33%	31%	31%	27%	-	31%	-	43%	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	17%	15%	16%	34%	0%	38%	19%	18%	16%	19%	10%	18%	11%	15%	19%	-	11%	-	33%
	CWD	9%	6%	10%	8%	12%	13%	*	33%	-	*	11%	3%	10%	-	15%	10%	10%	-	6%	-	-
	CWOD	24%	18%	18%	16%	16%	37%	0%	38%	19%	18%	17%	20%	-	18%	10%	16%	20%	-	13%	-	33%
	EL	12%	12%	11%	6%	10%	38%	0%	33%	-	*	11%	8%	15%	10%	11%	9%	13%	-	-	-	-
	Male	21%	16%	15%	13%	13%	36%	-	33%	*	13%	15%	14%	10%	16%	9%	15%	-	-	13%	-	*
	Female	23%	18%	19%	18%	19%	31%	0%	39%	14%	24%	18%	24%	10%	20%	13%	-	19%	-	9%	-	40%
Reading	All Students	25%	20%	26%	25%	22%	53%	*	42%	50%	30%	26%	29%	4%	30%	15%	22%	31%	-	21%	-	*
	CWD	9%	6%	4%	2%	5%	20%	*	*	-	*	5%	0%	4%	-	4%	4%	3%	-	0%	-	-
	CWOD	27%	21%	30%	29%	25%	58%	*	50%	50%	31%	30%	31%	-	30%	17%	26%	34%	-	25%	-	*
	EL	13%	14%	15%	14%	12%	*	*	*	-	*	14%	18%	4%	17%	15%	13%	17%	-	-	-	-
	Male	22%	17%	22%	21%	17%	52%	-	*	*	25%	23%	19%	4%	26%	13%	22%	-	-	24%	-	*
	Female	28%	22%	31%	31%	28%	56%	*	38%	40%	36%	28%	40%	3%	34%	17%	-	31%	-	15%	-	*
Mathematics	All Students	20%	14%	10%	8%	11%	14%	*	33%	0%	11%	9%	12%	12%	10%	8%	9%	11%	-	6%	-	*
	CWD	9%	6%	12%	10%	15%	0%	*	*	-	*	13%	7%	12%	-	17%	13%	10%	-	0%	-	-
	CWOD	21%	16%	10%	8%	10%	16%	*	30%	0%	12%	9%	13%	-	10%	6%	8%	11%	-	7%	-	*
	EL	12%	12%	8%	0%	7%	*	*	*	-	*	8%	5%	17%	6%	8%	9%	6%	-	-	-	-
	Male	21%	15%	9%	7%	11%	16%	-	*	*	0%	8%	11%	13%	8%	9%	9%	-	-	5%	-	*
	Female	19%	13%	11%	9%	12%	11%	*	38%	0%	27%	10%	14%	10%	11%	6%	-	11%	-	7%	-	*
Science	All Students	20%	15%	12%	9%	13%	36%	*	38%	*	7%	12%	13%	20%	11%	10%	12%	13%	-	5%	-	*
	CWD	8%	5%	20%	16%	21%	*	*	*	-	-	22%	0%	20%	-	29%	18%	23%	-	20%	-	-
	CWOD	22%	16%	11%	7%	12%	39%	*	33%	*	7%	10%	13%	-	11%	6%	10%	12%	-	0%	-	*
	EL	7%	8%	10%	*	9%	-	*	*	-	-	12%	0%	29%	6%	10%	3%	16%	-	-	-	-
	Male	22%	15%	12%	8%	10%	43%	-	*	-	14%	12%	10%	18%	10%	3%	12%	-	-	8%	-	-
	Female	19%	14%	13%	9%	16%	25%	*	43%	*	0%	12%	15%	23%	12%	16%	-	13%	-	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	85	87	84	78	*	75	*	89	83	75	80
CWD	75	78	76	50	*	*	-	*	75	75	69
CWOD	87	88	85	83	*	69	*	88	85	-	81
EL ◇	80	83	80	*	*	*	-	*	79	69	80
Male	84	86	82	78	-	*	-	100	82	77	80
Female	86	87	87	79	*	75	*	67	85	70	80
<b>Mathematics</b>											
All Students	74	75	72	76	*	100	*	76	73	70	69
CWD	70	68	74	67	*	*	-	*	73	70	69
CWOD	75	76	71	78	*	100	*	75	74	-	69
EL ◇	69	33	70	*	*	*	-	*	68	69	69
Male	72	73	68	86	-	*	-	73	72	75	66
Female	77	77	77	63	*	100	*	83	76	62	72

- 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
154	23	15%

- 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	40	36	41	53	4	64	46	44	39	34	35
<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	N	Y	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	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
<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	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	Y	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											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%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	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%	-
	Male	100%	99%	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%	-
<b>Reading</b>	All Students	100%	99%	100%	100%	*	100%	100%	100%	100%	99%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	100%	*	100%	100%	100%	100%	99%	-	100%	100%	99%	100%	-
	EL	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	99%	100%	100%	-	*	*	100%	100%	99%	100%	99%	100%	99%	-	-
	Female	100%	99%	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%	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%	99%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
		100%	99%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-

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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%	99%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
		100%	99%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	0%	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	1%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	1%	0%	0%	*	0%	0%	0%	0%	1%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	*	0%	0%	0%	0%	1%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	1%	0%	0%	-	*	*	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	0%	1%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	1%	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%	-	-
	Female	0%	1%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	*	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
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	76	40	27	6	0	2	0	1	14		
	Female	63	34	23	1	1	0	0	4	11		
	Total	139	74	50	7	1	2	0	5	25		
<b>Out-of-School Suspensions</b>												
	Male	61	34	22	4	0	1	0	0	11		
	Female	61	42	14	1	0	0	0	4	4		
	Total	122	76	36	5	0	1	0	4	15		
<b>Expulsions</b>												
With Educational Services	Male	1	0	1	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	1		
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	17	11	6	0	0	0	0	0	4		3
	Female	10	8	0	0	0	0	0	2	0		2
	Total	27	19	6	0	0	0	0	2	4		5
<b>Out-of-School Suspensions</b>												
	Male	16	9	7	0	0	0	0	0	2		3
	Female	14	11	1	0	0	0	0	2	1		3
	Total	30	20	8	0	0	0	0	2	3		6
<b>Expulsions</b>												
With Educational Services	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
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	98	47	41	8	-8	1	-8	1	17	29	-8
	Female	88	43	34	6	-8	-8	-8	5	8	12	-8
	Total	186	90	75	14	-8	1	-8	6	25	41	-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	2
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	1
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	8.4	13.6%
Teachers Teaching with Emergency or Provisional Credentials	4.9	8.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.9	8.1%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	20	5%
Mathematics	6,120	2%	46	1%	20	6%
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	17	4%
Mathematics	5,803	2%	50	1%	18	6%
Science	5,796	1%	50	1%	18	5%
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	93	5%
Reading	48,805	1%	354	1%	37	5%
Mathematics	43,293	1%	319	1%	38	5%
Science	17,856	1%	118	1%	18	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	1%	1%	0%	0%	0%	*	4%	1%	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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**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 and 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 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%	72%	81%	74%	82%	82%	*	92%	*	94%	79%	87%	40%	87%	79%	78%	84%	-	89%	-	*
	CWD	47%	38%	40%	24%	43%	71%	-	-	-	*	37%	67%	40%	-	36%	29%	54%	-	-	-	-
	CWOD	83%	77%	87%	83%	87%	84%	*	92%	*	100%	86%	88%	-	87%	83%	85%	88%	-	89%	-	*
	EL	63%	64%	79%	88%	76%	58%	*	89%	-	-	79%	78%	36%	83%	79%	73%	83%	-	*	-	-
	Male	75%	67%	78%	70%	77%	85%	*	92%	*	88%	76%	85%	29%	85%	73%	78%	-	-	83%	-	*
	Female	83%	79%	84%	78%	86%	78%	-	92%	*	100%	82%	89%	54%	88%	83%	-	84%	-	*	-	-
Mathematics	All Students	60%	54%	64%	52%	62%	79%	*	90%	*	79%	63%	69%	27%	70%	70%	66%	63%	-	44%	-	*
	CWD	36%	29%	27%	14%	30%	43%	-	-	-	*	24%	50%	27%	-	29%	18%	38%	-	-	-	-
	CWOD	63%	57%	70%	59%	67%	85%	*	90%	*	83%	70%	70%	-	70%	75%	73%	66%	-	44%	-	*
	EL	45%	48%	70%	63%	63%	75%	*	90%	-	-	69%	75%	29%	75%	70%	73%	68%	-	*	-	-
	Male	60%	54%	66%	49%	67%	79%	*	95%	*	86%	65%	68%	18%	73%	73%	66%	-	-	50%	-	*
	Female	59%	53%	63%	56%	58%	78%	-	86%	*	71%	61%	70%	38%	66%	68%	-	63%	-	*	-	-
Grade 8																						
Reading	All Students	82%	77%	88%	88%	84%	90%	*	95%	*	87%	85%	93%	50%	90%	82%	84%	91%	-	88%	-	*
	CWD	50%	44%	50%	60%	36%	*	-	*	-	*	50%	50%	50%	-	29%	48%	55%	-	-	-	-
	CWOD	86%	81%	90%	91%	87%	93%	*	96%	*	86%	88%	96%	-	90%	85%	88%	93%	-	88%	-	*
	EL	65%	66%	82%	100%	76%	86%	-	89%	-	-	77%	94%	29%	85%	82%	76%	89%	-	*	-	-
	Male	78%	72%	84%	87%	78%	88%	*	96%	*	80%	81%	90%	48%	88%	76%	84%	-	-	80%	-	*
	Female	86%	82%	91%	90%	91%	92%	*	94%	*	90%	89%	97%	55%	93%	89%	-	91%	-	*	-	-
Mathematics	All Students	70%	63%	74%	71%	72%	77%	*	89%	*	85%	70%	83%	48%	77%	68%	73%	76%	-	100%	-	*
	CWD	40%	37%	48%	36%	62%	*	-	*	-	*	41%	67%	48%	-	17%	57%	30%	-	-	-	-
	CWOD	74%	67%	77%	75%	73%	79%	*	92%	*	83%	73%	85%	-	77%	71%	75%	79%	-	100%	-	*
	EL	57%	57%	68%	60%	66%	60%	-	84%	-	-	65%	77%	17%	71%	68%	66%	71%	-	*	-	-
	Male	68%	61%	73%	71%	69%	67%	*	94%	*	*	67%	82%	57%	75%	66%	73%	-	-	*	-	*
	Female	72%	65%	76%	70%	76%	83%	*	85%	-	89%	73%	85%	30%	79%	71%	-	76%	-	*	-	-
Science	All Students	73%	64%	75%	71%	72%	84%	*	89%	*	71%	74%	78%	51%	77%	72%	74%	77%	-	75%	-	*
	CWD	42%	38%	51%	53%	43%	*	-	*	-	*	44%	70%	51%	-	29%	54%	45%	-	-	-	-
	CWOD	77%	68%	77%	72%	75%	83%	*	90%	*	77%	76%	79%	-	77%	74%	76%	79%	-	75%	-	*
	EL	54%	53%	72%	100%	65%	64%	-	86%	-	-	69%	80%	29%	74%	72%	70%	74%	-	*	-	-
	Male	73%	64%	74%	68%	72%	81%	*	91%	*	60%	71%	78%	54%	76%	70%	74%	-	-	80%	-	*
	Female	73%	65%	77%	74%	73%	88%	*	87%	*	78%	76%	80%	45%	79%	74%	-	77%	-	*	-	-
End of Course																						
English I	All Students	64%	57%	*	-	-	-	-	-	-	*	*	-	-	*	-	-	*	-	-	-	-
	CWD	29%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	68%	61%	*	-	-	-	-	-	-	*	*	-	-	*	-	-	*	-	-	-	-
	EL	38%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	58%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	70%	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
Algebra I	All Students	74%	66%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	*	100%	100%	100%	100%	-	*	-	-
	CWD	46%	30%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	78%	70%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	EL	64%	64%	100%	-	100%	*	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	Male	71%	63%	100%	100%	100%	100%	-	100%	*	*	100%	100%	*	100%	100%	100%	-	-	*	-	-
	Female	78%	70%	100%	100%	100%	100%	-	100%	*	*	100%	100%	*	100%	100%	-	100%	-	-	-	-
Biology	All Students	82%	75%	100%	100%	100%	*	-	100%	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	-
	CWD	57%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	79%	100%	100%	100%	*	-	100%	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	66%	64%	*	-	-	-	-	*	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	80%	72%	100%	*	*	-	-	100%	-	*	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	85%	77%	100%	*	*	*	-	100%	-	*	100%	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 7																						
Reading	All Students	55%	48%	58%	46%	58%	68%	*	77%	*	63%	55%	66%	10%	64%	58%	58%	57%	-	33%	-	*
	CWD	25%	20%	10%	0%	9%	29%	-	-	-	*	9%	17%	10%	-	0%	11%	8%	-	-	-	-
	CWOD	59%	52%	64%	54%	64%	74%	*	77%	*	64%	62%	69%	-	64%	64%	65%	63%	-	33%	-	*
	EL	33%	37%	58%	63%	53%	42%	*	71%	-	-	56%	67%	0%	64%	58%	54%	61%	-	*	-	-
	Male	50%	43%	58%	43%	60%	74%	*	73%	*	63%	55%	68%	11%	65%	54%	58%	-	-	17%	-	*
	Female	60%	54%	57%	49%	55%	61%	-	81%	*	63%	55%	65%	8%	63%	61%	-	57%	-	*	-	-
Mathematics	All Students	30%	27%	32%	19%	30%	45%	*	63%	*	29%	31%	35%	6%	35%	37%	31%	32%	-	22%	-	*
	CWD	18%	15%	6%	0%	4%	29%	-	-	-	*	4%	17%	6%	-	0%	7%	4%	-	-	-	-
	CWOD	32%	29%	35%	23%	34%	48%	*	63%	*	33%	35%	36%	-	35%	41%	35%	36%	-	22%	-	*
	EL	17%	22%	37%	25%	30%	42%	*	58%	-	-	36%	42%	0%	41%	37%	39%	36%	-	*	-	-
	Male	31%	27%	31%	19%	35%	38%	*	60%	*	14%	30%	36%	7%	35%	39%	31%	-	-	17%	-	*
	Female	29%	27%	32%	20%	26%	52%	-	67%	*	43%	31%	34%	4%	36%	36%	-	32%	-	*	-	-
Grade 8																						
Reading	All Students	57%	51%	62%	59%	56%	68%	*	81%	*	60%	58%	70%	26%	64%	49%	55%	68%	-	75%	-	*
	CWD	25%	25%	26%	33%	14%	*	-	*	-	*	29%	20%	26%	-	29%	22%	36%	-	-	-	-
	CWOD	61%	54%	64%	61%	59%	70%	*	82%	*	64%	60%	73%	-	64%	50%	59%	70%	-	75%	-	*
	EL	33%	36%	49%	30%	42%	64%	-	67%	-	-	46%	56%	29%	50%	49%	41%	59%	-	*	-	-
	Male	51%	46%	55%	54%	46%	64%	*	85%	*	40%	51%	63%	22%	59%	41%	55%	-	-	60%	-	*
	Female	63%	57%	68%	64%	67%	72%	*	77%	*	70%	64%	78%	36%	70%	59%	-	68%	-	*	-	-
Mathematics	All Students	39%	27%	37%	32%	29%	46%	*	74%	*	38%	33%	47%	3%	40%	35%	34%	40%	-	71%	-	*
	CWD	20%	19%	3%	0%	8%	*	-	*	-	*	5%	0%	3%	-	0%	5%	0%	-	-	-	-
	CWOD	41%	28%	40%	35%	31%	48%	*	76%	*	42%	35%	51%	-	40%	37%	38%	43%	-	71%	-	*
	EL	24%	21%	35%	40%	29%	20%	-	58%	-	-	29%	50%	0%	37%	35%	34%	35%	-	*	-	-
	Male	38%	27%	34%	27%	30%	39%	*	72%	*	*	29%	43%	5%	38%	34%	34%	-	-	*	-	*
	Female	40%	28%	40%	36%	29%	50%	*	75%	-	56%	36%	52%	0%	43%	35%	-	40%	-	*	-	-

Texas Education Agency  
2022 Federal Report Card  
OUSLEY J H (220901055) - ARLINGTON ISD - TARRANT 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	44%	36%	43%	38%	36%	55%	*	79%	*	36%	41%	48%	20%	45%	38%	46%	41%	-	63%	-	*
	CWD	22%	21%	20%	20%	7%	*	-	*	-	*	16%	30%	20%	-	14%	21%	18%	-	-	-	-
	CWOD	47%	38%	45%	39%	38%	53%	*	81%	*	38%	43%	50%	-	45%	39%	49%	42%	-	63%	-	*
	EL	23%	24%	38%	20%	32%	14%	-	72%	-	-	35%	46%	14%	39%	38%	38%	38%	-	*	-	-
	Male	45%	37%	46%	40%	42%	59%	*	78%	*	20%	42%	53%	21%	49%	38%	46%	-	-	60%	-	*
	Female	42%	34%	41%	35%	29%	50%	*	80%	*	44%	40%	42%	18%	42%	38%	-	41%	-	*	-	-
End of Course																						
English I	All Students	46%	39%	*	-	-	-	-	-	-	*	*	-	-	*	-	-	*	-	-	-	-
	CWD	17%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	42%	*	-	-	-	-	-	-	*	*	-	-	*	-	-	*	-	-	-	-
	EL	19%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	53%	45%	*	-	-	-	-	-	-	*	*	-	-	*	-	-	*	-	-	-	-
Algebra I	All Students	42%	35%	94%	90%	93%	88%	-	100%	*	100%	94%	93%	*	93%	94%	93%	95%	-	*	-	-
	CWD	19%	11%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	45%	37%	93%	90%	93%	87%	-	100%	*	100%	94%	92%	-	93%	94%	92%	95%	-	*	-	-
	EL	28%	30%	94%	-	93%	*	-	100%	-	-	95%	91%	*	94%	94%	95%	93%	-	-	-	-
	Male	40%	32%	93%	92%	90%	90%	-	100%	*	*	94%	90%	*	92%	95%	93%	-	-	*	-	-
	Female	45%	37%	95%	88%	100%	86%	-	100%	*	*	95%	96%	*	95%	93%	-	95%	-	-	-	-
Biology	All Students	54%	43%	100%	100%	100%	*	-	100%	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	-
	CWD	25%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	46%	100%	100%	100%	*	-	100%	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	26%	28%	*	-	-	-	-	*	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	52%	41%	100%	*	*	-	-	100%	-	*	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	56%	45%	100%	*	*	*	-	100%	-	*	100%	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 7																						
Reading	All Students	36%	32%	39%	28%	37%	48%	*	63%	*	44%	37%	45%	4%	44%	39%	37%	42%	-	11%	-	*
	CWD	11%	8%	4%	0%	4%	14%	-	-	-	*	2%	17%	4%	-	0%	4%	4%	-	-	-	-
	CWOD	40%	35%	44%	33%	41%	53%	*	63%	*	50%	42%	47%	-	44%	44%	41%	46%	-	11%	-	*
	EL	17%	21%	39%	25%	34%	25%	*	58%	-	-	38%	48%	0%	44%	39%	35%	43%	-	*	-	-
	Male	32%	27%	37%	21%	38%	41%	*	65%	*	50%	35%	41%	4%	41%	35%	37%	-	-	0%	-	*
	Female	41%	36%	42%	37%	36%	57%	-	62%	*	38%	38%	50%	4%	46%	43%	-	42%	-	*	-	-
Mathematics	All Students	13%	11%	12%	9%	8%	17%	*	32%	*	14%	12%	11%	4%	13%	14%	12%	11%	-	0%	-	*
	CWD	7%	5%	4%	0%	0%	29%	-	-	-	*	2%	17%	4%	-	0%	4%	4%	-	-	-	-
	CWOD	14%	12%	13%	11%	9%	15%	*	32%	*	17%	13%	11%	-	13%	15%	13%	12%	-	0%	-	*
	EL	6%	7%	14%	13%	12%	8%	*	23%	-	-	15%	8%	0%	15%	14%	15%	13%	-	*	-	-
	Male	13%	12%	12%	8%	8%	21%	*	30%	*	14%	14%	6%	4%	13%	15%	12%	-	-	0%	-	*
	Female	12%	10%	11%	10%	7%	13%	-	33%	*	14%	10%	16%	4%	12%	13%	-	11%	-	*	-	-

Texas Education Agency  
2022 Federal Report Card  
OUSLEY J H (220901055) - ARLINGTON ISD - TARRANT 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 8																						
Reading	All Students	37%	31%	39%	33%	32%	54%	*	53%	*	53%	36%	44%	15%	40%	25%	32%	46%	-	50%	-	*
	CWD	11%	10%	15%	13%	14%	*	-	*	-	*	13%	20%	15%	-	14%	17%	9%	-	-	-	-
	CWOD	40%	34%	40%	35%	33%	57%	*	54%	*	57%	38%	45%	-	40%	26%	33%	47%	-	50%	-	*
	EL	16%	18%	25%	20%	18%	43%	-	37%	-	-	25%	26%	14%	26%	25%	21%	30%	-	*	-	-
	Male	31%	27%	32%	23%	29%	44%	*	58%	*	20%	29%	37%	17%	33%	21%	32%	-	-	40%	-	*
	Female	42%	36%	46%	45%	35%	64%	*	48%	*	70%	42%	54%	9%	47%	30%	-	46%	-	*	-	-
Mathematics	All Students	14%	7%	14%	7%	11%	9%	*	50%	*	23%	11%	20%	0%	15%	13%	15%	13%	-	29%	-	*
	CWD	8%	3%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	15%	7%	15%	8%	12%	9%	*	51%	*	25%	12%	22%	-	15%	14%	16%	14%	-	29%	-	*
	EL	6%	4%	13%	10%	9%	0%	-	37%	-	-	12%	19%	0%	14%	13%	21%	4%	-	*	-	-
	Male	14%	7%	15%	6%	14%	0%	*	67%	*	*	11%	21%	0%	16%	21%	15%	-	-	*	-	*
	Female	14%	6%	13%	9%	8%	17%	*	35%	-	33%	11%	19%	0%	14%	4%	-	13%	-	*	-	-
Science	All Students	23%	17%	22%	18%	13%	24%	*	58%	*	29%	21%	23%	9%	23%	18%	23%	20%	-	13%	-	*
	CWD	9%	7%	9%	7%	7%	*	-	*	-	*	8%	10%	9%	-	14%	8%	9%	-	-	-	-
	CWOD	24%	18%	23%	19%	14%	23%	*	60%	*	31%	22%	24%	-	23%	18%	25%	21%	-	13%	-	*
	EL	8%	9%	18%	0%	8%	7%	-	59%	-	-	21%	11%	14%	18%	18%	14%	23%	-	*	-	-
	Male	24%	18%	23%	19%	14%	33%	*	65%	*	20%	23%	24%	8%	25%	14%	23%	-	-	20%	-	*
	Female	21%	16%	20%	16%	13%	13%	*	53%	*	33%	20%	22%	9%	21%	23%	-	20%	-	*	-	-
End of Course																						
English I	All Students	10%	7%	*	-	-	-	-	-	-	*	*	-	-	*	-	-	*	-	-	-	-
	CWD	4%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	11%	8%	*	-	-	-	-	-	-	*	*	-	-	*	-	-	*	-	-	-	-
	EL	1%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	8%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	13%	9%	*	-	-	-	-	-	-	*	*	-	-	*	-	-	*	-	-	-	-
Algebra I	All Students	26%	21%	69%	71%	51%	71%	-	87%	*	80%	66%	72%	*	68%	73%	68%	70%	-	*	-	-
	CWD	8%	5%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	29%	23%	68%	70%	52%	67%	-	87%	*	80%	66%	72%	-	68%	75%	66%	71%	-	*	-	-
	EL	14%	16%	73%	-	57%	*	-	93%	-	-	77%	64%	*	75%	73%	63%	86%	-	-	-	-
	Male	25%	20%	68%	63%	52%	80%	-	93%	*	*	65%	71%	*	66%	63%	68%	-	-	*	-	-
	Female	28%	22%	70%	82%	50%	57%	-	81%	*	*	68%	74%	*	71%	86%	-	70%	-	-	-	-
Biology	All Students	21%	15%	93%	60%	100%	*	-	100%	-	*	100%	88%	-	93%	*	86%	100%	-	-	-	-
	CWD	7%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	17%	93%	60%	100%	*	-	100%	-	*	100%	88%	-	93%	*	86%	100%	-	-	-	-
	EL	5%	6%	*	-	-	-	-	*	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	21%	15%	86%	*	*	-	-	100%	-	*	100%	78%	-	86%	*	86%	-	-	-	-	-
	Female	21%	16%	100%	*	*	*	-	100%	-	*	100%	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						

Texas Education Agency  
2022 Federal Report Card  
OUSLEY J H (220901055) - ARLINGTON ISD - TARRANT 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%	66%	79%	73%	76%	84%	93%	93%	88%	86%	76%	84%	43%	82%	76%	77%	80%	-	79%	-	71%
	CWD	44%	36%	43%	36%	43%	65%	-	*	-	57%	38%	62%	43%	-	31%	41%	46%	-	-	-	-
	CWOD	77%	70%	82%	78%	79%	86%	93%	94%	88%	89%	80%	86%	-	82%	79%	81%	83%	-	79%	-	71%
	EL	59%	58%	76%	83%	70%	71%	*	90%	-	-	74%	83%	31%	79%	76%	74%	78%	-	57%	-	-
	Male	71%	63%	77%	72%	75%	83%	89%	95%	82%	84%	74%	83%	41%	81%	74%	77%	-	-	78%	-	71%
	Female	75%	68%	80%	76%	78%	85%	100%	91%	100%	88%	78%	86%	46%	83%	78%	-	80%	-	80%	-	-
Reading	All Students	74%	67%	84%	82%	83%	86%	100%	94%	83%	94%	82%	90%	44%	89%	80%	81%	88%	-	88%	-	80%
	CWD	43%	35%	44%	39%	41%	64%	-	*	-	*	41%	56%	44%	-	33%	37%	54%	-	-	-	-
	CWOD	78%	72%	89%	87%	87%	89%	100%	94%	83%	96%	87%	92%	-	89%	84%	87%	91%	-	88%	-	80%
	EL	57%	57%	80%	94%	76%	73%	*	89%	-	-	78%	87%	33%	84%	80%	75%	86%	-	*	-	-
	Male	70%	63%	81%	79%	78%	87%	*	94%	*	85%	78%	88%	37%	87%	75%	81%	-	-	82%	-	80%
	Female	78%	73%	88%	85%	88%	85%	*	93%	*	95%	86%	93%	54%	91%	86%	-	88%	-	100%	-	-
Mathematics	All Students	71%	64%	74%	67%	71%	82%	83%	93%	83%	84%	71%	81%	38%	77%	73%	74%	73%	-	71%	-	80%
	CWD	44%	36%	38%	25%	44%	55%	-	*	-	*	32%	63%	38%	-	29%	38%	37%	-	-	-	-
	CWOD	75%	67%	77%	72%	74%	85%	83%	94%	83%	86%	75%	82%	-	77%	77%	78%	76%	-	71%	-	80%
	EL	61%	61%	73%	61%	67%	73%	*	91%	-	-	71%	80%	29%	77%	73%	74%	72%	-	*	-	-
	Male	71%	63%	74%	66%	73%	80%	*	96%	*	85%	71%	81%	38%	78%	74%	74%	-	-	73%	-	80%
	Female	71%	64%	73%	67%	69%	83%	*	89%	*	84%	70%	81%	37%	76%	72%	-	73%	-	67%	-	-
Science	All Students	74%	66%	77%	71%	73%	85%	*	91%	*	78%	75%	80%	51%	79%	73%	75%	78%	-	75%	-	*
	CWD	47%	38%	51%	53%	43%	*	-	*	-	*	44%	70%	51%	-	29%	54%	45%	-	-	-	-
	CWOD	78%	69%	79%	73%	76%	83%	*	92%	*	82%	77%	81%	-	79%	75%	77%	80%	-	75%	-	*
	EL	58%	56%	73%	100%	65%	64%	-	88%	-	-	70%	81%	29%	75%	73%	72%	74%	-	*	-	-
	Male	74%	65%	75%	68%	73%	81%	*	94%	*	67%	72%	80%	54%	77%	72%	75%	-	-	80%	-	*
	Female	75%	66%	78%	75%	73%	88%	*	89%	*	83%	77%	82%	45%	80%	74%	-	78%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	51%	43%	45%	59%	67%	79%	69%	53%	47%	58%	14%	54%	47%	50%	52%	-	52%	-	43%
	CWD	23%	18%	14%	10%	9%	42%	-	*	-	14%	13%	19%	14%	-	8%	15%	12%	-	-	-	-
	CWOD	50%	42%	54%	47%	49%	61%	67%	80%	69%	57%	51%	61%	-	54%	50%	54%	55%	-	52%	-	43%
	EL	29%	30%	47%	35%	40%	39%	*	70%	-	-	44%	55%	8%	50%	47%	45%	48%	-	43%	-	-
	Male	45%	38%	50%	41%	46%	59%	78%	79%	55%	39%	46%	58%	15%	54%	45%	50%	-	-	44%	-	43%
	Female	48%	41%	52%	44%	44%	60%	50%	80%	100%	62%	49%	59%	12%	55%	48%	-	52%	-	67%	-	-
Reading	All Students	52%	45%	60%	53%	57%	68%	100%	79%	83%	65%	56%	68%	16%	64%	54%	57%	63%	-	53%	-	60%
	CWD	24%	19%	16%	14%	11%	36%	-	*	-	*	16%	19%	16%	-	10%	16%	17%	-	-	-	-
	CWOD	56%	48%	64%	58%	61%	72%	100%	80%	83%	68%	61%	71%	-	64%	57%	62%	67%	-	53%	-	60%
	EL	31%	33%	54%	44%	48%	54%	*	69%	-	-	52%	61%	10%	57%	54%	47%	60%	-	*	-	-
	Male	47%	41%	57%	49%	53%	69%	*	79%	*	54%	53%	65%	16%	62%	47%	57%	-	-	36%	-	60%
	Female	56%	49%	63%	57%	60%	67%	*	79%	*	68%	60%	72%	17%	67%	60%	-	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	41%	33%	43%	34%	38%	53%	50%	77%	67%	44%	40%	51%	9%	47%	43%	43%	44%	-	47%	-	40%
	CWD	22%	17%	9%	3%	8%	36%	-	*	-	*	8%	13%	9%	-	5%	12%	6%	-	-	-	-
	CWOD	44%	35%	47%	38%	41%	55%	50%	78%	67%	48%	44%	53%	-	47%	46%	46%	47%	-	47%	-	40%
	EL	29%	29%	43%	33%	35%	38%	*	68%	-	-	40%	54%	5%	46%	43%	45%	41%	-	*	-	-
	Male	42%	34%	43%	33%	41%	49%	*	75%	*	23%	39%	50%	12%	46%	45%	43%	-	-	45%	-	40%
	Female	40%	33%	44%	35%	34%	56%	*	79%	*	58%	41%	52%	6%	47%	41%	-	44%	-	50%	-	-
Science	All Students	46%	37%	47%	39%	38%	56%	*	84%	*	50%	43%	53%	20%	49%	40%	49%	44%	-	63%	-	*
	CWD	23%	17%	20%	20%	7%	*	-	*	-	*	16%	30%	20%	-	14%	21%	18%	-	-	-	-
	CWOD	49%	39%	49%	41%	40%	54%	*	85%	*	53%	46%	55%	-	49%	41%	52%	46%	-	63%	-	*
	EL	25%	25%	40%	20%	32%	14%	-	76%	-	-	36%	49%	14%	41%	40%	41%	38%	-	*	-	-
	Male	47%	37%	49%	41%	43%	59%	*	84%	*	33%	44%	57%	21%	52%	41%	49%	-	-	60%	-	*
	Female	45%	36%	44%	37%	31%	52%	*	83%	*	58%	43%	48%	18%	46%	38%	-	44%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	17%	29%	23%	22%	35%	47%	58%	56%	40%	27%	34%	7%	31%	26%	28%	30%	-	21%	-	21%
	CWD	9%	6%	7%	5%	5%	27%	-	*	-	0%	5%	14%	7%	-	4%	9%	5%	-	-	-	-
	CWOD	24%	18%	31%	25%	24%	36%	47%	59%	56%	43%	29%	35%	-	31%	27%	30%	32%	-	21%	-	21%
	EL	12%	12%	26%	13%	18%	20%	*	50%	-	-	25%	26%	4%	27%	26%	24%	27%	-	14%	-	-
	Male	21%	16%	28%	19%	23%	34%	56%	64%	45%	32%	26%	31%	9%	30%	24%	28%	-	-	19%	-	21%
	Female	23%	18%	30%	27%	22%	36%	33%	53%	80%	44%	28%	38%	5%	32%	27%	-	30%	-	27%	-	-
Reading	All Students	25%	20%	39%	31%	34%	51%	83%	58%	83%	48%	36%	44%	8%	42%	33%	34%	44%	-	29%	-	20%
	CWD	9%	6%	8%	6%	8%	18%	-	*	-	*	6%	19%	8%	-	5%	10%	6%	-	-	-	-
	CWOD	27%	21%	42%	34%	37%	55%	83%	58%	83%	54%	40%	46%	-	42%	35%	37%	47%	-	29%	-	20%
	EL	13%	14%	33%	22%	27%	35%	*	49%	-	-	32%	36%	5%	35%	33%	28%	38%	-	*	-	-
	Male	22%	17%	34%	22%	33%	42%	*	62%	*	38%	33%	38%	10%	37%	28%	34%	-	-	18%	-	20%
	Female	28%	22%	44%	41%	35%	60%	*	54%	*	53%	40%	52%	6%	47%	38%	-	44%	-	50%	-	-
Mathematics	All Students	20%	14%	21%	16%	14%	23%	17%	53%	33%	28%	19%	27%	6%	23%	21%	22%	20%	-	18%	-	20%
	CWD	9%	6%	6%	3%	0%	36%	-	*	-	*	4%	13%	6%	-	0%	8%	3%	-	-	-	-
	CWOD	21%	16%	23%	18%	16%	22%	17%	54%	33%	31%	21%	27%	-	23%	23%	24%	21%	-	18%	-	20%
	EL	12%	12%	21%	11%	15%	12%	*	43%	-	-	20%	23%	0%	23%	21%	25%	17%	-	*	-	-
	Male	21%	15%	22%	15%	17%	25%	*	60%	*	23%	20%	26%	8%	24%	25%	22%	-	-	18%	-	20%
	Female	19%	13%	20%	18%	11%	21%	*	47%	*	32%	17%	28%	3%	21%	17%	-	20%	-	17%	-	-
Science	All Students	20%	15%	26%	19%	16%	25%	*	67%	*	44%	24%	29%	9%	27%	21%	27%	25%	-	13%	-	*
	CWD	8%	5%	9%	7%	7%	*	-	*	-	*	8%	10%	9%	-	14%	8%	9%	-	-	-	-
	CWOD	22%	16%	27%	20%	16%	25%	*	68%	*	47%	26%	30%	-	27%	21%	28%	26%	-	13%	-	*
	EL	7%	8%	21%	0%	8%	7%	-	64%	-	-	22%	16%	14%	21%	21%	19%	23%	-	*	-	-
	Male	22%	15%	27%	18%	16%	33%	*	75%	*	33%	25%	29%	8%	28%	19%	27%	-	-	20%	-	*
	Female	19%	14%	25%	19%	16%	16%	*	60%	*	50%	24%	30%	9%	26%	23%	-	25%	-	*	-	-



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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	86	89	90	*	87	80	94	87	77	88
CWD	77	73	83	83	-	*	-	*	77	77	76
CWOD	89	88	90	90	*	88	80	98	88	-	89
EL ◇	88	90	89	80	*	86	-	-	86	76	88
Male	85	83	85	88	*	89	*	89	84	71	84
Female	91	89	93	92	*	86	*	97	90	88	92
<b>Mathematics</b>											
All Students	76	75	75	71	*	89	80	69	74	60	75
CWD	60	61	63	56	-	*	-	*	56	60	42
CWOD	78	77	76	73	*	90	80	71	77	-	78
EL ◇	75	67	73	68	*	87	-	-	74	42	75
Male	76	75	75	70	*	90	*	67	73	64	76
Female	76	74	75	73	*	89	*	70	75	53	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.

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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
274	104	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	53	46	48	59	69	77	71	60	50	21	50
<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	N	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	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	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	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		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	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N		N	N	N	N
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>											

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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%	99%	99%	100%	100%	100%	99%	99%	99%	98%	99%	100%	99%	100%	-
	CWD	98%	100%	94%	100%	-	*	-	100%	97%	100%	98%	-	100%	98%	98%	-
	CWOD	99%	99%	100%	99%	100%	100%	100%	99%	100%	99%	-	99%	100%	99%	100%	-
	EL	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	99%	99%	98%	100%	100%	100%	97%	99%	99%	98%	99%	100%	99%	-	-
	Female	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	98%	100%	100%	-	100%	-
<b>Reading</b>	All Students	99%	99%	99%	100%	100%	100%	100%	97%	99%	100%	97%	100%	100%	99%	100%	-
	CWD	97%	100%	92%	100%	-	*	-	*	96%	100%	97%	-	100%	96%	97%	-
	CWOD	100%	99%	100%	100%	100%	100%	100%	97%	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	99%	98%	100%	*	100%	*	92%	99%	99%	96%	99%	100%	99%	-	-
	Female	100%	99%	99%	100%	*	100%	*	100%	99%	100%	97%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	99%	100%	99%	99%	100%	100%	100%	100%	99%	99%	98%	100%	100%	99%	100%	-
		99%	100%	99%	99%	100%	100%	100%	100%	99%	99%	98%	100%	100%	99%	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	98%	100%	95%	100%	-	*	-	*	97%	100%	98%	-	100%	98%	97%	-
		98%	100%	95%	100%	-	*	-	*	97%	100%	98%	-	100%	98%	97%	-
	CWOD	100%	100%	99%	99%	100%	100%	100%	100%	100%	99%	-	100%	100%	99%	100%	-
		100%	100%	99%	99%	100%	100%	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%	100%	100%	100%	100%	100%	100%	-
	Male	99%	99%	99%	98%	*	100%	*	100%	99%	99%	98%	99%	100%	99%	-	-
		99%	99%	99%	98%	*	100%	*	100%	99%	99%	98%	99%	100%	99%	-	-
	Female	100%	100%	99%	100%	*	100%	*	100%	99%	100%	97%	100%	100%	-	100%	-
		100%	100%	99%	100%	*	100%	*	100%	99%	100%	97%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	1%	0%	1%	1%	0%	0%	0%	1%	1%	1%	2%	1%	0%	1%	0%	-
	CWD	2%	0%	6%	0%	-	*	-	0%	3%	0%	2%	-	0%	2%	2%	-
	CWOD	1%	1%	0%	1%	0%	0%	0%	1%	0%	1%	-	1%	0%	1%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	1%	1%	2%	0%	0%	0%	3%	1%	1%	2%	1%	0%	1%	-	-
	Female	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	-	0%	-
Reading	All Students	1%	1%	1%	0%	0%	0%	0%	3%	1%	0%	3%	0%	0%	1%	0%	-
	CWD	3%	0%	8%	0%	-	*	-	*	4%	0%	3%	-	0%	4%	3%	-
	CWOD	0%	1%	0%	0%	0%	0%	0%	3%	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	1%	2%	0%	*	0%	*	8%	1%	1%	4%	1%	0%	1%	-	-
	Female	0%	1%	1%	0%	*	0%	*	0%	1%	0%	3%	0%	0%	-	0%	-
Mathematics	All Students	1%	0%	1%	1%	0%	0%	0%	0%	1%	1%	2%	0%	0%	1%	0%	-
	CWD	2%	0%	5%	0%	-	*	-	*	3%	0%	2%	-	0%	2%	3%	-
	CWOD	0%	0%	1%	1%	0%	0%	0%	0%	0%	1%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	1%	1%	2%	*	0%	*	0%	1%	1%	2%	1%	0%	1%	-	-
	Female	0%	0%	1%	0%	*	0%	*	0%	1%	0%	3%	0%	0%	-	0%	-

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Science	All Students	1%	1%	1%	2%	*	0%	*	0%	1%	1%	0%	1%	0%	1%	0%	-
	CWD	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	1%	1%	2%	*	0%	*	0%	1%	1%	-	1%	0%	1%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	1%	1%	4%	*	0%	*	0%	1%	1%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	101	50	25	17	0	4	0	5	15		
	Female	44	21	11	5	0	4	0	3	5		
	Total	145	71	36	22	0	8	0	8	20		
<b>Out-of-School Suspensions</b>												
	Male	52	28	10	11	0	0	0	3	2		
	Female	15	8	4	1	0	1	0	1	2		
	Total	67	36	14	12	0	1	0	4	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	2	0	0	1	0	0	0	1	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	0	1	0	0	0	1	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	31	15	4	8	0	0	0	4	4		18
	Female	6	3	0	2	0	0	0	1	0		0
	Total	37	18	4	10	0	0	0	5	4		18
<b>Out-of-School Suspensions</b>												
	Male	17	8	0	6	0	0	0	3	0		12
	Female	4	2	0	1	0	0	0	1	0		0
	Total	21	10	0	7	0	0	0	4	0		12
<b>Expulsions</b>												
With Educational Services	Male	2	1	0	0	0	0	0	1	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	1	0	0	0	0	0	1	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	48	11	21	15	-8	1	-8	-8	7	11	-8
	Female	44	10	15	12	-8	3	-8	4	3	6	-8
	Total	92	21	36	27	-8	4	-8	4	10	17	-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	1
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	3
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	12.3	17.4%
Teachers Teaching with Emergency or Provisional Credentials	4.5	6.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.9	10.3%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	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%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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: 2019 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	7%	8%	5%	14%	*	2%	*	11%	7%	7%	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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**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 and 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%	68%	60%	27%	62%	*	-	*	-	*	58%	86%	22%	64%	62%	58%	61%	-	-	-	-	
	CWD	52%	42%	22%	-	22%	-	-	-	-	-	22%	-	22%	-	22%	29%	*	-	-	-	-	
	CWOD	80%	72%	64%	27%	68%	*	-	*	-	*	62%	86%	-	64%	69%	64%	64%	-	-	-	-	
	EL	66%	64%	62%	-	61%	-	-	*	-	-	61%	*	22%	69%	62%	62%	61%	-	-	-	-	
	Male	74%	64%	58%	29%	62%	*	-	-	-	*	55%	80%	29%	64%	62%	58%	-	-	-	-	-	
	Female	78%	71%	61%	*	62%	*	-	*	-	*	60%	*	*	64%	61%	-	61%	-	-	-	-	-
Mathematics	All Students	70%	61%	51%	27%	54%	*	-	*	-	*	51%	57%	44%	52%	53%	50%	52%	-	-	-	-	
	CWD	46%	38%	44%	-	44%	-	-	-	-	-	44%	-	44%	-	44%	29%	*	-	-	-	-	
	CWOD	74%	64%	52%	27%	55%	*	-	*	-	*	51%	57%	-	52%	55%	54%	50%	-	-	-	-	
	EL	64%	61%	53%	-	53%	-	-	*	-	-	54%	*	44%	55%	53%	48%	58%	-	-	-	-	
	Male	72%	62%	50%	29%	53%	*	-	-	-	*	49%	60%	29%	54%	48%	50%	-	-	-	-	-	
	Female	68%	59%	52%	*	54%	*	-	*	-	*	52%	*	*	50%	58%	-	52%	-	-	-	-	-
Grade 4																							
Reading	All Students	76%	68%	49%	17%	54%	*	-	*	-	*	49%	*	20%	51%	60%	50%	49%	-	-	-	-	
	CWD	48%	39%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-	
	CWOD	81%	72%	51%	*	55%	*	-	*	-	*	51%	*	-	51%	62%	50%	53%	-	-	-	-	
	EL	66%	63%	60%	-	60%	-	-	-	-	-	58%	*	*	62%	60%	59%	62%	-	-	-	-	
	Male	73%	64%	50%	*	51%	-	-	-	-	*	50%	*	*	50%	59%	50%	-	-	-	-	-	
	Female	79%	72%	49%	*	58%	*	-	*	-	-	49%	-	*	53%	62%	-	49%	-	-	-	-	-
Mathematics	All Students	68%	56%	51%	17%	56%	*	-	*	-	*	49%	*	20%	53%	64%	60%	41%	-	-	-	-	
	CWD	42%	32%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-	
	CWOD	73%	60%	53%	*	57%	*	-	*	-	*	51%	*	-	53%	65%	61%	44%	-	-	-	-	
	EL	63%	58%	64%	-	64%	-	-	-	-	-	62%	*	*	65%	64%	69%	58%	-	-	-	-	
	Male	70%	58%	60%	*	62%	-	-	-	-	*	58%	*	*	61%	69%	60%	-	-	-	-	-	
	Female	67%	55%	41%	*	48%	*	-	*	-	-	41%	-	*	44%	58%	-	41%	-	-	-	-	-
Grade 5																							
Reading	All Students	80%	75%	64%	50%	65%	*	-	-	-	-	62%	80%	43%	67%	63%	54%	76%	-	-	-	-	
	CWD	50%	44%	43%	-	43%	-	-	-	-	-	43%	-	43%	-	60%	*	*	-	-	-	-	
	CWOD	85%	79%	67%	50%	68%	*	-	-	-	-	64%	80%	-	67%	64%	54%	79%	-	-	-	-	
	EL	71%	72%	63%	-	63%	-	-	-	-	-	63%	*	60%	64%	63%	54%	75%	-	-	-	-	
	Male	77%	72%	54%	*	56%	-	-	-	-	-	50%	80%	*	54%	54%	54%	-	-	-	-	-	
	Female	83%	78%	76%	60%	77%	*	-	-	-	-	75%	80%	*	79%	75%	-	76%	-	-	-	-	-
Mathematics	All Students	76%	65%	53%	25%	55%	*	-	-	-	-	51%	70%	71%	51%	54%	46%	61%	-	-	-	-	
	CWD	50%	38%	71%	-	71%	-	-	-	-	-	71%	-	71%	-	80%	*	*	-	-	-	-	
	CWOD	80%	69%	51%	25%	53%	*	-	-	-	-	48%	70%	-	51%	51%	43%	61%	-	-	-	-	
	EL	70%	66%	54%	-	54%	-	-	-	-	-	52%	*	80%	51%	54%	54%	54%	-	-	-	-	
	Male	75%	65%	46%	*	50%	-	-	-	-	-	44%	60%	*	43%	54%	46%	-	-	-	-	-	
	Female	76%	66%	61%	40%	60%	*	-	-	-	-	58%	80%	*	61%	54%	-	61%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	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%	54%	36%	0%	39%	*	-	-	-	-	35%	40%	29%	37%	40%	31%	42%	-	-	-	-	
	CWD	40%	33%	29%	-	29%	-	-	-	-	-	29%	-	29%	-	40%	*	*	-	-	-	-	
	CWOD	69%	57%	37%	0%	41%	*	-	-	-	-	36%	40%	-	37%	40%	29%	45%	-	-	-	-	
	EL	52%	49%	40%	-	40%	-	-	-	-	-	42%	*	40%	40%	40%	36%	46%	-	-	-	-	
	Male	67%	57%	31%	*	33%	-	-	-	-	-	29%	40%	*	29%	36%	31%	-	-	-	-	-	
	Female	63%	52%	42%	0%	47%	*	-	-	-	-	42%	40%	*	45%	46%	-	42%	-	-	-	-	
Grade 6																							
Reading	All Students	69%	68%	49%	17%	52%	*	*	*	-	-	47%	67%	0%	53%	51%	44%	53%	-	*	-	-	
	CWD	38%	38%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	74%	73%	53%	25%	54%	*	*	*	-	-	51%	80%	-	53%	53%	50%	55%	-	*	-	-	
	EL	53%	61%	51%	-	50%	-	-	*	-	-	49%	*	*	53%	51%	55%	47%	-	-	-	-	
	Male	66%	64%	44%	14%	49%	*	-	*	-	-	45%	*	0%	50%	55%	44%	-	-	*	-	-	
	Female	72%	72%	53%	20%	55%	*	*	-	-	-	50%	*	*	55%	47%	-	53%	-	*	-	-	
Mathematics	All Students	72%	70%	58%	42%	60%	*	*	*	-	-	58%	67%	25%	61%	60%	52%	65%	-	*	-	-	
	CWD	47%	47%	25%	*	*	-	-	-	-	-	29%	*	25%	-	*	0%	*	-	-	-	-	
	CWOD	76%	74%	61%	50%	62%	*	*	*	-	-	60%	80%	-	61%	61%	59%	63%	-	*	-	-	
	EL	61%	69%	60%	-	59%	-	-	*	-	-	59%	*	*	61%	60%	55%	65%	-	-	-	-	
	Male	73%	70%	52%	43%	54%	*	-	*	-	-	53%	*	0%	59%	55%	52%	-	-	*	-	-	
	Female	72%	70%	65%	40%	66%	*	*	-	-	-	63%	*	*	63%	65%	-	65%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	31%	18%	31%	*	-	*	-	*	29%	57%	11%	33%	30%	28%	34%	-	-	-	-	
	CWD	30%	24%	11%	-	11%	-	-	-	-	-	11%	-	11%	-	11%	14%	*	-	-	-	-	
	CWOD	54%	44%	33%	18%	34%	*	-	*	-	*	31%	57%	-	33%	33%	31%	36%	-	-	-	-	
	EL	37%	36%	30%	-	29%	-	-	*	-	-	29%	*	11%	33%	30%	28%	32%	-	-	-	-	
	Male	49%	40%	28%	14%	29%	*	-	-	-	*	26%	40%	14%	31%	28%	28%	-	-	-	-	-	
	Female	52%	43%	34%	*	32%	*	-	*	-	*	31%	*	*	36%	32%	-	34%	-	-	-	-	
Mathematics	All Students	42%	32%	21%	9%	20%	*	-	*	-	*	20%	29%	11%	22%	20%	24%	18%	-	-	-	-	
	CWD	27%	19%	11%	-	11%	-	-	-	-	-	11%	-	11%	-	11%	14%	*	-	-	-	-	
	CWOD	45%	34%	22%	9%	21%	*	-	*	-	*	21%	29%	-	22%	22%	26%	19%	-	-	-	-	
	EL	35%	32%	20%	-	19%	-	-	*	-	-	20%	*	11%	22%	20%	24%	16%	-	-	-	-	
	Male	45%	35%	24%	14%	24%	*	-	-	-	*	24%	20%	14%	26%	24%	24%	-	-	-	-	-	
	Female	39%	30%	18%	*	16%	*	-	*	-	*	17%	*	*	19%	16%	-	18%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	45%	34%	17%	37%	*	-	*	-	*	33%	*	0%	36%	40%	40%	28%	-	-	-	-	
	CWD	29%	21%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	
	CWOD	57%	48%	36%	*	39%	*	-	*	-	*	36%	*	-	36%	42%	42%	31%	-	-	-	-	
	EL	41%	40%	40%	-	40%	-	-	-	-	-	38%	*	*	42%	40%	48%	31%	-	-	-	-	
	Male	51%	43%	40%	*	41%	-	-	-	-	-	39%	*	*	42%	48%	40%	-	-	-	-	-	

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Reading	Female	55%	46%	28%	*	33%	*	-	*	-	-	28%	-	*	31%	31%	-	28%	-	-	-	-
Mathematics	All Students	42%	29%	27%	0%	30%	*	-	*	-	*	25%	*	20%	27%	38%	40%	13%	-	-	-	-
	CWD	25%	18%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-
	CWOD	45%	31%	27%	*	30%	*	-	*	-	*	26%	*	-	27%	38%	39%	14%	-	-	-	-
	EL	34%	29%	38%	-	38%	-	-	-	-	-	36%	*	*	38%	38%	55%	19%	-	-	-	-
	Male	45%	32%	40%	*	43%	-	-	-	-	*	39%	*	*	39%	55%	40%	-	-	-	-	-
	Female	38%	26%	13%	*	15%	*	-	*	-	-	13%	-	*	14%	19%	-	13%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	28%	0%	29%	*	-	-	-	-	26%	40%	14%	29%	23%	18%	38%	-	-	-	-
	CWD	29%	22%	14%	-	14%	-	-	-	-	-	14%	-	14%	-	20%	*	*	-	-	-	-
	CWOD	61%	52%	29%	0%	31%	*	-	-	-	-	27%	40%	-	29%	23%	17%	41%	-	-	-	-
	EL	43%	44%	23%	-	23%	-	-	-	-	-	25%	*	20%	23%	23%	18%	29%	-	-	-	-
	Male	53%	46%	18%	*	19%	-	-	-	-	-	18%	20%	*	17%	18%	18%	-	-	-	-	-
	Female	60%	52%	38%	0%	40%	*	-	-	-	-	34%	60%	*	41%	29%	-	38%	-	-	-	-
Mathematics	All Students	47%	36%	21%	0%	24%	*	-	-	-	-	20%	30%	0%	24%	23%	15%	28%	-	-	-	-
	CWD	25%	17%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	*	*	-	-	-	-
	CWOD	50%	38%	24%	0%	27%	*	-	-	-	-	22%	30%	-	24%	26%	17%	30%	-	-	-	-
	EL	38%	35%	23%	-	23%	-	-	-	-	-	23%	*	0%	26%	23%	14%	33%	-	-	-	-
	Male	48%	37%	15%	*	17%	-	-	-	-	-	15%	20%	*	17%	14%	15%	-	-	-	-	-
	Female	46%	35%	28%	0%	33%	*	-	-	-	-	26%	40%	*	30%	33%	-	28%	-	-	-	-
Science	All Students	38%	28%	16%	0%	18%	*	-	-	-	-	15%	20%	0%	18%	17%	18%	14%	-	-	-	-
	CWD	23%	16%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	*	*	-	-	-	-
	CWOD	40%	29%	18%	0%	20%	*	-	-	-	-	17%	20%	-	18%	19%	20%	15%	-	-	-	-
	EL	24%	23%	17%	-	17%	-	-	-	-	-	19%	*	0%	19%	17%	18%	17%	-	-	-	-
	Male	41%	31%	18%	*	19%	-	-	-	-	-	18%	20%	*	20%	18%	18%	-	-	-	-	-
	Female	34%	24%	14%	0%	17%	*	-	-	-	-	13%	20%	*	15%	17%	-	14%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	20%	8%	20%	*	*	*	-	-	18%	50%	0%	22%	21%	18%	22%	-	*	-	-
	CWD	21%	20%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	46%	45%	22%	13%	21%	*	*	*	-	-	19%	60%	-	22%	22%	20%	22%	-	*	-	-
	EL	24%	34%	21%	-	20%	-	-	*	-	-	19%	*	*	22%	21%	24%	18%	-	-	-	-
	Male	40%	40%	18%	0%	20%	*	-	*	-	-	17%	*	0%	20%	24%	18%	-	-	*	-	-
	Female	45%	44%	22%	20%	20%	*	*	-	-	-	19%	*	*	22%	18%	-	22%	-	*	-	-
Mathematics	All Students	38%	37%	18%	0%	19%	*	*	*	-	-	18%	17%	0%	19%	21%	20%	16%	-	*	-	-
	CWD	20%	21%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	41%	40%	19%	0%	20%	*	*	*	-	-	19%	20%	-	19%	22%	23%	16%	-	*	-	-
	EL	24%	35%	21%	-	20%	-	-	*	-	-	21%	*	*	22%	21%	27%	15%	-	-	-	-
	Male	40%	39%	20%	0%	22%	*	-	*	-	-	19%	*	0%	23%	27%	20%	-	-	*	-	-
	Female	36%	35%	16%	0%	16%	*	*	-	-	-	17%	*	*	16%	15%	-	16%	-	*	-	-

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

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Mathematics	Female	23%	14%	11%	0%	13%	*	-	-	-	-	13%	0%	*	12%	13%	-	11%	-	-	-	-
Science	All Students	17%	12%	4%	0%	5%	*	-	-	-	-	5%	0%	0%	4%	6%	5%	3%	-	-	-	-
	CWD	9%	6%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	*	*	-	-	-	-
	CWOD	19%	12%	4%	0%	5%	*	-	-	-	-	5%	0%	-	4%	6%	6%	3%	-	-	-	-
	EL	9%	8%	6%	-	6%	-	-	-	-	-	6%	*	0%	6%	6%	7%	4%	-	-	-	-
	Male	20%	14%	5%	*	6%	-	-	-	-	-	6%	0%	*	6%	7%	5%	-	-	-	-	-
	Female	15%	10%	3%	0%	3%	*	-	-	-	-	3%	0%	*	3%	4%	-	3%	-	-	-	-
Grade 6																						
Reading	All Students	23%	21%	10%	8%	8%	*	*	*	-	-	7%	50%	0%	11%	10%	8%	12%	-	*	-	-
	CWD	8%	7%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	23%	11%	13%	9%	*	*	*	-	-	8%	60%	-	11%	11%	9%	12%	-	*	-	-
	EL	9%	15%	10%	-	9%	-	-	*	-	-	8%	*	*	11%	10%	12%	9%	-	-	-	-
	Male	21%	19%	8%	0%	7%	*	-	*	-	-	6%	*	0%	9%	12%	8%	-	-	*	-	-
	Female	25%	23%	12%	20%	9%	*	*	-	-	-	8%	*	*	12%	9%	-	12%	-	*	-	-
Mathematics	All Students	16%	16%	6%	0%	7%	*	*	*	-	-	6%	0%	0%	6%	9%	12%	0%	-	*	-	-
	CWD	8%	9%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	17%	6%	0%	7%	*	*	*	-	-	7%	0%	-	6%	9%	14%	0%	-	*	-	-
	EL	7%	14%	9%	-	9%	-	-	*	-	-	10%	*	*	9%	9%	18%	0%	-	-	-	-
	Male	17%	18%	12%	0%	15%	*	-	*	-	-	13%	*	0%	14%	18%	12%	-	-	*	-	-
	Female	14%	13%	0%	0%	0%	*	*	-	-	-	0%	*	*	0%	0%	-	0%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	53%	27%	55%	63%	*	67%	-	50%	51%	66%	31%	55%	56%	49%	56%	-	17%	-	-
	CWD	44%	36%	31%	8%	36%	-	-	-	-	-	32%	*	31%	-	40%	31%	30%	-	-	-	-
	CWOD	77%	70%	55%	30%	57%	63%	*	67%	-	50%	53%	68%	-	55%	58%	52%	57%	-	17%	-	-
	EL	59%	58%	56%	-	56%	-	-	*	-	-	56%	69%	40%	58%	56%	55%	58%	-	-	-	-
	Male	71%	63%	49%	28%	52%	*	-	*	-	*	48%	59%	31%	52%	55%	49%	-	-	*	-	-
	Female	75%	68%	56%	26%	58%	75%	*	*	-	*	54%	76%	30%	57%	58%	-	56%	-	*	-	-
Reading	All Students	74%	67%	55%	27%	58%	71%	*	*	-	*	53%	74%	21%	58%	59%	51%	59%	-	*	-	-
	CWD	43%	35%	21%	0%	26%	-	-	-	-	-	21%	*	21%	-	30%	26%	10%	-	-	-	-
	CWOD	78%	72%	58%	32%	61%	71%	*	*	-	*	57%	77%	-	58%	61%	54%	62%	-	*	-	-
	EL	57%	57%	59%	-	58%	-	-	*	-	-	57%	79%	30%	61%	59%	57%	60%	-	-	-	-
	Male	70%	63%	51%	26%	54%	*	-	*	-	*	50%	65%	26%	54%	57%	51%	-	-	*	-	-
	Female	78%	73%	59%	28%	62%	80%	*	*	-	*	57%	90%	10%	62%	60%	-	59%	-	*	-	-
Mathematics	All Students	71%	64%	54%	31%	56%	57%	*	*	-	*	53%	67%	41%	55%	58%	52%	55%	-	*	-	-
	CWD	44%	36%	41%	17%	48%	-	-	-	-	-	43%	*	41%	-	50%	32%	60%	-	-	-	-
	CWOD	75%	67%	55%	33%	57%	57%	*	*	-	*	53%	69%	-	55%	58%	55%	55%	-	*	-	-
	EL	61%	61%	58%	-	57%	-	-	*	-	-	57%	71%	50%	58%	58%	56%	59%	-	-	-	-
	Male	71%	63%	52%	33%	55%	*	-	*	-	*	51%	59%	32%	55%	56%	52%	-	-	*	-	-

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Mathematics	Female	71%	64%	55%	28%	58%	80%	*	*	-	*	54%	80%	60%	55%	59%	-	55%	-	*	-	-
Science	All Students	74%	66%	36%	0%	39%	*	-	-	-	-	35%	40%	29%	37%	40%	31%	42%	-	-	-	-
	CWD	47%	38%	29%	-	29%	-	-	-	-	-	29%	-	29%	-	40%	*	*	-	-	-	-
	CWOD	78%	69%	37%	0%	41%	*	-	-	-	-	36%	40%	-	37%	40%	29%	45%	-	-	-	-
	EL	58%	56%	40%	-	40%	-	-	-	-	-	42%	*	40%	40%	40%	36%	46%	-	-	-	-
	Male	74%	65%	31%	*	33%	-	-	-	-	-	29%	40%	*	29%	36%	31%	-	-	-	-	-
	Female	75%	66%	42%	0%	47%	*	-	-	-	-	42%	40%	*	45%	46%	-	42%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	24%	6%	25%	31%	*	67%	-	33%	23%	36%	6%	25%	26%	24%	23%	-	0%	-	-
	CWD	23%	18%	6%	0%	8%	-	-	-	-	-	6%	*	6%	-	9%	10%	0%	-	-	-	-
	CWOD	50%	42%	25%	7%	27%	31%	*	67%	-	33%	24%	37%	-	25%	27%	26%	25%	-	0%	-	-
	EL	29%	30%	26%	-	25%	-	-	*	-	-	25%	34%	9%	27%	26%	29%	23%	-	-	-	-
	Male	45%	38%	24%	8%	26%	*	-	*	-	*	24%	31%	10%	26%	29%	24%	-	-	*	-	-
	Female	48%	41%	23%	5%	24%	42%	*	*	-	*	22%	44%	0%	25%	23%	-	23%	-	*	-	-
Reading	All Students	52%	45%	28%	11%	29%	43%	*	*	-	*	26%	48%	7%	30%	28%	26%	30%	-	*	-	-
	CWD	24%	19%	7%	0%	9%	-	-	-	-	-	7%	*	7%	-	10%	11%	0%	-	-	-	-
	CWOD	56%	48%	30%	13%	30%	43%	*	*	-	*	28%	50%	-	30%	30%	27%	32%	-	*	-	-
	EL	31%	33%	28%	-	28%	-	-	*	-	-	27%	43%	10%	30%	28%	29%	27%	-	-	-	-
	Male	47%	41%	26%	11%	27%	*	-	*	-	*	25%	35%	11%	27%	29%	26%	-	-	*	-	-
	Female	56%	49%	30%	11%	31%	60%	*	*	-	*	27%	70%	0%	32%	27%	-	30%	-	*	-	-
Mathematics	All Students	41%	33%	21%	3%	23%	29%	*	*	-	*	21%	30%	7%	23%	25%	25%	18%	-	*	-	-
	CWD	22%	17%	7%	0%	9%	-	-	-	-	-	7%	*	7%	-	10%	11%	0%	-	-	-	-
	CWOD	44%	35%	23%	3%	24%	29%	*	*	-	*	22%	31%	-	23%	27%	26%	19%	-	*	-	-
	EL	29%	29%	25%	-	25%	-	-	*	-	-	25%	36%	10%	27%	25%	30%	20%	-	-	-	-
	Male	42%	34%	25%	6%	26%	*	-	*	-	*	24%	29%	11%	26%	30%	25%	-	-	*	-	-
	Female	40%	33%	18%	0%	19%	40%	*	*	-	*	18%	30%	0%	19%	20%	-	18%	-	*	-	-
Science	All Students	46%	37%	16%	0%	18%	*	-	-	-	-	15%	20%	0%	18%	17%	18%	14%	-	-	-	-
	CWD	23%	17%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	*	*	-	-	-	-
	CWOD	49%	39%	18%	0%	20%	*	-	-	-	-	17%	20%	-	18%	19%	20%	15%	-	-	-	-
	EL	25%	25%	17%	-	17%	-	-	-	-	-	19%	*	0%	19%	17%	18%	17%	-	-	-	-
	Male	47%	37%	18%	*	19%	-	-	-	-	-	18%	20%	*	20%	18%	18%	-	-	-	-	-
	Female	45%	36%	14%	0%	17%	*	-	-	-	-	13%	20%	*	15%	17%	-	14%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	10%	5%	10%	6%	*	50%	-	33%	10%	19%	5%	11%	11%	11%	10%	-	0%	-	-
	CWD	9%	6%	5%	0%	6%	-	-	-	-	-	5%	*	5%	-	7%	7%	0%	-	-	-	-
	CWOD	24%	18%	11%	6%	11%	6%	*	50%	-	33%	10%	19%	-	11%	11%	12%	10%	-	0%	-	-
	EL	12%	12%	11%	-	10%	-	-	*	-	-	11%	13%	7%	11%	11%	12%	10%	-	-	-	-
	Male	21%	16%	11%	8%	11%	*	-	*	-	*	10%	18%	7%	12%	12%	11%	-	-	*	-	-
	Female	23%	18%	10%	3%	10%	8%	*	*	-	*	9%	20%	0%	10%	10%	-	10%	-	*	-	-
Reading	All Students	25%	20%	14%	8%	13%	14%	*	*	-	*	12%	33%	7%	14%	13%	13%	14%	-	*	-	-
	CWD	9%	6%	7%	0%	9%	-	-	-	-	-	7%	*	7%	-	10%	11%	0%	-	-	-	-
	CWOD	27%	21%	14%	10%	14%	14%	*	*	-	*	13%	35%	-	14%	14%	14%	15%	-	*	-	-
	EL	13%	14%	13%	-	13%	-	-	*	-	-	13%	21%	10%	14%	13%	13%	13%	-	-	-	-
	Male	22%	17%	13%	11%	13%	*	-	*	-	*	12%	24%	11%	14%	13%	13%	-	-	*	-	-
	Female	28%	22%	14%	6%	14%	20%	*	*	-	*	12%	50%	0%	15%	13%	-	14%	-	*	-	-
Mathematics	All Students	20%	14%	9%	3%	9%	0%	*	*	-	*	8%	11%	3%	9%	10%	11%	6%	-	*	-	-
	CWD	9%	6%	3%	0%	4%	-	-	-	-	-	4%	*	3%	-	5%	5%	0%	-	-	-	-
	CWOD	21%	16%	9%	3%	9%	0%	*	*	-	*	9%	12%	-	9%	10%	11%	7%	-	*	-	-
	EL	12%	12%	10%	-	9%	-	-	*	-	-	10%	7%	5%	10%	10%	12%	8%	-	-	-	-
	Male	21%	15%	11%	6%	11%	*	-	*	-	*	10%	18%	5%	11%	12%	11%	-	-	*	-	-
	Female	19%	13%	6%	0%	7%	0%	*	*	-	*	7%	0%	0%	7%	8%	-	6%	-	*	-	-
Science	All Students	20%	15%	4%	0%	5%	*	-	-	-	-	5%	0%	0%	4%	6%	5%	3%	-	-	-	-
	CWD	8%	5%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	*	*	-	-	-	-
	CWOD	22%	16%	4%	0%	5%	*	-	-	-	-	5%	0%	-	4%	6%	6%	3%	-	-	-	-
	EL	7%	8%	6%	-	6%	-	-	-	-	-	6%	*	0%	6%	6%	7%	4%	-	-	-	-
	Male	22%	15%	5%	*	6%	-	-	-	-	-	6%	0%	*	6%	7%	5%	-	-	-	-	-
	Female	19%	14%	3%	0%	3%	*	-	-	-	-	3%	0%	*	3%	4%	-	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)

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<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	76	83	74	*	*	*	-	*	74	89	78
CWD	89	83	92	-	-	-	-	-	88	89	90
CWOD	74	82	73	*	*	*	-	*	73	-	77
EL ◇	78	-	78	-	-	*	-	-	77	90	78
Male	73	75	72	*	-	*	-	*	72	82	75
Female	78	91	76	*	*	-	-	-	76	100	81
<b>Mathematics</b>											
All Students	80	83	79	*	*	*	-	*	79	61	81
CWD	61	67	58	-	-	-	-	-	59	61	60
CWOD	81	88	80	*	*	*	-	*	81	-	83
EL ◇	81	-	81	-	-	*	-	-	81	60	81
Male	78	83	76	*	-	*	-	*	78	59	80
Female	82	82	82	*	*	-	-	-	81	64	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
375	40	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	29	13	30	33	*	61	-	39	28	14	31
<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						N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<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											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%	96%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	96%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	98%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	95%	100%	100%	*	*	-	*	99%	100%	100%	99%	100%	-	99%	-
<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%	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	99%	95%	100%	100%	*	*	-	*	99%	100%	100%	99%	100%	99%	99%	-
		99%	95%	100%	100%	*	*	-	*	99%	100%	100%	99%	100%	99%	99%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
		100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	94%	100%	100%	*	*	-	*	99%	100%	-	99%	100%	99%	99%	-
		99%	94%	100%	100%	*	*	-	*	99%	100%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-

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Mathematics	Male	99%	95%	100%	*	-	*	-	*	99%	100%	100%	99%	100%	99%	-	-
		99%	95%	100%	*	-	*	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	99%	94%	100%	100%	*	*	-	*	99%	100%	100%	99%	100%	-	99%	-
		99%	94%	100%	100%	*	*	-	*	99%	100%	100%	99%	100%	-	99%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	4%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	4%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	2%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	5%	0%	0%	*	*	-	*	1%	0%	0%	1%	0%	-	1%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	5%	0%	0%	*	*	-	*	1%	0%	0%	1%	0%	1%	1%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	6%	0%	0%	*	*	-	*	1%	0%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	5%	0%	*	-	*	-	*	1%	0%	0%	1%	0%	1%	-	-
	Female	1%	6%	0%	0%	*	*	-	*	1%	0%	0%	1%	0%	-	1%	-
Science	All Students	1%	12%	0%	*	-	-	-	-	2%	0%	0%	1%	0%	0%	3%	-
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	*	*	-
	CWOD	1%	12%	0%	*	-	-	-	-	2%	0%	-	1%	0%	0%	3%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	-	-
	Female	3%	20%	0%	*	-	-	-	-	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
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	24	7	17	0	0	0	0	0	12		
	Female	5	0	4	1	0	0	0	0	1		
	Total	29	7	21	1	0	0	0	0	13		
<b>Out-of-School Suspensions</b>												
	Male	16	2	14	0	0	0	0	0	8		
	Female	5	0	3	2	0	0	0	0	0		
	Total	21	2	17	2	0	0	0	0	8		
<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	6	2	4	0	0	0	0	0	2		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	2	4	0	0	0	0	0	2		1
<b>Out-of-School Suspensions</b>												
	Male	7	1	4	2	0	0	0	0	1		2
	Female	1	0	1	0	0	0	0	0	0		0
	Total	8	1	5	2	0	0	0	0	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
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	42	4	36	2	-8	-8	-8	-8	18	9	-8
	Female	33	3	24	5	-8	-8	-8	1	18	4	-8
	Total	75	7	60	7	-8	-8	-8	1	36	13	-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	47	4	42	1	0	0	0	0	35	1
	Female	72	2	64	2	1	0	0	3	54	0
	Total	119	6	106	3	1	0	0	3	89	1
<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	1.1	2.3%
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	2.0	4.4%

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



## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

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

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

There is no data for this campus.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	26%	54%	25%	29%	*	*	*	0%	26%	34%	20%

- 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 and 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%	68%	69%	80%	65%	80%	-	*	-	-	70%	67%	50%	72%	61%	69%	70%	-	*	-	-
	CWD	52%	42%	50%	*	*	*	-	-	-	-	60%	*	50%	-	*	60%	*	-	-	-	-
	CWOD	80%	72%	72%	75%	68%	*	-	*	-	-	71%	80%	-	72%	65%	70%	73%	-	*	-	-
	EL	66%	64%	61%	*	59%	-	-	*	-	-	58%	*	*	65%	61%	56%	67%	-	*	-	-
	Male	74%	64%	69%	86%	62%	*	-	-	-	-	71%	*	60%	70%	56%	69%	-	-	*	-	-
	Female	78%	71%	70%	*	68%	*	-	*	-	-	68%	80%	*	73%	67%	-	70%	-	*	-	-
Mathematics	All Students	70%	61%	47%	40%	47%	60%	-	*	-	-	49%	33%	33%	49%	47%	56%	37%	-	*	-	-
	CWD	46%	38%	33%	*	*	*	-	-	-	-	40%	*	33%	-	*	40%	*	-	-	-	-
	CWOD	74%	64%	49%	38%	49%	*	-	*	-	-	50%	40%	-	49%	50%	59%	38%	-	*	-	-
	EL	64%	61%	47%	*	47%	-	-	*	-	-	48%	*	*	50%	47%	50%	44%	-	*	-	-
	Male	72%	62%	56%	43%	62%	*	-	-	-	-	58%	*	40%	59%	50%	56%	-	-	*	-	-
	Female	68%	59%	37%	*	32%	*	-	*	-	-	36%	40%	*	38%	44%	-	37%	-	*	-	-
Grade 4																						
Reading	All Students	76%	68%	65%	50%	65%	*	*	*	-	*	63%	75%	43%	67%	58%	68%	61%	-	*	-	*
	CWD	48%	39%	43%	*	*	*	-	-	-	-	43%	-	43%	-	*	60%	*	-	-	-	-
	CWOD	81%	72%	67%	63%	67%	*	*	*	-	*	66%	75%	-	67%	59%	69%	65%	-	*	-	*
	EL	66%	63%	58%	-	58%	-	*	*	-	-	56%	*	*	59%	58%	65%	46%	-	-	-	-
	Male	73%	64%	68%	*	69%	*	*	*	-	*	65%	*	60%	69%	65%	68%	-	-	*	-	-
	Female	79%	72%	61%	57%	60%	-	-	*	-	-	61%	60%	*	65%	46%	-	61%	-	*	-	*
Mathematics	All Students	68%	56%	69%	40%	71%	*	*	*	-	*	68%	75%	43%	72%	72%	78%	57%	-	*	-	*
	CWD	42%	32%	43%	*	*	*	-	-	-	-	43%	-	43%	-	*	60%	*	-	-	-	-
	CWOD	73%	60%	72%	50%	73%	*	*	*	-	*	72%	75%	-	72%	74%	80%	62%	-	*	-	*
	EL	63%	58%	72%	-	70%	-	*	*	-	-	72%	*	*	74%	72%	83%	54%	-	-	-	-
	Male	70%	58%	78%	*	78%	*	*	*	-	*	76%	*	60%	80%	83%	78%	-	-	*	-	-
	Female	67%	55%	57%	43%	60%	-	-	*	-	-	57%	60%	*	62%	54%	-	57%	-	*	-	*
Grade 5																						
Reading	All Students	80%	75%	64%	33%	69%	*	-	-	-	*	65%	60%	14%	69%	63%	68%	61%	-	*	-	-
	CWD	50%	44%	14%	-	20%	*	-	-	-	-	17%	*	14%	-	*	*	0%	-	-	-	-
	CWOD	85%	79%	69%	33%	73%	*	-	-	-	*	70%	64%	-	69%	64%	68%	70%	-	*	-	-
	EL	71%	72%	63%	-	63%	-	-	-	-	-	62%	67%	*	64%	63%	67%	58%	-	-	-	-
	Male	77%	72%	68%	20%	74%	*	-	-	-	-	70%	60%	*	68%	67%	68%	-	-	*	-	-
	Female	83%	78%	61%	*	63%	*	-	-	-	*	61%	60%	0%	70%	58%	-	61%	-	*	-	-
Mathematics	All Students	76%	65%	58%	22%	63%	*	-	-	-	*	56%	67%	14%	62%	65%	53%	63%	-	*	-	-
	CWD	50%	38%	14%	-	0%	*	-	-	-	-	0%	*	14%	-	*	*	20%	-	-	-	-
	CWOD	80%	69%	62%	22%	68%	*	-	-	-	*	61%	64%	-	62%	67%	55%	70%	-	*	-	-
	EL	70%	66%	65%	-	65%	-	-	-	-	-	65%	67%	*	67%	65%	67%	63%	-	-	-	-
	Male	75%	65%	53%	0%	62%	*	-	-	-	-	50%	60%	*	55%	67%	53%	-	-	*	-	-
	Female	76%	66%	63%	*	63%	*	-	-	-	*	61%	80%	20%	70%	63%	-	63%	-	*	-	-



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Science	All Students	65%	54%	32%	0%	36%	*	-	-	-	*	35%	20%	0%	35%	30%	35%	29%	-	*	-	-	
	CWD	40%	33%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-	
	CWOD	69%	57%	35%	0%	39%	*	-	-	-	*	39%	21%	-	35%	31%	37%	33%	-	*	-	-	
	EL	52%	49%	30%	-	30%	-	-	-	-	-	29%	33%	*	31%	30%	38%	21%	-	-	-	-	
	Male	67%	57%	35%	0%	41%	*	-	-	-	-	40%	20%	*	37%	38%	35%	-	-	*	-	-	
	Female	63%	52%	29%	*	30%	*	-	-	-	*	30%	20%	0%	33%	21%	-	29%	-	*	-	-	
Grade 6																							
Reading	All Students	69%	68%	58%	50%	58%	*	-	-	-	*	60%	50%	14%	63%	53%	52%	67%	-	*	-	-	
	CWD	38%	38%	14%	*	17%	-	-	-	-	-	14%	-	14%	-	*	*	*	-	*	-	-	
	CWOD	74%	73%	63%	60%	63%	*	-	-	-	*	66%	50%	-	63%	57%	58%	70%	-	*	-	-	
	EL	53%	61%	53%	-	53%	-	-	-	-	-	54%	40%	*	57%	53%	40%	65%	-	-	-	-	
	Male	66%	64%	52%	*	49%	*	-	-	-	*	50%	60%	*	58%	40%	52%	-	-	*	-	-	
	Female	72%	72%	67%	*	70%	*	-	-	-	-	71%	*	*	70%	65%	-	67%	-	*	-	-	
Mathematics	All Students	72%	70%	74%	83%	73%	*	-	-	-	*	80%	42%	43%	77%	70%	67%	83%	-	*	-	-	
	CWD	47%	47%	43%	*	33%	-	-	-	-	-	43%	-	43%	-	*	*	*	-	*	-	-	
	CWOD	76%	74%	77%	80%	77%	*	-	-	-	*	85%	42%	-	77%	73%	71%	85%	-	*	-	-	
	EL	61%	69%	70%	-	70%	-	-	-	-	-	77%	20%	*	73%	70%	60%	80%	-	-	-	-	
	Male	73%	70%	67%	*	63%	*	-	-	-	*	72%	50%	*	71%	60%	67%	-	-	*	-	-	
	Female	72%	70%	83%	*	85%	*	-	-	-	-	89%	*	*	85%	80%	-	83%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	41%	40%	40%	60%	-	*	-	-	42%	33%	33%	42%	33%	47%	33%	-	*	-	-	
	CWD	30%	24%	33%	*	*	*	-	-	-	-	40%	*	33%	-	*	40%	*	-	-	-	-	
	CWOD	54%	44%	42%	38%	41%	*	-	*	-	-	42%	40%	-	42%	35%	48%	35%	-	*	-	-	
	EL	37%	36%	33%	*	32%	-	-	*	-	-	33%	*	*	35%	33%	44%	22%	-	*	-	-	
	Male	49%	40%	47%	43%	48%	*	-	-	-	-	48%	*	40%	48%	44%	47%	-	-	*	-	-	
	Female	52%	43%	33%	*	32%	*	-	*	-	-	32%	40%	*	35%	22%	-	33%	-	*	-	-	
Mathematics	All Students	42%	32%	22%	20%	23%	20%	-	*	-	-	21%	33%	33%	21%	22%	28%	15%	-	*	-	-	
	CWD	27%	19%	33%	*	*	*	-	-	-	-	40%	*	33%	-	*	40%	*	-	-	-	-	
	CWOD	45%	34%	21%	13%	24%	*	-	*	-	-	19%	40%	-	21%	24%	26%	15%	-	*	-	-	
	EL	35%	32%	22%	*	24%	-	-	*	-	-	21%	*	*	24%	22%	28%	17%	-	*	-	-	
	Male	45%	35%	28%	14%	33%	*	-	-	-	-	29%	*	40%	26%	28%	28%	-	-	*	-	-	
	Female	39%	30%	15%	*	14%	*	-	*	-	-	9%	40%	*	15%	17%	-	15%	-	*	-	-	
Grade 4																							
Reading	All Students	53%	45%	47%	30%	48%	*	*	*	-	*	48%	38%	43%	48%	39%	48%	46%	-	*	-	*	
	CWD	29%	21%	43%	*	*	*	-	-	-	-	43%	-	43%	-	*	60%	*	-	-	-	-	
	CWOD	57%	48%	48%	38%	48%	*	*	*	-	*	49%	38%	-	48%	38%	46%	50%	-	*	-	*	
	EL	41%	40%	39%	-	39%	-	*	*	-	-	41%	*	*	38%	39%	48%	23%	-	-	-	-	
	Male	51%	43%	48%	*	50%	*	*	*	-	*	46%	*	60%	46%	48%	48%	-	-	*	-	-	

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Reading	Female	55%	46%	46%	43%	45%	-	-	*	-	-	52%	20%	*	50%	23%	-	46%	-	*	-	*
Mathematics	All Students	42%	29%	44%	20%	46%	*	*	*	-	*	45%	38%	43%	44%	42%	48%	39%	-	*	-	*
	CWD	25%	18%	43%	*	*	*	-	-	-	-	43%	-	43%	-	*	60%	*	-	-	-	-
	CWOD	45%	31%	44%	25%	46%	*	*	*	-	*	45%	38%	-	44%	41%	46%	42%	-	*	-	*
	EL	34%	29%	42%	-	42%	-	*	*	-	-	41%	*	*	41%	42%	48%	31%	-	-	-	-
	Male	45%	32%	48%	*	50%	*	*	*	-	*	46%	*	60%	46%	48%	48%	-	-	*	-	-
	Female	38%	26%	39%	29%	40%	-	-	*	-	-	43%	20%	*	42%	31%	-	39%	-	*	-	*
Grade 5																						
Reading	All Students	57%	49%	42%	22%	45%	*	-	-	-	*	43%	40%	14%	45%	38%	40%	45%	-	*	-	-
	CWD	29%	22%	14%	-	20%	*	-	-	-	-	17%	*	14%	-	*	*	0%	-	-	-	-
	CWOD	61%	52%	45%	22%	47%	*	-	-	-	*	46%	43%	-	45%	38%	39%	52%	-	*	-	-
	EL	43%	44%	38%	-	38%	-	-	-	-	-	35%	50%	*	38%	38%	43%	32%	-	-	-	-
	Male	53%	46%	40%	20%	44%	*	-	-	-	-	43%	30%	*	39%	43%	40%	-	-	*	-	-
	Female	60%	52%	45%	*	47%	*	-	-	-	*	42%	60%	0%	52%	32%	-	45%	-	*	-	-
Mathematics	All Students	47%	36%	23%	11%	23%	*	-	-	-	*	24%	20%	0%	25%	20%	20%	26%	-	*	-	-
	CWD	25%	17%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	50%	38%	25%	11%	25%	*	-	-	-	*	26%	21%	-	25%	21%	21%	30%	-	*	-	-
	EL	38%	35%	20%	-	20%	-	-	-	-	-	18%	33%	*	21%	20%	24%	16%	-	-	-	-
	Male	48%	37%	20%	0%	24%	*	-	-	-	-	20%	20%	*	21%	24%	20%	-	-	*	-	-
	Female	46%	35%	26%	*	23%	*	-	-	-	*	27%	20%	0%	30%	16%	-	26%	-	*	-	-
Science	All Students	38%	28%	12%	0%	13%	*	-	-	-	*	14%	0%	0%	13%	8%	15%	8%	-	*	-	-
	CWD	23%	16%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	40%	29%	13%	0%	14%	*	-	-	-	*	16%	0%	-	13%	8%	16%	9%	-	*	-	-
	EL	24%	23%	8%	-	8%	-	-	-	-	-	9%	0%	*	8%	8%	14%	0%	-	-	-	-
	Male	41%	31%	15%	0%	18%	*	-	-	-	-	20%	0%	*	16%	14%	15%	-	-	*	-	-
	Female	34%	24%	8%	*	7%	*	-	-	-	*	9%	0%	0%	9%	0%	-	8%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	35%	33%	32%	*	-	-	-	*	33%	42%	14%	37%	30%	31%	40%	-	*	-	-
	CWD	21%	20%	14%	*	17%	-	-	-	-	-	14%	-	14%	-	*	*	*	-	*	-	-
	CWOD	46%	45%	37%	40%	34%	*	-	-	-	*	36%	42%	-	37%	32%	34%	41%	-	*	-	-
	EL	24%	34%	30%	-	30%	-	-	-	-	-	31%	20%	*	32%	30%	25%	35%	-	-	-	-
	Male	40%	40%	31%	*	23%	*	-	-	-	*	25%	50%	*	34%	25%	31%	-	-	*	-	-
	Female	45%	44%	40%	*	44%	*	-	-	-	-	43%	*	*	41%	35%	-	40%	-	*	-	-
Mathematics	All Students	38%	37%	38%	50%	37%	*	-	-	-	*	38%	33%	14%	40%	38%	36%	40%	-	*	-	-
	CWD	20%	21%	14%	*	17%	-	-	-	-	-	14%	-	14%	-	*	*	*	-	*	-	-
	CWOD	41%	40%	40%	60%	39%	*	-	-	-	*	42%	33%	-	40%	41%	39%	41%	-	*	-	-
	EL	24%	35%	38%	-	38%	-	-	-	-	-	40%	20%	*	41%	38%	40%	35%	-	-	-	-
	Male	40%	39%	36%	*	34%	*	-	-	-	*	34%	40%	*	39%	40%	36%	-	-	*	-	-
	Female	36%	35%	40%	*	41%	*	-	-	-	-	43%	*	*	41%	35%	-	40%	-	*	-	-

Texas Education Agency  
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BLANTON EL (220901102) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	15%	10%	16%	20%	-	*	-	-	17%	0%	0%	17%	17%	19%	11%	-	*	-	-
	CWD	12%	8%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	32%	25%	17%	13%	17%	*	-	*	-	-	19%	0%	-	17%	18%	22%	12%	-	*	-	-
	EL	19%	20%	17%	*	15%	-	-	*	-	-	18%	*	*	18%	17%	22%	11%	-	*	-	-
	Male	28%	21%	19%	14%	24%	*	-	-	-	-	19%	*	0%	22%	22%	19%	-	-	*	-	-
	Female	31%	25%	11%	*	9%	*	-	*	-	-	14%	0%	*	12%	11%	-	11%	-	*	-	-
Mathematics	All Students	20%	14%	12%	10%	14%	0%	-	*	-	-	9%	33%	0%	13%	14%	16%	7%	-	*	-	-
	CWD	10%	6%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	15%	13%	13%	15%	*	-	*	-	-	10%	40%	-	13%	15%	19%	8%	-	*	-	-
	EL	15%	15%	14%	*	15%	-	-	*	-	-	12%	*	*	15%	14%	22%	6%	-	*	-	-
	Male	23%	16%	16%	0%	24%	*	-	-	-	-	16%	*	0%	19%	22%	16%	-	-	*	-	-
	Female	18%	12%	7%	*	5%	*	-	*	-	-	0%	40%	*	8%	6%	-	7%	-	*	-	-
Grade 4																						
Reading	All Students	28%	22%	19%	20%	19%	*	*	*	-	*	20%	13%	0%	21%	17%	13%	29%	-	*	-	*
	CWD	10%	7%	0%	*	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	31%	24%	21%	25%	21%	*	*	*	-	*	23%	13%	-	21%	18%	14%	31%	-	*	-	*
	EL	18%	18%	17%	-	15%	-	*	*	-	-	19%	*	*	18%	17%	13%	23%	-	-	-	-
	Male	26%	22%	13%	*	16%	*	*	*	-	*	14%	*	0%	14%	13%	13%	-	-	*	-	-
	Female	29%	22%	29%	29%	25%	-	-	*	-	-	30%	20%	*	31%	23%	-	29%	-	*	-	*
Mathematics	All Students	22%	14%	25%	20%	25%	*	*	*	-	*	25%	25%	14%	26%	25%	23%	29%	-	*	-	*
	CWD	10%	6%	14%	*	*	*	-	-	-	-	14%	-	14%	-	*	20%	*	-	-	-	-
	CWOD	25%	15%	26%	25%	25%	*	*	*	-	*	26%	25%	-	26%	26%	23%	31%	-	*	-	*
	EL	16%	14%	25%	-	24%	-	*	*	-	-	25%	*	*	26%	25%	26%	23%	-	-	-	-
	Male	25%	16%	23%	*	25%	*	*	*	-	*	22%	*	20%	23%	26%	23%	-	-	*	-	-
	Female	19%	12%	29%	29%	25%	-	-	*	-	-	30%	20%	*	31%	23%	-	29%	-	*	-	*
Grade 5																						
Reading	All Students	36%	29%	22%	11%	23%	*	-	-	-	*	21%	27%	0%	24%	18%	20%	24%	-	*	-	-
	CWD	12%	10%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	40%	32%	24%	11%	25%	*	-	-	-	*	23%	29%	-	24%	18%	21%	27%	-	*	-	-
	EL	23%	25%	18%	-	18%	-	-	-	-	-	18%	17%	*	18%	18%	24%	11%	-	-	-	-
	Male	32%	27%	20%	0%	24%	*	-	-	-	-	23%	10%	*	21%	24%	20%	-	-	*	-	-
	Female	39%	31%	24%	*	23%	*	-	-	-	*	18%	60%	0%	27%	11%	-	24%	-	*	-	-
Mathematics	All Students	24%	16%	9%	0%	9%	*	-	-	-	*	10%	7%	0%	10%	8%	10%	8%	-	*	-	-
	CWD	9%	6%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	26%	17%	10%	0%	10%	*	-	-	-	*	11%	7%	-	10%	8%	11%	9%	-	*	-	-
	EL	17%	15%	8%	-	8%	-	-	-	-	-	6%	17%	*	8%	8%	10%	5%	-	-	-	-
	Male	25%	17%	10%	0%	12%	*	-	-	-	-	10%	10%	*	11%	10%	10%	-	-	*	-	-
	Female																					

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		State	District	Campus	African American	Hispanic	White	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%	14%	8%	*	7%	*	-	-	-	*	9%	0%	0%	9%	5%	-	8%	-	*	-	-
Science	All Students	17%	12%	6%	0%	8%	*	-	-	-	*	8%	0%	0%	7%	5%	10%	3%	-	*	-	-
	CWD	9%	6%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	19%	12%	7%	0%	8%	*	-	-	-	*	9%	0%	-	7%	5%	11%	3%	-	*	-	-
	EL	9%	8%	5%	-	5%	-	-	-	-	-	6%	0%	*	5%	5%	10%	0%	-	-	-	-
	Male	20%	14%	10%	0%	12%	*	-	-	-	-	13%	0%	*	11%	10%	10%	-	-	*	-	-
	Female	15%	10%	3%	*	3%	*	-	-	-	*	3%	0%	0%	3%	0%	-	3%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	8%	0%	10%	*	-	-	-	*	8%	8%	14%	8%	8%	5%	13%	-	*	-	-
	CWD	8%	7%	14%	*	17%	-	-	-	-	-	14%	-	14%	-	*	*	*	-	*	-	-
	CWOD	25%	23%	8%	0%	9%	*	-	-	-	*	8%	8%	-	8%	8%	5%	11%	-	*	-	-
	EL	9%	15%	8%	-	8%	-	-	-	-	-	6%	20%	*	8%	8%	5%	10%	-	-	-	-
	Male	21%	19%	5%	*	6%	*	-	-	-	*	3%	10%	*	5%	5%	5%	-	-	*	-	-
	Female	25%	23%	13%	*	15%	*	-	-	-	-	14%	*	*	11%	10%	-	13%	-	*	-	-
Mathematics	All Students	16%	16%	13%	17%	11%	*	-	-	-	*	10%	25%	0%	14%	10%	19%	3%	-	*	-	-
	CWD	8%	9%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	17%	17%	14%	20%	13%	*	-	-	-	*	11%	25%	-	14%	11%	21%	4%	-	*	-	-
	EL	7%	14%	10%	-	10%	-	-	-	-	-	9%	20%	*	11%	10%	15%	5%	-	-	-	-
	Male	17%	18%	19%	*	17%	*	-	-	-	*	16%	30%	*	21%	15%	19%	-	-	*	-	-
	Female	14%	13%	3%	*	4%	*	-	-	-	-	4%	*	*	4%	5%	-	3%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	59%	43%	61%	63%	*	100%	-	100%	61%	53%	28%	63%	58%	60%	58%	-	46%	-	*
	CWD	44%	36%	28%	40%	21%	42%	-	-	-	-	29%	20%	28%	-	18%	38%	15%	-	*	-	-
	CWOD	77%	70%	63%	43%	64%	75%	*	100%	-	100%	64%	54%	-	63%	60%	63%	63%	-	45%	-	*
	EL	59%	58%	58%	*	57%	-	*	100%	-	-	58%	55%	18%	60%	58%	59%	56%	-	*	-	-
	Male	71%	63%	60%	40%	62%	74%	*	*	-	*	62%	53%	38%	63%	59%	60%	-	-	47%	-	-
	Female	75%	68%	58%	47%	59%	46%	-	*	-	*	59%	51%	15%	63%	56%	-	58%	-	45%	-	*
Reading	All Students	74%	67%	64%	54%	64%	71%	*	*	-	*	64%	61%	30%	68%	59%	64%	64%	-	58%	-	*
	CWD	43%	35%	30%	40%	24%	40%	-	-	-	-	32%	*	30%	-	13%	44%	9%	-	*	-	-
	CWOD	78%	72%	68%	57%	68%	89%	*	*	-	*	68%	64%	-	68%	61%	66%	70%	-	60%	-	*
	EL	57%	57%	59%	*	58%	-	*	*	-	-	57%	67%	13%	61%	59%	57%	60%	-	*	-	-
	Male	70%	63%	64%	53%	63%	89%	*	*	-	*	64%	63%	44%	66%	57%	64%	-	-	43%	-	-
	Female	78%	73%	64%	56%	66%	40%	-	*	-	*	65%	59%	9%	70%	60%	-	64%	-	80%	-	*
Mathematics	All Students	71%	64%	62%	43%	64%	64%	*	*	-	*	64%	56%	33%	66%	64%	64%	61%	-	33%	-	*
	CWD	44%	36%	33%	40%	24%	60%	-	-	-	-	32%	*	33%	-	25%	38%	27%	-	*	-	-
	CWOD	75%	67%	66%	43%	68%	67%	*	*	-	*	67%	56%	-	66%	66%	67%	64%	-	30%	-	*
	EL	61%	61%	64%	*	63%	-	*	*	-	-	66%	50%	25%	66%	64%	66%	61%	-	*	-	-
	Male	71%	63%	64%	37%	66%	67%	*	*	-	*	65%	58%	38%	67%	66%	64%	-	-	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	Female	71%	64%	61%	50%	62%	60%	-	*	-	*	62%	53%	27%	64%	61%	-	61%	-	20%	-	*
Science	All Students	74%	66%	32%	0%	36%	*	-	-	-	*	35%	20%	0%	35%	30%	35%	29%	-	*	-	-
	CWD	47%	38%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	78%	69%	35%	0%	39%	*	-	-	-	*	39%	21%	-	35%	31%	37%	33%	-	*	-	-
	EL	58%	56%	30%	-	30%	-	-	-	-	-	29%	33%	*	31%	30%	38%	21%	-	-	-	-
	Male	74%	65%	35%	0%	41%	*	-	-	-	-	40%	20%	*	37%	38%	35%	-	-	*	-	-
	Female	75%	66%	29%	*	30%	*	-	-	-	*	30%	20%	0%	33%	21%	-	29%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	33%	24%	34%	44%	*	33%	-	71%	34%	29%	21%	35%	30%	34%	32%	-	19%	-	*
	CWD	23%	18%	21%	20%	18%	33%	-	-	-	-	23%	0%	21%	-	12%	32%	7%	-	*	-	-
	CWOD	50%	42%	35%	25%	35%	50%	*	33%	-	71%	35%	30%	-	35%	31%	35%	35%	-	14%	-	*
	EL	29%	30%	30%	*	30%	-	*	33%	-	-	30%	29%	12%	31%	30%	35%	23%	-	*	-	-
	Male	45%	38%	34%	21%	35%	53%	*	*	-	*	35%	31%	32%	35%	35%	34%	-	-	7%	-	-
	Female	48%	41%	32%	28%	32%	31%	-	*	-	*	33%	26%	7%	35%	23%	-	32%	-	36%	-	*
Reading	All Students	52%	45%	41%	31%	41%	57%	*	*	-	*	42%	39%	26%	43%	35%	41%	41%	-	25%	-	*
	CWD	24%	19%	26%	20%	24%	40%	-	-	-	-	28%	*	26%	-	13%	38%	9%	-	*	-	-
	CWOD	56%	48%	43%	33%	43%	67%	*	*	-	*	43%	41%	-	43%	36%	41%	45%	-	20%	-	*
	EL	31%	33%	35%	*	35%	-	*	*	-	-	35%	33%	13%	36%	35%	40%	29%	-	*	-	-
	Male	47%	41%	41%	32%	40%	67%	*	*	-	*	41%	42%	38%	41%	40%	41%	-	-	0%	-	-
	Female	56%	49%	41%	31%	42%	40%	-	*	-	*	42%	35%	9%	45%	29%	-	41%	-	60%	-	*
Mathematics	All Students	41%	33%	32%	23%	33%	36%	*	*	-	*	32%	29%	22%	33%	30%	33%	30%	-	17%	-	*
	CWD	22%	17%	22%	20%	18%	40%	-	-	-	-	24%	*	22%	-	13%	31%	9%	-	*	-	-
	CWOD	44%	35%	33%	23%	34%	33%	*	*	-	*	33%	31%	-	33%	31%	33%	32%	-	10%	-	*
	EL	29%	29%	30%	*	31%	-	*	*	-	-	30%	33%	13%	31%	30%	35%	24%	-	*	-	-
	Male	42%	34%	33%	16%	35%	44%	*	*	-	*	33%	33%	31%	33%	35%	33%	-	-	14%	-	-
	Female	40%	33%	30%	31%	29%	20%	-	*	-	*	31%	24%	9%	32%	24%	-	30%	-	20%	-	*
Science	All Students	46%	37%	12%	0%	13%	*	-	-	-	*	14%	0%	0%	13%	8%	15%	8%	-	*	-	-
	CWD	23%	17%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	49%	39%	13%	0%	14%	*	-	-	-	*	16%	0%	-	13%	8%	16%	9%	-	*	-	-
	EL	25%	25%	8%	-	8%	-	-	-	-	-	9%	0%	*	8%	8%	14%	0%	-	-	-	-
	Male	47%	37%	15%	0%	18%	*	-	-	-	-	20%	0%	*	16%	14%	15%	-	-	*	-	-
	Female	45%	36%	8%	*	7%	*	-	-	-	*	9%	0%	0%	9%	0%	-	8%	-	*	-	-
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%	17%	14%	10%	15%	13%	*	33%	-	14%	14%	14%	3%	15%	13%	15%	14%	-	8%	-	*
	CWD	9%	6%	3%	0%	5%	0%	-	-	-	-	4%	0%	3%	-	0%	3%	4%	-	*	-	-
	CWOD	24%	18%	15%	12%	16%	20%	*	33%	-	14%	15%	15%	-	15%	14%	16%	15%	-	5%	-	*
	EL	12%	12%	13%	*	13%	-	*	33%	-	-	13%	14%	0%	14%	13%	16%	9%	-	*	-	-
	Male	21%	16%	15%	5%	17%	11%	*	*	-	*	15%	12%	3%	16%	16%	15%	-	-	0%	-	-
	Female	23%	18%	14%	17%	12%	15%	-	*	-	*	13%	18%	4%	15%	9%	-	14%	-	18%	-	*
Reading	All Students	25%	20%	16%	11%	17%	7%	*	*	-	*	17%	15%	4%	18%	14%	14%	20%	-	17%	-	*
	CWD	9%	6%	4%	0%	6%	0%	-	-	-	-	4%	*	4%	-	0%	0%	9%	-	*	-	-
	CWOD	27%	21%	18%	13%	18%	11%	*	*	-	*	18%	15%	-	18%	15%	15%	21%	-	10%	-	*
	EL	13%	14%	14%	*	14%	-	*	*	-	-	15%	11%	0%	15%	14%	16%	13%	-	*	-	-
	Male	22%	17%	14%	5%	16%	0%	*	*	-	*	15%	8%	0%	15%	16%	14%	-	-	0%	-	-
	Female	28%	22%	20%	19%	18%	20%	-	*	-	*	19%	24%	9%	21%	13%	-	20%	-	40%	-	*
Mathematics	All Students	20%	14%	14%	11%	14%	21%	*	*	-	*	14%	20%	4%	16%	14%	17%	11%	-	0%	-	*
	CWD	9%	6%	4%	0%	6%	0%	-	-	-	-	4%	*	4%	-	0%	6%	0%	-	*	-	-
	CWOD	21%	16%	16%	13%	15%	33%	*	*	-	*	15%	21%	-	16%	15%	18%	13%	-	0%	-	*
	EL	12%	12%	14%	*	14%	-	*	*	-	-	13%	22%	0%	15%	14%	18%	9%	-	*	-	-
	Male	21%	15%	17%	5%	19%	22%	*	*	-	*	16%	21%	6%	18%	18%	17%	-	-	0%	-	-
	Female	19%	13%	11%	19%	9%	20%	-	*	-	*	10%	18%	0%	13%	9%	-	11%	-	0%	-	*
Science	All Students	20%	15%	6%	0%	8%	*	-	-	-	*	8%	0%	0%	7%	5%	10%	3%	-	*	-	-
	CWD	8%	5%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	22%	16%	7%	0%	8%	*	-	-	-	*	9%	0%	-	7%	5%	11%	3%	-	*	-	-
	EL	7%	8%	5%	-	5%	-	-	-	-	-	6%	0%	*	5%	5%	10%	0%	-	-	-	-
	Male	22%	15%	10%	0%	12%	*	-	-	-	-	13%	0%	*	11%	10%	10%	-	-	*	-	-
	Female	19%	14%	3%	*	3%	*	-	-	-	*	3%	0%	0%	3%	0%	-	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)

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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	73	54	73	88	*	*	-	*	72	69	70
CWD	69	*	73	*	-	-	-	-	67	69	*
CWOD	73	64	73	80	*	*	-	*	73	-	71
EL ◇	70	-	69	-	*	*	-	-	69	*	70
Male	71	50	71	*	*	*	-	*	70	64	69
Female	75	60	76	*	-	*	-	*	76	80	71
<b>Mathematics</b>											
All Students	87	87	85	100	*	*	-	*	86	67	86
CWD	67	*	62	*	-	-	-	-	65	67	40
CWOD	89	92	87	100	*	*	-	*	88	-	89
EL ◇	86	-	86	-	*	*	-	-	85	40	86
Male	87	88	86	*	*	*	-	*	86	73	87
Female	85	86	84	*	-	*	-	*	85	57	85

- Indicates there are no students in the group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<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
243	23	9%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	35	26	37	40	*	55	-	62	36	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)



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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	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	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<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											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%	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%	-	-
	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%	-
	CWD	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%	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%	-
	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%	-
	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
Mathematics	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%	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%	-	-
	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%	-
	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%	-	0%	-
Mathematics	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%	-	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%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	-
	Female	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
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	12	0	9	0	1	0	0	2	3		
	Female	4	2	2	0	0	0	0	0	0		
	Total	16	2	11	0	1	0	0	2	3		
<b>Out-of-School Suspensions</b>												
	Male	8	1	4	1	1	0	0	1	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	8	1	4	1	1	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		

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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	1	0	1	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		1
<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	36	3	22	7	-8	2	-8	2	9	5	-8
	Female	14	2	9	3	-8	-8	-8	-8	5	-8	-8
	Total	50	5	31	10	-8	2	-8	2	14	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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		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	24	3	20	1	0	0	0	0	17	0
	Female	21	0	19	0	0	2	0	0	17	0
	Total	45	3	39	1	0	2	0	0	34	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.

High Poverty School		
		All School
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.9	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	1.0	2.9%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	*	3%
Mathematics	6,587	2%	48	1%	*	3%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	3%
Mathematics	6,408	2%	49	1%	*	3%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	8	1%
Reading	48,805	1%	354	1%	*	1%
Mathematics	43,293	1%	319	1%	*	1%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	27%	36%	24%	17%	*	71%	-	71%	29%	19%	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 and 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%	68%	55%	*	55%	*	*	-	-	*	57%	33%	27%	59%	52%	63%	46%	-	*	-	-	
	CWD	52%	42%	27%	-	33%	*	-	-	-	-	27%	-	27%	-	*	33%	*	-	*	-	-	
	CWOD	80%	72%	59%	*	59%	*	*	-	-	*	62%	33%	-	59%	55%	71%	48%	-	*	-	-	
	EL	66%	64%	52%	-	53%	-	*	-	-	-	56%	20%	*	55%	52%	70%	36%	-	*	-	-	
	Male	74%	64%	63%	*	64%	*	-	-	-	*	61%	*	33%	71%	70%	63%	-	-	*	-	-	
	Female	78%	71%	46%	*	45%	*	*	-	-	-	52%	*	*	48%	36%	-	46%	-	-	-	-	
Mathematics	All Students	70%	61%	43%	*	42%	*	*	-	-	*	43%	33%	27%	45%	35%	40%	46%	-	*	-	-	
	CWD	46%	38%	27%	-	33%	*	-	-	-	-	27%	-	27%	-	*	33%	*	-	*	-	-	
	CWOD	74%	64%	45%	*	43%	*	*	-	-	*	47%	33%	-	45%	39%	42%	48%	-	*	-	-	
	EL	64%	61%	35%	-	34%	-	*	-	-	-	35%	40%	*	39%	35%	39%	32%	-	*	-	-	
	Male	72%	62%	40%	*	42%	*	-	-	-	*	39%	*	33%	42%	39%	40%	-	-	*	-	-	
	Female	68%	59%	46%	*	41%	*	*	-	-	-	48%	*	*	48%	32%	-	46%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	68%	51%	*	57%	*	*	-	-	-	52%	44%	10%	60%	58%	36%	60%	-	*	-	-	
	CWD	48%	39%	10%	*	13%	*	-	-	-	-	11%	*	10%	-	0%	0%	*	-	*	-	-	
	CWOD	81%	72%	60%	*	65%	*	*	-	-	-	62%	50%	-	60%	66%	50%	65%	-	*	-	-	
	EL	66%	63%	58%	-	60%	-	*	-	-	-	62%	33%	0%	66%	58%	40%	68%	-	*	-	-	
	Male	73%	64%	36%	*	44%	*	*	-	-	-	31%	50%	0%	50%	40%	36%	-	-	*	-	-	
	Female	79%	72%	60%	*	64%	*	-	-	-	-	63%	*	*	65%	68%	-	60%	-	*	-	-	
Mathematics	All Students	68%	56%	56%	*	57%	*	*	-	-	-	52%	78%	30%	62%	56%	59%	54%	-	*	-	-	
	CWD	42%	32%	30%	*	13%	*	-	-	-	-	22%	*	30%	-	0%	33%	*	-	*	-	-	
	CWOD	73%	60%	62%	*	65%	*	*	-	-	-	59%	75%	-	62%	63%	69%	58%	-	*	-	-	
	EL	63%	58%	56%	-	55%	-	*	-	-	-	54%	67%	0%	63%	56%	60%	54%	-	*	-	-	
	Male	70%	58%	59%	*	61%	*	*	-	-	-	44%	100%	33%	69%	60%	59%	-	-	*	-	-	
	Female	67%	55%	54%	*	55%	*	-	-	-	-	56%	*	*	58%	54%	-	54%	-	*	-	-	
Grade 5																							
Reading	All Students	80%	75%	63%	56%	65%	*	-	*	-	*	64%	*	27%	71%	71%	63%	64%	-	*	-	-	
	CWD	50%	44%	27%	*	0%	*	-	-	-	-	27%	-	27%	-	*	17%	40%	-	-	-	-	
	CWOD	85%	79%	71%	60%	73%	*	-	*	-	*	73%	*	-	71%	78%	75%	68%	-	*	-	-	
	EL	71%	72%	71%	*	70%	-	-	*	-	-	72%	*	*	78%	71%	67%	75%	-	-	-	-	
	Male	77%	72%	63%	50%	65%	-	-	-	-	*	67%	*	17%	75%	67%	63%	-	-	*	-	-	
	Female	83%	78%	64%	*	65%	*	-	*	-	-	63%	*	40%	68%	75%	-	64%	-	*	-	-	
Mathematics	All Students	76%	65%	62%	44%	67%	*	-	*	-	*	63%	*	9%	73%	71%	63%	61%	-	*	-	-	
	CWD	50%	38%	9%	*	20%	*	-	-	-	-	9%	-	9%	-	*	17%	0%	-	-	-	-	
	CWOD	80%	69%	73%	80%	73%	*	-	*	-	*	75%	*	-	73%	78%	75%	71%	-	*	-	-	
	EL	70%	66%	71%	*	70%	-	-	*	-	-	72%	*	*	78%	71%	60%	80%	-	-	-	-	
	Male	75%	65%	63%	50%	65%	-	-	-	-	*	67%	*	17%	75%	60%	63%	-	-	*	-	-	
	Female	76%	66%	61%	*	69%	*	-	*	-	-	59%	*	0%	71%	80%	-	61%	-	*	-	-	

Texas Education Agency  
2022 Federal Report Card  
CROW LEADERSHIP ACADEMY (220901103) - ARLINGTON ISD - TARRANT 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%	54%	33%	44%	33%	*	-	*	-	*	36%	*	9%	38%	31%	37%	30%	-	*	-	-	
	CWD	40%	33%	9%	*	0%	*	-	-	-	-	9%	-	9%	-	*	0%	20%	-	-	-	-	
	CWOD	69%	57%	38%	60%	36%	*	-	*	-	*	42%	*	-	38%	34%	46%	32%	-	*	-	-	
	EL	52%	49%	31%	*	30%	-	-	*	-	-	34%	*	*	34%	31%	33%	30%	-	-	-	-	
	Male	67%	57%	37%	33%	35%	-	-	-	-	*	41%	*	0%	46%	33%	37%	-	-	*	-	-	
	Female	63%	52%	30%	*	31%	*	-	*	-	-	31%	*	20%	32%	30%	-	30%	-	*	-	-	
Grade 6																							
Reading	All Students	69%	68%	49%	50%	50%	*	-	-	-	*	48%	*	25%	52%	41%	43%	54%	-	*	-	-	
	CWD	38%	38%	25%	-	33%	*	-	-	-	-	29%	*	25%	-	*	*	20%	-	-	-	-	
	CWOD	74%	73%	52%	50%	52%	-	-	-	-	*	50%	*	-	52%	43%	44%	59%	-	*	-	-	
	EL	53%	61%	41%	-	41%	-	-	-	-	-	41%	-	*	43%	41%	28%	52%	-	*	-	-	
	Male	66%	64%	43%	*	44%	*	-	-	-	*	39%	*	*	44%	28%	43%	-	-	*	-	-	
	Female	72%	72%	54%	*	54%	*	-	-	-	-	54%	*	20%	59%	52%	-	54%	-	*	-	-	
Mathematics	All Students	72%	70%	52%	50%	53%	*	-	-	-	*	51%	*	38%	54%	46%	60%	46%	-	*	-	-	
	CWD	47%	47%	38%	-	50%	*	-	-	-	-	43%	*	38%	-	*	*	40%	-	-	-	-	
	CWOD	76%	74%	54%	50%	54%	-	-	-	-	*	52%	*	-	54%	46%	63%	47%	-	*	-	-	
	EL	61%	69%	46%	-	46%	-	-	-	-	-	46%	-	*	46%	46%	50%	43%	-	*	-	-	
	Male	73%	70%	60%	*	60%	*	-	-	-	*	57%	*	*	63%	50%	60%	-	-	*	-	-	
	Female	72%	70%	46%	*	49%	*	-	-	-	-	46%	*	40%	47%	43%	-	46%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	23%	*	23%	*	*	-	-	*	23%	17%	9%	25%	21%	23%	23%	-	*	-	-	
	CWD	30%	24%	9%	-	11%	*	-	-	-	-	9%	-	9%	-	*	11%	*	-	*	-	-	
	CWOD	54%	44%	25%	*	25%	*	*	-	-	*	26%	17%	-	25%	23%	26%	24%	-	*	-	-	
	EL	37%	36%	21%	-	21%	-	*	-	-	-	21%	20%	*	23%	21%	26%	16%	-	*	-	-	
	Male	49%	40%	23%	*	25%	*	-	-	-	*	21%	*	11%	26%	26%	23%	-	-	*	-	-	
	Female	52%	43%	23%	*	21%	*	*	-	-	-	26%	*	*	24%	16%	-	23%	-	-	-	-	
Mathematics	All Students	42%	32%	17%	*	17%	*	*	-	-	*	17%	17%	9%	19%	13%	18%	17%	-	*	-	-	
	CWD	27%	19%	9%	-	11%	*	-	-	-	-	9%	-	9%	-	*	11%	*	-	*	-	-	
	CWOD	45%	34%	19%	*	18%	*	*	-	-	*	19%	17%	-	19%	14%	19%	18%	-	*	-	-	
	EL	35%	32%	13%	-	13%	-	*	-	-	-	12%	20%	*	14%	13%	13%	12%	-	*	-	-	
	Male	45%	35%	18%	*	19%	*	-	-	-	*	16%	*	11%	19%	13%	18%	-	-	*	-	-	
	Female	39%	30%	17%	*	14%	*	*	-	-	-	19%	*	*	18%	12%	-	17%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	45%	32%	*	35%	*	*	-	-	-	31%	33%	0%	38%	37%	32%	31%	-	*	-	-	
	CWD	29%	21%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-	
	CWOD	57%	48%	38%	*	42%	*	*	-	-	-	38%	38%	-	38%	42%	44%	35%	-	*	-	-	
	EL	41%	40%	37%	-	38%	-	*	-	-	-	41%	17%	0%	42%	37%	33%	39%	-	*	-	-	
	Male	51%	43%	32%	*	39%	*	*	-	-	-	25%	50%	0%	44%	33%	32%	-	-	*	-	-	



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CROW LEADERSHIP ACADEMY (220901103) - ARLINGTON ISD - TARRANT 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%	46%	31%	*	33%	*	-	-	-	-	34%	*	*	35%	39%	-	31%	-	*	-	-
Mathematics	All Students	42%	29%	32%	*	31%	*	*	-	-	-	31%	33%	20%	34%	30%	41%	26%	-	*	-	-
	CWD	25%	18%	20%	*	13%	*	-	-	-	-	11%	*	20%	-	0%	33%	*	-	*	-	-
	CWOD	45%	31%	34%	*	35%	*	*	-	-	-	36%	25%	-	34%	34%	44%	29%	-	*	-	-
	EL	34%	29%	30%	-	29%	-	*	-	-	-	32%	17%	0%	34%	30%	40%	25%	-	*	-	-
	Male	45%	32%	41%	*	39%	*	*	-	-	-	38%	50%	33%	44%	40%	41%	-	-	*	-	-
	Female	38%	26%	26%	*	27%	*	-	-	-	-	28%	*	*	29%	25%	-	26%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	40%	44%	39%	*	-	*	-	*	41%	*	9%	46%	49%	33%	45%	-	*	-	-
	CWD	29%	22%	9%	*	0%	*	-	-	-	-	9%	-	9%	-	*	0%	20%	-	-	-	-
	CWOD	61%	52%	46%	60%	43%	*	-	*	-	*	48%	*	-	46%	53%	42%	50%	-	*	-	-
	EL	43%	44%	49%	*	45%	-	-	*	-	-	50%	*	*	53%	49%	33%	60%	-	-	-	-
	Male	53%	46%	33%	33%	30%	-	-	-	-	*	37%	*	0%	42%	33%	33%	-	-	*	-	-
	Female	60%	52%	45%	*	46%	*	-	*	-	-	44%	*	20%	50%	60%	-	45%	-	*	-	-
Mathematics	All Students	47%	36%	30%	33%	31%	*	-	*	-	*	32%	*	0%	37%	37%	33%	27%	-	*	-	-
	CWD	25%	17%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	50%	38%	37%	60%	34%	*	-	*	-	*	40%	*	-	37%	41%	42%	32%	-	*	-	-
	EL	38%	35%	37%	*	36%	-	-	*	-	-	41%	*	*	41%	37%	33%	40%	-	-	-	-
	Male	48%	37%	33%	33%	30%	-	-	-	-	*	37%	*	0%	42%	33%	33%	-	-	*	-	-
	Female	46%	35%	27%	*	31%	*	-	*	-	-	28%	*	0%	32%	40%	-	27%	-	*	-	-
Science	All Students	38%	28%	8%	0%	8%	*	-	*	-	*	8%	*	0%	10%	9%	17%	0%	-	*	-	-
	CWD	23%	16%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	40%	29%	10%	0%	9%	*	-	*	-	*	10%	*	-	10%	9%	21%	0%	-	*	-	-
	EL	24%	23%	9%	*	9%	-	-	*	-	-	9%	*	*	9%	9%	20%	0%	-	-	-	-
	Male	41%	31%	17%	0%	17%	-	-	-	-	*	19%	*	0%	21%	20%	17%	-	-	*	-	-
	Female	34%	24%	0%	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	-	0%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	22%	17%	23%	*	-	-	-	*	18%	*	0%	25%	15%	20%	23%	-	*	-	-
	CWD	21%	20%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	46%	45%	25%	17%	26%	-	-	-	-	*	21%	*	-	25%	16%	22%	26%	-	*	-	-
	EL	24%	34%	15%	-	15%	-	-	-	-	-	15%	-	*	16%	15%	6%	24%	-	*	-	-
	Male	40%	40%	20%	*	20%	*	-	-	-	*	14%	*	*	22%	6%	20%	-	-	*	-	-
	Female	45%	44%	23%	*	26%	*	-	-	-	-	22%	*	0%	26%	24%	-	23%	-	*	-	-
Mathematics	All Students	38%	37%	23%	17%	23%	*	-	-	-	*	20%	*	13%	25%	13%	30%	18%	-	*	-	-
	CWD	20%	21%	13%	-	17%	*	-	-	-	-	14%	*	13%	-	*	*	0%	-	-	-	-
	CWOD	41%	40%	25%	17%	24%	-	-	-	-	*	21%	*	-	25%	14%	30%	21%	-	*	-	-
	EL	24%	35%	13%	-	13%	-	-	-	-	-	13%	-	*	14%	13%	17%	10%	-	*	-	-
	Male	40%	39%	30%	*	28%	*	-	-	-	*	25%	*	*	30%	17%	30%	-	-	*	-	-
	Female	36%	35%	18%	*	20%	*	-	-	-	-	16%	*	0%	21%	10%	-	18%	-	*	-	-

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CROW LEADERSHIP ACADEMY (220901103) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	11%	*	9%	*	*	-	-	*	10%	17%	0%	13%	10%	10%	11%	-	*	-	-
	CWD	12%	8%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	*	-	-
	CWOD	32%	25%	13%	*	11%	*	*	-	-	*	12%	17%	-	13%	11%	13%	12%	-	*	-	-
	EL	19%	20%	10%	-	11%	-	*	-	-	-	9%	20%	*	11%	10%	13%	8%	-	*	-	-
	Male	28%	21%	10%	*	11%	*	-	-	-	*	8%	*	0%	13%	13%	10%	-	-	*	-	-
	Female	31%	25%	11%	*	7%	*	*	-	-	-	13%	*	*	12%	8%	-	11%	-	-	-	-
Mathematics	All Students	20%	14%	3%	*	3%	*	*	-	-	*	1%	17%	0%	3%	4%	3%	3%	-	*	-	-
	CWD	10%	6%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	*	-	-
	CWOD	22%	15%	3%	*	4%	*	*	-	-	*	2%	17%	-	3%	5%	3%	3%	-	*	-	-
	EL	15%	15%	4%	-	4%	-	*	-	-	-	2%	20%	*	5%	4%	4%	4%	-	*	-	-
	Male	23%	16%	3%	*	3%	*	-	-	-	*	0%	*	0%	3%	4%	3%	-	-	*	-	-
	Female	18%	12%	3%	*	3%	*	*	-	-	-	3%	*	*	3%	4%	-	3%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	14%	*	16%	*	*	-	-	-	13%	22%	0%	17%	14%	23%	9%	-	*	-	-
	CWD	10%	7%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	31%	24%	17%	*	19%	*	*	-	-	-	15%	25%	-	17%	16%	31%	10%	-	*	-	-
	EL	18%	18%	14%	-	14%	-	*	-	-	-	16%	0%	0%	16%	14%	20%	11%	-	*	-	-
	Male	26%	22%	23%	*	28%	*	*	-	-	-	19%	33%	0%	31%	20%	23%	-	-	*	-	-
	Female	29%	22%	9%	*	9%	*	-	-	-	-	9%	*	*	10%	11%	-	9%	-	*	-	-
Mathematics	All Students	22%	14%	12%	*	14%	*	*	-	-	-	13%	11%	0%	15%	14%	14%	11%	-	*	-	-
	CWD	10%	6%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	25%	15%	15%	*	16%	*	*	-	-	-	15%	13%	-	15%	16%	19%	13%	-	*	-	-
	EL	16%	14%	14%	-	14%	-	*	-	-	-	16%	0%	0%	16%	14%	13%	14%	-	*	-	-
	Male	25%	16%	14%	*	17%	*	*	-	-	-	13%	17%	0%	19%	13%	14%	-	-	*	-	-
	Female	19%	12%	11%	*	12%	*	-	-	-	-	13%	*	*	13%	14%	-	11%	-	*	-	-
Grade 5																						
Reading	All Students	36%	29%	17%	11%	18%	*	-	*	-	*	19%	*	0%	21%	23%	23%	12%	-	*	-	-
	CWD	12%	10%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	40%	32%	21%	20%	20%	*	-	*	-	*	23%	*	-	21%	25%	29%	14%	-	*	-	-
	EL	23%	25%	23%	*	24%	-	-	*	-	-	25%	*	*	25%	23%	27%	20%	-	-	-	-
	Male	32%	27%	23%	17%	22%	-	-	-	-	*	26%	*	0%	29%	27%	23%	-	-	*	-	-
	Female	39%	31%	12%	*	15%	*	-	*	-	-	13%	*	0%	14%	20%	-	12%	-	*	-	-
Mathematics	All Students	24%	16%	10%	11%	8%	*	-	*	-	*	10%	*	0%	12%	11%	13%	6%	-	*	-	-
	CWD	9%	6%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	26%	17%	12%	20%	9%	*	-	*	-	*	13%	*	-	12%	13%	17%	7%	-	*	-	-
	EL	17%	15%	11%	*	9%	-	-	*	-	-	13%	*	*	13%	11%	13%	10%	-	-	-	-
	Male	25%	17%	13%	0%	13%	-	-	-	-	*	15%	*	0%	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
Mathematics	Female	23%	14%	6%	*	4%	*	-	*	-	-	6%	*	0%	7%	10%	-	6%	-	*	-	-
Science	All Students	17%	12%	2%	0%	2%	*	-	*	-	*	2%	*	0%	2%	3%	3%	0%	-	*	-	-
	CWD	9%	6%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	19%	12%	2%	0%	2%	*	-	*	-	*	2%	*	-	2%	3%	4%	0%	-	*	-	-
	EL	9%	8%	3%	*	3%	-	-	*	-	-	3%	*	*	3%	3%	7%	0%	-	-	-	-
	Male	20%	14%	3%	0%	4%	-	-	-	-	*	4%	*	0%	4%	7%	3%	-	-	*	-	-
	Female	15%	10%	0%	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	-	0%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	6%	17%	5%	*	-	-	-	*	5%	*	0%	7%	3%	7%	5%	-	*	-	-
	CWD	8%	7%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	25%	23%	7%	17%	6%	-	-	-	-	*	5%	*	-	7%	3%	7%	6%	-	*	-	-
	EL	9%	15%	3%	-	3%	-	-	-	-	-	3%	-	*	3%	3%	0%	5%	-	*	-	-
	Male	21%	19%	7%	*	4%	*	-	-	-	*	4%	*	*	7%	0%	7%	-	-	*	-	-
	Female	25%	23%	5%	*	6%	*	-	-	-	-	5%	*	0%	6%	5%	-	5%	-	*	-	-
Mathematics	All Students	16%	16%	10%	17%	8%	*	-	-	-	*	11%	*	13%	10%	3%	13%	8%	-	*	-	-
	CWD	8%	9%	13%	-	17%	*	-	-	-	-	14%	*	13%	-	*	*	0%	-	-	-	-
	CWOD	17%	17%	10%	17%	7%	-	-	-	-	*	10%	*	-	10%	3%	11%	9%	-	*	-	-
	EL	7%	14%	3%	-	3%	-	-	-	-	-	3%	-	*	3%	3%	0%	5%	-	*	-	-
	Male	17%	18%	13%	*	8%	*	-	-	-	*	14%	*	*	11%	0%	13%	-	-	*	-	-
	Female	14%	13%	8%	*	9%	*	-	-	-	-	8%	*	0%	9%	5%	-	8%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	51%	47%	53%	20%	*	*	-	86%	52%	50%	22%	57%	51%	52%	51%	-	65%	-	-
	CWD	44%	36%	22%	29%	23%	13%	-	-	-	-	22%	*	22%	-	6%	22%	22%	-	*	-	-
	CWOD	77%	70%	57%	54%	57%	33%	*	*	-	86%	57%	52%	-	57%	55%	59%	55%	-	63%	-	-
	EL	59%	58%	51%	*	50%	-	*	*	-	-	52%	42%	6%	55%	51%	50%	52%	-	83%	-	-
	Male	71%	63%	52%	38%	53%	33%	*	-	-	86%	51%	62%	22%	59%	50%	52%	-	-	64%	-	-
	Female	75%	68%	51%	62%	53%	16%	*	*	-	-	52%	33%	22%	55%	52%	-	51%	-	67%	-	-
Reading	All Students	74%	67%	55%	50%	56%	27%	*	*	-	*	55%	48%	23%	60%	55%	53%	56%	-	56%	-	-
	CWD	43%	35%	23%	40%	21%	14%	-	-	-	-	24%	*	23%	-	7%	21%	25%	-	*	-	-
	CWOD	78%	72%	60%	53%	61%	*	*	*	-	*	61%	52%	-	60%	60%	61%	60%	-	57%	-	-
	EL	57%	57%	55%	*	55%	-	*	*	-	-	57%	36%	7%	60%	55%	52%	57%	-	*	-	-
	Male	70%	63%	53%	38%	56%	*	*	-	-	*	52%	62%	21%	61%	52%	53%	-	-	80%	-	-
	Female	78%	73%	56%	67%	57%	25%	*	*	-	-	58%	30%	25%	60%	57%	-	56%	-	*	-	-
Mathematics	All Students	71%	64%	53%	45%	54%	18%	*	*	-	*	52%	61%	25%	58%	51%	54%	51%	-	78%	-	-
	CWD	44%	36%	25%	20%	29%	14%	-	-	-	-	24%	*	25%	-	7%	29%	19%	-	*	-	-
	CWOD	75%	67%	58%	53%	57%	*	*	*	-	*	57%	62%	-	58%	55%	60%	56%	-	71%	-	-
	EL	61%	61%	51%	*	50%	-	*	*	-	-	50%	57%	7%	55%	51%	51%	51%	-	*	-	-
	Male	71%	63%	54%	38%	55%	*	*	-	-	*	51%	77%	29%	60%	51%	54%	-	-	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	Female	71%	64%	51%	56%	53%	13%	*	*	-	-	52%	40%	19%	56%	51%	-	51%	-	*	-	-
Science	All Students	74%	66%	33%	44%	33%	*	-	*	-	*	36%	*	9%	38%	31%	37%	30%	-	*	-	-
	CWD	47%	38%	9%	*	0%	*	-	-	-	-	9%	-	9%	-	*	0%	20%	-	-	-	-
	CWOD	78%	69%	38%	60%	36%	*	-	*	-	*	42%	*	-	38%	34%	46%	32%	-	*	-	-
	EL	58%	56%	31%	*	30%	-	-	*	-	-	34%	*	*	34%	31%	33%	30%	-	-	-	-
	Male	74%	65%	37%	33%	35%	-	-	-	-	*	41%	*	0%	46%	33%	37%	-	-	*	-	-
	Female	75%	66%	30%	*	31%	*	-	*	-	-	31%	*	20%	32%	30%	-	30%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	25%	25%	25%	4%	*	*	-	57%	24%	30%	7%	28%	24%	26%	23%	-	30%	-	-
	CWD	23%	18%	7%	7%	7%	6%	-	-	-	-	6%	*	7%	-	0%	9%	3%	-	*	-	-
	CWOD	50%	42%	28%	31%	28%	0%	*	*	-	57%	28%	30%	-	28%	27%	30%	26%	-	38%	-	-
	EL	29%	30%	24%	*	24%	-	*	*	-	-	25%	16%	0%	27%	24%	24%	25%	-	50%	-	-
	Male	45%	38%	26%	19%	26%	17%	*	-	-	57%	24%	41%	9%	30%	24%	26%	-	-	27%	-	-
	Female	48%	41%	23%	33%	24%	0%	*	*	-	-	24%	14%	3%	26%	25%	-	23%	-	33%	-	-
Reading	All Students	52%	45%	28%	32%	29%	0%	*	*	-	*	28%	35%	5%	33%	30%	26%	30%	-	22%	-	-
	CWD	24%	19%	5%	20%	4%	0%	-	-	-	-	5%	*	5%	-	0%	4%	6%	-	*	-	-
	CWOD	56%	48%	33%	35%	33%	*	*	*	-	*	32%	38%	-	33%	32%	32%	33%	-	29%	-	-
	EL	31%	33%	30%	*	29%	-	*	*	-	-	30%	21%	0%	32%	30%	24%	34%	-	*	-	-
	Male	47%	41%	26%	23%	27%	*	*	-	-	*	24%	46%	4%	32%	24%	26%	-	-	20%	-	-
	Female	56%	49%	30%	44%	31%	0%	*	*	-	-	31%	20%	6%	33%	34%	-	30%	-	*	-	-
Mathematics	All Students	41%	33%	25%	27%	25%	9%	*	*	-	*	24%	30%	10%	28%	22%	29%	22%	-	44%	-	-
	CWD	22%	17%	10%	0%	11%	14%	-	-	-	-	8%	*	10%	-	0%	17%	0%	-	*	-	-
	CWOD	44%	35%	28%	35%	27%	*	*	*	-	*	28%	29%	-	28%	25%	32%	25%	-	57%	-	-
	EL	29%	29%	22%	*	22%	-	*	*	-	-	23%	14%	0%	25%	22%	24%	21%	-	*	-	-
	Male	42%	34%	29%	23%	27%	*	*	-	-	*	27%	46%	17%	32%	24%	29%	-	-	40%	-	-
	Female	40%	33%	22%	33%	23%	0%	*	*	-	-	23%	10%	0%	25%	21%	-	22%	-	*	-	-
Science	All Students	46%	37%	8%	0%	8%	*	-	*	-	*	8%	*	0%	10%	9%	17%	0%	-	*	-	-
	CWD	23%	17%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	49%	39%	10%	0%	9%	*	-	*	-	*	10%	*	-	10%	9%	21%	0%	-	*	-	-
	EL	25%	25%	9%	*	9%	-	-	*	-	-	9%	*	*	9%	9%	20%	0%	-	-	-	-
	Male	47%	37%	17%	0%	17%	-	-	-	-	*	19%	*	0%	21%	20%	17%	-	-	*	-	-
	Female	45%	36%	0%	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	-	0%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	9%	11%	9%	0%	*	*	-	43%	9%	12%	1%	11%	9%	11%	7%	-	0%	-	-
	CWD	9%	6%	1%	0%	2%	0%	-	-	-	-	1%	*	1%	-	0%	2%	0%	-	*	-	-
	CWOD	24%	18%	11%	15%	10%	0%	*	*	-	43%	10%	13%	-	11%	10%	14%	8%	-	0%	-	-
	EL	12%	12%	9%	*	9%	-	*	*	-	-	10%	6%	0%	10%	9%	10%	9%	-	0%	-	-
	Male	21%	16%	11%	9%	11%	0%	*	-	-	43%	10%	21%	2%	14%	10%	11%	-	-	0%	-	-
	Female	23%	18%	7%	14%	7%	0%	*	*	-	-	8%	0%	0%	8%	9%	-	7%	-	0%	-	-
Reading	All Students	25%	20%	12%	18%	12%	0%	*	*	-	*	11%	17%	0%	14%	12%	15%	9%	-	0%	-	-
	CWD	9%	6%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	27%	21%	14%	24%	13%	*	*	*	-	*	13%	19%	-	14%	13%	18%	10%	-	0%	-	-
	EL	13%	14%	12%	*	12%	-	*	*	-	-	13%	7%	0%	13%	12%	14%	11%	-	*	-	-
	Male	22%	17%	15%	15%	15%	*	*	-	-	*	13%	31%	0%	18%	14%	15%	-	-	0%	-	-
	Female	28%	22%	9%	22%	9%	0%	*	*	-	-	10%	0%	0%	10%	11%	-	9%	-	*	-	-
Mathematics	All Students	20%	14%	8%	9%	8%	0%	*	*	-	*	8%	9%	3%	9%	8%	10%	7%	-	0%	-	-
	CWD	9%	6%	3%	0%	4%	0%	-	-	-	-	3%	*	3%	-	0%	4%	0%	-	*	-	-
	CWOD	21%	16%	9%	12%	9%	*	*	*	-	*	9%	10%	-	9%	9%	11%	8%	-	0%	-	-
	EL	12%	12%	8%	*	7%	-	*	*	-	-	8%	7%	0%	9%	8%	7%	9%	-	*	-	-
	Male	21%	15%	10%	8%	9%	*	*	-	-	*	9%	15%	4%	11%	7%	10%	-	-	0%	-	-
	Female	19%	13%	7%	11%	7%	0%	*	*	-	-	8%	0%	0%	8%	9%	-	7%	-	*	-	-
Science	All Students	20%	15%	2%	0%	2%	*	-	*	-	*	2%	*	0%	2%	3%	3%	0%	-	*	-	-
	CWD	8%	5%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	22%	16%	2%	0%	2%	*	-	*	-	*	2%	*	-	2%	3%	4%	0%	-	*	-	-
	EL	7%	8%	3%	*	3%	-	-	*	-	-	3%	*	*	3%	3%	7%	0%	-	-	-	-
	Male	22%	15%	3%	0%	4%	-	-	-	-	*	4%	*	0%	4%	7%	3%	-	-	*	-	-
	Female	19%	14%	0%	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	-	0%	-	*	-	-

- Indicates there are no students in the group.

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

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

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

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	74	67	77	20	-	*	-	*	74	62	73
CWD	62	*	72	*	-	-	-	-	63	62	56
CWOD	77	73	78	*	-	*	-	*	76	-	75
EL ◇	73	*	73	-	-	*	-	-	74	56	73
Male	76	80	76	*	-	-	-	*	76	62	68
Female	73	40	78	*	-	*	-	-	73	62	77
<b>Mathematics</b>											
All Students	76	67	78	50	*	*	-	*	76	61	75
CWD	61	*	63	40	-	-	-	-	62	61	60
CWOD	79	64	80	*	*	*	-	*	79	-	77
EL ◇	75	*	75	-	*	*	-	-	75	60	75
Male	77	60	79	*	*	-	-	*	75	67	74
Female	76	80	77	*	-	*	-	-	77	54	76

- Indicates there are no students in the group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<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
284	21	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	28	28	29	8	*	*	-	62	28	10	28
<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	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
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>											
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%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-	100%	-
<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%	100%	-
	CWOD	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>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%	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%	100%	100%	-

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CROW LEADERSHIP ACADEMY (220901103) - ARLINGTON ISD - TARRANT 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%	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%	0%	-
	Male	0%	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%	-
	CWD	0%	0%	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%	0%	-
	Male	0%	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	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%	-
Science	All Students	0%	0%	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	*	-	*	-	*	0%	*	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	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
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	12	3	8	1	0	0	0	0	4		
	Female	2	0	2	0	0	0	0	0	0		
	Total	14	3	10	1	0	0	0	0	4		
<b>Out-of-School Suspensions</b>												
	Male	16	1	13	2	0	0	0	0	4		
	Female	2	0	2	0	0	0	0	0	1		
	Total	18	1	15	2	0	0	0	0	5		
<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	2	0	0	2	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	0	2	0	0	0	0	0		1
<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	26	5	19	2	-8	-8	-8	-8	8	5	-8
	Female	17	-8	14	3	-8	-8	-8	-8	6	3	-8
	Total	43	5	33	5	-8	-8	-8	-8	14	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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.2	20.8%
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	0.8	2.1%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	*	1%
Mathematics	6,587	2%	48	1%	*	1%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	5%
Mathematics	6,408	2%	49	1%	*	5%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	8	1%
Reading	48,805	1%	354	1%	*	2%
Mathematics	43,293	1%	319	1%	*	2%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	22%	28%	21%	33%	*	*	-	*	22%	26%	16%

- 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 and 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%	68%	92%	*	85%	96%	-	*	-	80%	87%	95%	89%	93%	*	96%	88%	-	-	-	-	
	CWD	52%	42%	89%	*	-	88%	-	-	-	-	*	83%	89%	-	-	100%	*	-	-	-	-	
	CWOD	80%	72%	93%	*	85%	98%	-	*	-	80%	85%	96%	-	93%	*	95%	90%	-	-	-	-	
	EL	66%	64%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	74%	64%	96%	*	89%	97%	-	*	-	*	89%	97%	100%	95%	*	96%	-	-	-	-	-	
	Female	78%	71%	88%	*	82%	94%	-	-	-	*	86%	90%	*	90%	*	-	88%	-	-	-	-	
Mathematics	All Students	70%	61%	86%	*	80%	90%	-	*	-	80%	74%	91%	78%	87%	*	91%	79%	-	-	-	-	
	CWD	46%	38%	78%	*	-	75%	-	-	-	-	*	67%	78%	-	-	83%	*	-	-	-	-	
	CWOD	74%	64%	87%	*	80%	93%	-	*	-	80%	70%	94%	-	87%	*	92%	81%	-	-	-	-	
	EL	64%	61%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	72%	62%	91%	*	89%	91%	-	*	-	*	78%	94%	83%	92%	*	91%	-	-	-	-	-	
	Female	68%	59%	79%	*	73%	89%	-	-	-	*	71%	85%	*	81%	*	-	79%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	68%	88%	100%	92%	85%	-	*	-	*	86%	90%	83%	89%	88%	85%	91%	-	*	-	*	
	CWD	48%	39%	83%	-	*	*	-	-	-	-	*	*	83%	-	*	*	*	-	-	-	-	
	CWOD	81%	72%	89%	100%	91%	86%	-	*	-	*	84%	92%	-	89%	86%	87%	90%	-	*	-	*	
	EL	66%	63%	88%	*	*	*	-	*	-	-	86%	*	*	86%	88%	*	80%	-	*	-	-	
	Male	73%	64%	85%	*	80%	89%	-	-	-	*	77%	90%	*	87%	*	85%	-	-	*	-	-	
	Female	79%	72%	91%	*	100%	80%	-	*	-	*	91%	91%	*	90%	80%	-	91%	-	-	-	*	
Mathematics	All Students	68%	56%	91%	100%	100%	85%	-	*	-	*	89%	93%	83%	92%	88%	88%	93%	-	*	-	*	
	CWD	42%	32%	83%	-	*	*	-	-	-	-	*	*	83%	-	*	*	*	-	-	-	-	
	CWOD	73%	60%	92%	100%	100%	86%	-	*	-	*	88%	95%	-	92%	86%	90%	93%	-	*	-	*	
	EL	63%	58%	88%	*	*	*	-	*	-	-	86%	*	*	86%	88%	*	80%	-	*	-	-	
	Male	70%	58%	88%	*	100%	79%	-	-	-	*	85%	90%	*	90%	*	88%	-	-	*	-	-	
	Female	67%	55%	93%	*	100%	90%	-	*	-	*	91%	95%	*	93%	80%	-	93%	-	-	-	*	
Grade 5																							
Reading	All Students	80%	75%	92%	88%	95%	93%	-	100%	-	*	86%	96%	71%	94%	100%	98%	84%	-	*	-	*	
	CWD	50%	44%	71%	*	*	*	-	-	-	*	*	*	71%	-	*	100%	*	-	*	-	-	
	CWOD	85%	79%	94%	100%	95%	95%	-	100%	-	*	88%	98%	-	94%	100%	98%	90%	-	*	-	*	
	EL	71%	72%	100%	-	100%	-	-	*	-	-	*	*	*	100%	100%	*	100%	-	-	-	-	
	Male	77%	72%	98%	*	100%	100%	-	*	-	*	100%	97%	100%	98%	*	98%	-	-	-	-	*	
	Female	83%	78%	84%	*	90%	79%	-	*	-	*	73%	94%	*	90%	100%	-	84%	-	*	-	-	
Mathematics	All Students	76%	65%	87%	88%	86%	90%	-	100%	-	*	79%	92%	57%	90%	71%	87%	87%	-	*	-	*	
	CWD	50%	38%	57%	*	*	*	-	-	-	*	*	*	57%	-	*	60%	*	-	*	-	-	
	CWOD	80%	69%	90%	80%	90%	92%	-	100%	-	*	84%	93%	-	90%	83%	90%	90%	-	*	-	*	
	EL	70%	66%	71%	-	60%	-	-	*	-	-	*	*	*	83%	71%	*	100%	-	-	-	-	
	Male	75%	65%	87%	*	73%	96%	-	*	-	*	85%	88%	60%	90%	*	87%	-	-	-	-	*	
	Female	76%	66%	87%	*	100%	79%	-	*	-	*	73%	100%	*	90%	100%	-	87%	-	*	-	-	

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Science	All Students	65%	54%	87%	88%	86%	90%	-	100%	-	*	79%	92%	57%	90%	86%	91%	81%	-	*	-	*	
	CWD	40%	33%	57%	*	*	*	-	-	-	*	*	*	57%	-	*	60%	*	-	*	-	-	
	CWOD	69%	57%	90%	80%	90%	92%	-	100%	-	*	84%	93%	-	90%	100%	95%	83%	-	*	-	*	
	EL	52%	49%	86%	-	80%	-	-	*	-	-	*	*	*	100%	86%	*	100%	-	-	-	-	
	Male	67%	57%	91%	*	91%	96%	-	*	-	*	92%	91%	60%	95%	*	91%	-	-	-	-	*	
	Female	63%	52%	81%	*	80%	79%	-	*	-	*	67%	94%	*	83%	100%	-	81%	-	*	-	-	
Grade 6																							
Reading	All Students	69%	68%	77%	63%	65%	91%	*	*	-	*	72%	80%	80%	76%	63%	74%	80%	-	*	-	-	
	CWD	38%	38%	80%	*	*	100%	-	-	-	-	80%	80%	80%	-	-	100%	*	-	*	-	-	
	CWOD	74%	73%	76%	71%	63%	90%	*	*	-	*	71%	80%	-	76%	63%	70%	84%	-	*	-	-	
	EL	53%	61%	63%	*	60%	*	-	*	-	-	60%	*	-	63%	63%	*	67%	-	-	-	-	
	Male	66%	64%	74%	*	38%	88%	*	-	-	-	70%	78%	100%	70%	*	74%	-	-	*	-	-	
	Female	72%	72%	80%	*	80%	100%	-	*	-	*	75%	84%	*	84%	67%	-	80%	-	-	-	-	
Mathematics	All Students	72%	70%	85%	63%	70%	95%	*	*	-	*	86%	85%	70%	88%	75%	87%	83%	-	*	-	-	
	CWD	47%	47%	70%	*	*	100%	-	-	-	-	80%	60%	70%	-	-	100%	*	-	*	-	-	
	CWOD	76%	74%	88%	71%	74%	95%	*	*	-	*	87%	88%	-	88%	75%	85%	91%	-	*	-	-	
	EL	61%	69%	75%	*	60%	*	-	*	-	-	80%	*	-	75%	75%	*	83%	-	-	-	-	
	Male	73%	70%	87%	*	75%	94%	*	-	-	-	85%	89%	100%	85%	*	87%	-	-	*	-	-	
	Female	72%	70%	83%	*	67%	100%	-	*	-	*	88%	79%	*	91%	83%	-	83%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	63%	*	40%	73%	-	*	-	60%	35%	75%	67%	63%	*	69%	56%	-	-	-	-	
	CWD	30%	24%	67%	*	-	63%	-	-	-	-	*	67%	67%	-	-	83%	*	-	-	-	-	
	CWOD	54%	44%	63%	*	40%	74%	-	*	-	60%	30%	76%	-	63%	*	67%	58%	-	-	-	-	
	EL	37%	36%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	49%	40%	69%	*	44%	73%	-	*	-	*	33%	78%	83%	67%	*	69%	-	-	-	-	-	
	Female	52%	43%	56%	*	36%	72%	-	-	-	*	36%	70%	*	58%	*	-	56%	-	-	-	-	
Mathematics	All Students	42%	32%	59%	*	55%	63%	-	*	-	40%	35%	70%	44%	61%	*	73%	41%	-	-	-	-	
	CWD	27%	19%	44%	*	-	38%	-	-	-	-	*	33%	44%	-	-	67%	*	-	-	-	-	
	CWOD	45%	34%	61%	*	55%	67%	-	*	-	40%	30%	74%	-	61%	*	74%	45%	-	-	-	-	
	EL	35%	32%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	45%	35%	73%	*	67%	73%	-	*	-	*	44%	81%	67%	74%	*	73%	-	-	-	-	-	
	Female	39%	30%	41%	*	45%	44%	-	-	-	*	29%	50%	*	45%	*	-	41%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	45%	69%	100%	85%	56%	-	*	-	*	74%	64%	50%	70%	88%	64%	73%	-	*	-	*	
	CWD	29%	21%	50%	-	*	*	-	-	-	-	*	*	50%	-	*	*	*	-	-	-	-	
	CWOD	57%	48%	70%	100%	83%	61%	-	*	-	*	72%	69%	-	70%	86%	67%	73%	-	*	-	*	
	EL	41%	40%	88%	*	*	*	-	*	-	-	86%	*	*	86%	88%	*	80%	-	*	-	-	
	Male	51%	43%	64%	*	70%	58%	-	-	-	*	69%	60%	*	67%	*	64%	-	-	*	-	-	

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Reading	Female	55%	46%	73%	*	94%	55%	-	*	-	*	77%	68%	*	73%	80%	-	73%	-	-	-	*
Mathematics	All Students	42%	29%	64%	80%	69%	56%	-	*	-	*	60%	67%	50%	65%	50%	55%	70%	-	*	-	*
	CWD	25%	18%	50%	-	*	*	-	-	-	-	*	*	50%	-	*	*	*	-	-	-	-
	CWOD	45%	31%	65%	80%	65%	61%	-	*	-	*	56%	72%	-	65%	43%	57%	71%	-	*	-	*
	EL	34%	29%	50%	*	*	*	-	*	-	-	57%	*	*	43%	50%	*	60%	-	*	-	-
	Male	45%	32%	55%	*	60%	47%	-	-	-	*	54%	55%	*	57%	*	55%	-	-	*	-	-
	Female	38%	26%	70%	*	75%	65%	-	*	-	*	64%	77%	*	71%	60%	-	70%	-	-	-	*
Grade 5																						
Reading	All Students	57%	49%	82%	63%	76%	90%	-	100%	-	*	79%	84%	29%	87%	71%	85%	77%	-	*	-	*
	CWD	29%	22%	29%	*	*	*	-	-	-	*	*	*	29%	-	*	40%	*	-	*	-	-
	CWOD	61%	52%	87%	80%	80%	92%	-	100%	-	*	84%	89%	-	87%	83%	90%	83%	-	*	-	*
	EL	43%	44%	71%	-	60%	-	-	*	-	-	*	*	*	83%	71%	*	100%	-	-	-	-
	Male	53%	46%	85%	*	82%	96%	-	*	-	*	92%	82%	40%	90%	*	85%	-	-	-	-	*
	Female	60%	52%	77%	*	70%	79%	-	*	-	*	67%	88%	*	83%	100%	-	77%	-	*	-	-
Mathematics	All Students	47%	36%	51%	50%	38%	59%	-	60%	-	*	25%	66%	43%	52%	57%	55%	45%	-	*	-	*
	CWD	25%	17%	43%	*	*	*	-	-	-	*	*	*	43%	-	*	40%	*	-	*	-	-
	CWOD	50%	38%	52%	40%	40%	59%	-	60%	-	*	24%	67%	-	52%	67%	57%	45%	-	*	-	*
	EL	38%	35%	57%	-	40%	-	-	*	-	-	*	*	*	67%	57%	*	80%	-	-	-	-
	Male	48%	37%	55%	*	55%	59%	-	*	-	*	38%	62%	40%	57%	*	55%	-	-	-	-	*
	Female	46%	35%	45%	*	20%	57%	-	*	-	*	13%	75%	*	45%	80%	-	45%	-	*	-	-
Science	All Students	38%	28%	56%	50%	43%	63%	-	80%	-	*	43%	64%	29%	59%	29%	64%	45%	-	*	-	*
	CWD	23%	16%	29%	*	*	*	-	-	-	*	*	*	29%	-	*	20%	*	-	*	-	-
	CWOD	40%	29%	59%	40%	45%	67%	-	80%	-	*	44%	67%	-	59%	33%	69%	45%	-	*	-	*
	EL	24%	23%	29%	-	20%	-	-	*	-	-	*	*	*	33%	29%	*	40%	-	-	-	-
	Male	41%	31%	64%	*	64%	67%	-	*	-	*	62%	65%	20%	69%	*	64%	-	-	-	-	*
	Female	34%	24%	45%	*	20%	57%	-	*	-	*	27%	63%	*	45%	40%	-	45%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	55%	25%	39%	73%	*	*	-	*	44%	63%	60%	54%	38%	55%	54%	-	*	-	-
	CWD	21%	20%	60%	*	*	80%	-	-	-	-	80%	40%	60%	-	-	86%	*	-	*	-	-
	CWOD	46%	45%	54%	29%	37%	72%	*	*	-	*	39%	66%	-	54%	38%	50%	59%	-	*	-	-
	EL	24%	34%	38%	*	40%	*	-	*	-	-	20%	*	-	38%	38%	*	33%	-	-	-	-
	Male	40%	40%	55%	*	38%	68%	*	-	-	-	45%	63%	86%	50%	*	55%	-	-	*	-	-
	Female	45%	44%	54%	*	40%	90%	-	*	-	*	44%	63%	*	59%	33%	-	54%	-	-	-	-
Mathematics	All Students	38%	37%	52%	13%	43%	61%	*	*	-	*	42%	61%	60%	51%	50%	51%	54%	-	*	-	-
	CWD	20%	21%	60%	*	*	80%	-	-	-	-	60%	60%	60%	-	-	86%	*	-	*	-	-
	CWOD	41%	40%	51%	14%	42%	59%	*	*	-	*	39%	61%	-	51%	50%	45%	59%	-	*	-	-
	EL	24%	35%	50%	*	40%	*	-	*	-	-	40%	*	-	50%	50%	*	50%	-	-	-	-
	Male	40%	39%	51%	*	38%	59%	*	-	-	-	30%	67%	86%	45%	*	51%	-	-	*	-	-
	Female	36%	35%	54%	*	47%	70%	-	*	-	*	56%	53%	*	59%	50%	-	54%	-	-	-	-



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

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		State	District	Campus	African American	Hispanic	White	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%	14%	10%	*	0%	14%	-	*	-	*	0%	19%	*	10%	0%	-	10%	-	*	-	-
Science	All Students	17%	12%	29%	0%	29%	34%	-	40%	-	*	14%	38%	0%	32%	29%	34%	23%	-	*	-	*
	CWD	9%	6%	0%	*	*	*	-	-	-	*	*	*	0%	-	*	0%	*	-	*	-	-
	CWOD	19%	12%	32%	0%	30%	36%	-	40%	-	*	16%	41%	-	32%	33%	38%	24%	-	*	-	*
	EL	9%	8%	29%	-	20%	-	-	*	-	-	*	*	*	33%	29%	*	40%	-	-	-	-
	Male	20%	14%	34%	*	45%	37%	-	*	-	*	23%	38%	0%	38%	*	34%	-	-	-	-	*
	Female	15%	10%	23%	*	10%	29%	-	*	-	*	7%	38%	*	24%	40%	-	23%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	38%	13%	30%	48%	*	*	-	*	25%	48%	30%	39%	25%	38%	37%	-	*	-	-
	CWD	8%	7%	30%	*	*	20%	-	-	-	-	40%	20%	30%	-	-	43%	*	-	*	-	-
	CWOD	25%	23%	39%	14%	26%	51%	*	*	-	*	23%	51%	-	39%	25%	38%	41%	-	*	-	-
	EL	9%	15%	25%	*	20%	*	-	*	-	-	0%	*	-	25%	25%	*	17%	-	-	-	-
	Male	21%	19%	38%	*	38%	44%	*	-	-	-	25%	48%	43%	38%	*	38%	-	-	*	-	-
	Female	25%	23%	37%	*	27%	60%	-	*	-	*	25%	47%	*	41%	17%	-	37%	-	-	-	-
Mathematics	All Students	16%	16%	27%	0%	13%	39%	*	*	-	*	17%	35%	20%	28%	25%	30%	23%	-	*	-	-
	CWD	8%	9%	20%	*	*	20%	-	-	-	-	40%	0%	20%	-	-	29%	*	-	*	-	-
	CWOD	17%	17%	28%	0%	11%	41%	*	*	-	*	13%	39%	-	28%	25%	30%	25%	-	*	-	-
	EL	7%	14%	25%	*	20%	*	-	*	-	-	20%	*	-	25%	25%	*	17%	-	-	-	-
	Male	17%	18%	30%	*	13%	35%	*	-	-	-	20%	37%	29%	30%	*	30%	-	-	*	-	-
	Female	14%	13%	23%	*	13%	50%	-	*	-	*	13%	32%	*	25%	17%	-	23%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	87%	81%	85%	91%	*	93%	-	70%	82%	91%	75%	89%	80%	89%	86%	-	79%	-	100%
	CWD	44%	36%	75%	77%	71%	79%	-	-	-	*	77%	73%	75%	-	60%	85%	54%	-	57%	-	-
	CWOD	77%	70%	89%	83%	86%	92%	*	93%	-	73%	83%	92%	-	89%	82%	89%	88%	-	100%	-	100%
	EL	59%	58%	80%	*	73%	80%	-	93%	-	-	77%	86%	60%	82%	80%	75%	83%	-	*	-	-
	Male	71%	63%	89%	85%	83%	93%	*	100%	-	50%	84%	91%	85%	89%	75%	89%	-	-	100%	-	*
	Female	75%	68%	86%	79%	86%	87%	-	89%	-	81%	81%	90%	54%	88%	83%	-	86%	-	50%	-	*
Reading	All Students	74%	67%	87%	83%	84%	91%	*	83%	-	73%	82%	91%	81%	88%	81%	88%	86%	-	83%	-	*
	CWD	43%	35%	81%	60%	88%	83%	-	-	-	*	86%	78%	81%	-	*	95%	55%	-	*	-	-
	CWOD	78%	72%	88%	89%	84%	92%	*	83%	-	71%	81%	92%	-	88%	80%	87%	89%	-	*	-	*
	EL	57%	57%	81%	*	79%	80%	-	83%	-	-	78%	89%	*	80%	81%	89%	78%	-	*	-	-
	Male	70%	63%	88%	82%	79%	94%	*	*	-	60%	82%	91%	95%	87%	89%	88%	-	-	*	-	*
	Female	78%	73%	86%	83%	88%	87%	-	75%	-	80%	82%	90%	55%	89%	78%	-	86%	-	*	-	*
Mathematics	All Students	71%	64%	87%	78%	84%	90%	*	100%	-	73%	83%	90%	72%	89%	78%	88%	86%	-	83%	-	*
	CWD	44%	36%	72%	80%	63%	78%	-	-	-	*	79%	67%	72%	-	*	81%	55%	-	*	-	-
	CWOD	75%	67%	89%	78%	87%	92%	*	100%	-	79%	83%	93%	-	89%	80%	89%	89%	-	*	-	*
	EL	61%	61%	78%	*	64%	80%	-	100%	-	-	78%	78%	*	80%	78%	67%	83%	-	*	-	-
	Male	71%	63%	88%	82%	84%	91%	*	*	-	60%	84%	91%	81%	89%	67%	88%	-	-	*	-	*

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Mathematics	Female	71%	64%	86%	75%	85%	89%	-	100%	-	80%	82%	90%	55%	89%	83%	-	86%	-	*	-	*
Science	All Students	74%	66%	87%	88%	86%	90%	-	100%	-	*	79%	92%	57%	90%	86%	91%	81%	-	*	-	*
	CWD	47%	38%	57%	*	*	*	-	-	-	*	*	*	57%	-	*	60%	*	-	*	-	-
	CWOD	78%	69%	90%	80%	90%	92%	-	100%	-	*	84%	93%	-	90%	100%	95%	83%	-	*	-	-
	EL	58%	56%	86%	-	80%	-	-	*	-	-	*	*	*	100%	86%	*	100%	-	-	-	-
	Male	74%	65%	91%	*	91%	96%	-	*	-	*	92%	91%	60%	95%	*	91%	-	-	-	-	*
	Female	75%	66%	81%	*	80%	79%	-	*	-	*	67%	94%	*	83%	100%	-	81%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	61%	50%	55%	66%	*	79%	-	42%	50%	68%	49%	63%	52%	64%	58%	-	50%	-	80%
	CWD	23%	18%	49%	54%	59%	47%	-	-	-	*	65%	38%	49%	-	40%	60%	29%	-	57%	-	-
	CWOD	50%	42%	63%	49%	55%	68%	*	79%	-	47%	48%	72%	-	63%	54%	64%	61%	-	43%	-	80%
	EL	29%	30%	52%	*	42%	40%	-	86%	-	-	46%	64%	40%	54%	52%	45%	56%	-	*	-	-
	Male	45%	38%	64%	50%	59%	68%	*	82%	-	33%	51%	69%	60%	64%	45%	64%	-	-	75%	-	*
	Female	48%	41%	58%	50%	53%	64%	-	78%	-	48%	48%	67%	29%	61%	56%	-	58%	-	17%	-	*
Reading	All Students	52%	45%	67%	57%	61%	73%	*	83%	-	40%	59%	72%	53%	69%	59%	69%	65%	-	67%	-	*
	CWD	24%	19%	53%	40%	63%	56%	-	-	-	*	71%	39%	53%	-	*	67%	27%	-	*	-	-
	CWOD	56%	48%	69%	61%	61%	75%	*	83%	-	43%	57%	76%	-	69%	60%	69%	68%	-	*	-	*
	EL	31%	33%	59%	*	50%	60%	-	83%	-	-	50%	78%	*	60%	59%	56%	61%	-	*	-	-
	Male	47%	41%	69%	45%	61%	74%	*	*	-	40%	60%	73%	67%	69%	56%	69%	-	-	*	-	*
	Female	56%	49%	65%	67%	62%	71%	-	75%	-	40%	58%	71%	27%	68%	61%	-	65%	-	*	-	*
Mathematics	All Students	41%	33%	57%	43%	52%	60%	*	75%	-	47%	42%	66%	50%	57%	52%	59%	54%	-	50%	-	*
	CWD	22%	17%	50%	60%	63%	44%	-	-	-	*	64%	39%	50%	-	*	62%	27%	-	*	-	-
	CWOD	44%	35%	57%	39%	51%	62%	*	75%	-	50%	39%	69%	-	57%	52%	58%	56%	-	*	-	*
	EL	29%	29%	52%	*	43%	20%	-	100%	-	-	44%	67%	*	52%	52%	44%	56%	-	*	-	-
	Male	42%	34%	59%	55%	55%	61%	*	*	-	40%	40%	68%	62%	58%	44%	59%	-	-	*	-	*
	Female	40%	33%	54%	33%	50%	58%	-	88%	-	50%	43%	64%	27%	56%	56%	-	54%	-	*	-	*
Science	All Students	46%	37%	56%	50%	43%	63%	-	80%	-	*	43%	64%	29%	59%	29%	64%	45%	-	*	-	*
	CWD	23%	17%	29%	*	*	*	-	-	-	*	*	*	29%	-	*	20%	*	-	*	-	-
	CWOD	49%	39%	59%	40%	45%	67%	-	80%	-	*	44%	67%	-	59%	33%	69%	45%	-	*	-	*
	EL	25%	25%	29%	-	20%	-	-	*	-	-	*	*	*	33%	29%	*	40%	-	-	-	-
	Male	47%	37%	64%	*	64%	67%	-	*	-	*	62%	65%	20%	69%	*	64%	-	-	-	-	*
	Female	45%	36%	45%	*	20%	57%	-	*	-	*	27%	63%	*	45%	40%	-	45%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	35%	11%	29%	41%	*	45%	-	33%	22%	43%	17%	37%	31%	37%	33%	-	36%	-	0%
	CWD	9%	6%	17%	0%	29%	18%	-	-	-	*	19%	15%	17%	-	40%	21%	8%	-	43%	-	-
	CWOD	24%	18%	37%	15%	29%	43%	*	45%	-	37%	22%	46%	-	37%	30%	39%	35%	-	29%	-	0%
	EL	12%	12%	31%	*	21%	40%	-	50%	-	-	26%	41%	40%	30%	31%	35%	29%	-	*	-	-
	Male	21%	16%	37%	4%	31%	43%	*	45%	-	17%	21%	44%	21%	39%	35%	37%	-	-	50%	-	*
	Female	23%	18%	33%	18%	27%	38%	-	44%	-	43%	22%	42%	8%	35%	29%	-	33%	-	17%	-	*
Reading	All Students	25%	20%	45%	17%	42%	50%	*	67%	-	27%	30%	55%	22%	48%	41%	44%	46%	-	50%	-	*
	CWD	9%	6%	22%	0%	38%	22%	-	-	-	*	21%	22%	22%	-	*	29%	9%	-	*	-	-
	CWOD	27%	21%	48%	22%	43%	54%	*	67%	-	29%	31%	58%	-	48%	40%	46%	49%	-	*	-	*
	EL	13%	14%	41%	*	29%	60%	-	67%	-	-	28%	67%	*	40%	41%	44%	39%	-	*	-	-
	Male	22%	17%	44%	0%	42%	50%	*	*	-	0%	25%	53%	29%	46%	44%	44%	-	-	*	-	*
	Female	28%	22%	46%	33%	42%	50%	-	63%	-	40%	33%	57%	9%	49%	39%	-	46%	-	*	-	*
Mathematics	All Students	20%	14%	27%	9%	16%	33%	*	25%	-	40%	16%	34%	16%	28%	22%	30%	22%	-	33%	-	*
	CWD	9%	6%	16%	0%	25%	17%	-	-	-	*	21%	11%	16%	-	*	19%	9%	-	*	-	-
	CWOD	21%	16%	28%	11%	15%	35%	*	25%	-	43%	15%	36%	-	28%	20%	32%	23%	-	*	-	*
	EL	12%	12%	22%	*	14%	20%	-	33%	-	-	22%	22%	*	20%	22%	33%	17%	-	*	-	-
	Male	21%	15%	30%	9%	16%	36%	*	*	-	40%	16%	37%	19%	32%	33%	30%	-	-	*	-	*
	Female	19%	13%	22%	8%	15%	27%	-	25%	-	40%	15%	29%	9%	23%	17%	-	22%	-	*	-	*
Science	All Students	20%	15%	29%	0%	29%	34%	-	40%	-	*	14%	38%	0%	32%	29%	34%	23%	-	*	-	*
	CWD	8%	5%	0%	*	*	*	-	-	-	*	*	*	0%	-	*	0%	*	-	*	-	-
	CWOD	22%	16%	32%	0%	30%	36%	-	40%	-	*	16%	41%	-	32%	33%	38%	24%	-	*	-	*
	EL	7%	8%	29%	-	20%	-	-	*	-	-	*	*	*	33%	29%	*	40%	-	-	-	-
	Male	22%	15%	34%	*	45%	37%	-	*	-	*	23%	38%	0%	38%	*	34%	-	-	-	-	*
	Female	19%	14%	23%	*	10%	29%	-	*	-	*	7%	38%	*	24%	40%	-	23%	-	*	-	-

- 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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<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	82	89	91	79	*	78	-	65	79	78	89
CWD	78	*	88	56	-	-	-	*	83	78	*
CWOD	83	87	91	81	*	78	-	61	78	-	88
EL ◇	89	*	90	*	-	80	-	-	82	*	89
Male	81	89	90	79	*	*	-	*	78	79	83
Female	84	89	91	80	-	75	-	58	80	75	92
<b>Mathematics</b>											
All Students	77	89	77	77	*	72	-	65	73	75	76
CWD	75	*	50	88	-	-	-	*	56	75	*
CWOD	78	87	80	77	*	72	-	61	75	-	79
EL ◇	76	*	60	*	-	90	-	-	63	*	76
Male	74	89	70	75	*	*	-	*	62	71	67
Female	81	89	81	83	-	81	-	67	82	83	81

- 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
42	13	31%

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

**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	61	47	56	66	*	72	-	48	51	47	54
<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
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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	Y
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	Y		Y	Y					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y	N					N	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N	Y	Y
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											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%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
<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%	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%	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%	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%	-	*	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%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	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%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	*	-	-	-	*	*	*	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	*	*	*	0%	0%	*	0%	-
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	0%	*	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-	0%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
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	13	3	1	9	0	0	0	0	0		
	Female	4	2	2	0	0	0	0	0	1		
	Total	17	5	3	9	0	0	0	0	1		
<b>Out-of-School Suspensions</b>												
	Male	9	2	1	6	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	10	3	1	6	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	5	0	1	4	0	0	0	0	0		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	5	0	1	4	0	0	0	0	0		3
<b>Out-of-School Suspensions</b>												
	Male	4	1	0	3	0	0	0	0	0		4
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	1	0	3	0	0	0	0	0		4
<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	25	7	5	11	-8	1	-8	1	3	6	-8
	Female	15	5	3	7	-8	-8	-8	-8	2	1	-8
	Total	40	12	8	18	-8	1	-8	1	5	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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		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	16	0	4	8	0	1	0	3	1	1
	Female	2	0	0	2	0	0	0	0	0	0
	Total	18	0	4	10	0	1	0	3	1	1
<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	1.0	2.5%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.2	3.2%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	*	3%
Mathematics	6,587	2%	48	1%	*	3%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	3%
Mathematics	6,408	2%	49	1%	*	3%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	3%
Mathematics	6,205	2%	32	1%	*	3%
Science	6,200	2%	32	1%	*	3%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	5%
Mathematics	6,177	2%	59	1%	*	5%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	22	3%
Reading	48,805	1%	354	1%	10	3%
Mathematics	43,293	1%	319	1%	10	3%
Science	17,856	1%	118	1%	*	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	22%	13%	5%	*	0%	*	5%	17%	20%	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 and 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)

	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%
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											

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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)	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)

		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	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
<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	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
<b>Expulsions</b>												
With Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Without Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Under Zero Tolerance Policies	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
<b>School-Related Arrests</b>												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
<b>Referrals to Law Enforcement</b>												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</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>Out-of-School Suspensions</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>Expulsions</b>												
With Educational Services	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	Students with Disabilities (Section 504)
Without Educational Services	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
Under Zero Tolerance Policies	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>School-Related Arrests</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>Referrals to Law Enforcement</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>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-

	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	-9
On the basis of race	-9
On the basis of disability	-9
On the basis of sexual orientation	-9
On the basis of religion	-9

**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	239	119	60	34	1	9	0	16	65	2
	Female	242	108	65	46	2	8	0	13	69	0
	Total	481	227	125	80	3	17	0	29	134	2
<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	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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

State Level: 2019 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	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
		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: 2019 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 and 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)

	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%
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											

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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)	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)

		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	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
<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	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
<b>Expulsions</b>												
With Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Without Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Under Zero Tolerance Policies	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
<b>School-Related Arrests</b>												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
<b>Referrals to Law Enforcement</b>												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</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>Out-of-School Suspensions</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>Expulsions</b>												
With Educational Services	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	Students with Disabilities (Section 504)
Without Educational Services	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
Under Zero Tolerance Policies	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>School-Related Arrests</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>Referrals to Law Enforcement</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>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-

	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	-9
On the basis of race	-9
On the basis of disability	-9
On the basis of sexual orientation	-9
On the basis of religion	-9

**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	153	28	109	8	0	4	0	4	96	3
	Female	165	32	111	15	1	5	0	1	95	0
	Total	318	60	220	23	1	9	0	5	191	3
<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	1.0	10.1%
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.

**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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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

State Level: 2019 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	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
		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: 2019 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 and 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%	68%	59%	33%	63%	*	-	-	*	*	59%	*	20%	67%	62%	55%	64%	-	*	*	-	
	CWD	52%	42%	20%	-	22%	*	-	-	-	-	20%	-	20%	-	*	25%	*	-	-	*	-	
	CWOD	80%	72%	67%	33%	73%	*	-	-	*	*	67%	*	-	67%	67%	65%	69%	-	*	-	-	
	EL	66%	64%	62%	-	63%	*	-	-	-	*	59%	*	*	67%	62%	55%	71%	-	-	-	-	
	Male	74%	64%	55%	*	61%	*	-	-	-	-	53%	*	25%	65%	55%	55%	-	-	*	-	-	
	Female	78%	71%	64%	40%	67%	-	-	-	*	*	65%	*	*	69%	71%	-	64%	-	-	*	-	
Mathematics	All Students	70%	61%	61%	50%	63%	*	-	-	*	*	59%	*	20%	69%	65%	55%	68%	-	*	*	-	
	CWD	46%	38%	20%	-	22%	*	-	-	-	-	20%	-	20%	-	*	25%	*	-	-	*	-	
	CWOD	74%	64%	69%	50%	73%	*	-	-	*	*	67%	*	-	69%	70%	65%	73%	-	*	-	-	
	EL	64%	61%	65%	-	66%	*	-	-	-	*	63%	*	*	70%	65%	60%	71%	-	-	-	-	
	Male	72%	62%	55%	*	61%	*	-	-	-	-	53%	*	25%	65%	60%	55%	-	-	*	-	-	
	Female	68%	59%	68%	60%	67%	-	-	-	*	*	65%	*	*	73%	71%	-	68%	-	-	*	-	
Grade 4																							
Reading	All Students	76%	68%	49%	*	48%	*	*	*	-	*	48%	*	20%	51%	42%	44%	53%	-	*	-	-	
	CWD	48%	39%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	*	*	-	*	-	-	
	CWOD	81%	72%	51%	*	49%	*	*	*	-	*	50%	*	-	51%	42%	47%	54%	-	*	-	-	
	EL	66%	63%	42%	-	43%	-	-	*	-	-	42%	*	*	42%	42%	30%	54%	-	*	-	-	
	Male	73%	64%	44%	*	37%	*	-	-	-	*	45%	*	*	47%	30%	44%	-	-	*	-	-	
	Female	79%	72%	53%	*	58%	*	*	*	-	-	50%	*	*	54%	54%	-	53%	-	*	-	-	
Mathematics	All Students	68%	56%	58%	*	60%	*	*	*	-	*	58%	*	20%	61%	58%	53%	63%	-	*	-	-	
	CWD	42%	32%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	*	*	-	*	-	-	
	CWOD	73%	60%	61%	*	63%	*	*	*	-	*	61%	*	-	61%	60%	56%	66%	-	*	-	-	
	EL	63%	58%	58%	-	59%	-	-	*	-	-	57%	*	*	60%	58%	44%	71%	-	*	-	-	
	Male	70%	58%	53%	*	50%	*	-	-	-	*	52%	*	*	56%	44%	53%	-	-	*	-	-	
	Female	67%	55%	63%	*	70%	*	*	*	-	-	64%	*	*	66%	71%	-	63%	-	*	-	-	
Grade 5																							
Reading	All Students	80%	75%	85%	90%	87%	*	*	-	*	-	84%	100%	*	86%	86%	86%	84%	-	*	-	-	
	CWD	50%	44%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	85%	79%	86%	89%	88%	*	*	-	*	-	84%	100%	-	86%	87%	88%	83%	-	*	-	-	
	EL	71%	72%	86%	*	86%	-	-	-	-	-	85%	100%	*	87%	86%	89%	83%	-	*	-	-	
	Male	77%	72%	86%	*	90%	*	*	-	-	-	84%	100%	*	88%	89%	86%	-	-	*	-	-	
	Female	83%	78%	84%	88%	81%	*	-	-	*	-	83%	*	*	83%	83%	-	84%	-	-	-	-	
Mathematics	All Students	76%	65%	72%	70%	72%	*	*	-	*	-	70%	88%	*	71%	71%	66%	78%	-	*	-	-	
	CWD	50%	38%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	80%	69%	71%	67%	72%	*	*	-	*	-	70%	88%	-	71%	71%	66%	78%	-	*	-	-	
	EL	70%	66%	71%	*	71%	-	-	-	-	-	70%	83%	*	71%	71%	63%	83%	-	*	-	-	
	Male	75%	65%	66%	*	65%	*	*	-	-	-	63%	83%	*	66%	63%	66%	-	-	*	-	-	
	Female	76%	66%	78%	63%	81%	*	-	-	*	-	77%	*	*	78%	83%	-	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%	54%	33%	10%	36%	*	*	-	*	-	32%	50%	*	35%	34%	36%	30%	-	*	-	-
	CWD	40%	33%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	69%	57%	35%	11%	38%	*	*	-	*	-	33%	50%	-	35%	36%	39%	31%	-	*	-	-
	EL	52%	49%	34%	*	34%	-	-	-	-	-	32%	50%	*	36%	34%	31%	38%	-	*	-	-
	Male	67%	57%	36%	*	38%	*	*	-	-	-	34%	50%	*	39%	31%	36%	-	-	*	-	-
	Female	63%	52%	30%	13%	33%	*	-	-	*	-	29%	*	*	31%	38%	-	30%	-	-	-	-
Grade 6																						
Reading	All Students	69%	68%	53%	43%	54%	*	*	-	-	*	55%	*	13%	58%	55%	44%	65%	-	63%	*	-
	CWD	38%	38%	13%	*	20%	-	-	-	-	*	13%	-	13%	-	*	0%	*	-	*	-	-
	CWOD	74%	73%	58%	60%	57%	*	*	-	-	*	60%	*	-	58%	58%	51%	66%	-	67%	*	-
	EL	53%	61%	55%	*	57%	*	*	-	-	-	56%	*	*	58%	55%	55%	55%	-	*	*	-
	Male	66%	64%	44%	20%	51%	*	*	-	-	*	48%	*	0%	51%	55%	44%	-	-	*	-	-
	Female	72%	72%	65%	*	57%	*	-	-	-	*	64%	*	*	66%	55%	-	65%	-	100%	*	-
Mathematics	All Students	72%	70%	60%	57%	60%	*	*	-	-	*	62%	*	50%	61%	63%	53%	68%	-	63%	*	-
	CWD	47%	47%	50%	*	80%	-	-	-	-	*	50%	-	50%	-	*	50%	*	-	*	-	-
	CWOD	76%	74%	61%	80%	59%	*	*	-	-	*	63%	*	-	61%	60%	54%	69%	-	67%	*	-
	EL	61%	69%	63%	*	62%	*	*	-	-	-	65%	*	*	60%	63%	65%	60%	-	*	*	-
	Male	73%	70%	53%	40%	57%	*	*	-	-	*	58%	*	50%	54%	65%	53%	-	-	*	-	-
	Female	72%	70%	68%	*	64%	*	-	-	-	*	67%	*	*	69%	60%	-	68%	-	100%	*	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	34%	33%	35%	*	-	-	*	*	32%	*	0%	41%	38%	32%	36%	-	*	*	-
	CWD	30%	24%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	*	-
	CWOD	54%	44%	41%	33%	43%	*	-	-	*	*	39%	*	-	41%	43%	43%	38%	-	*	-	-
	EL	37%	36%	38%	-	38%	*	-	-	-	*	34%	*	*	43%	38%	40%	36%	-	-	-	-
	Male	49%	40%	32%	*	36%	*	-	-	-	-	30%	*	0%	43%	40%	32%	-	-	*	-	-
	Female	52%	43%	36%	40%	33%	-	-	-	*	*	35%	*	*	38%	36%	-	36%	-	-	*	-
Mathematics	All Students	42%	32%	34%	17%	37%	*	-	-	*	*	32%	*	0%	41%	35%	35%	32%	-	*	*	-
	CWD	27%	19%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	*	-
	CWOD	45%	34%	41%	17%	45%	*	-	-	*	*	39%	*	-	41%	40%	48%	35%	-	*	-	-
	EL	35%	32%	35%	-	38%	*	-	-	-	*	31%	*	*	40%	35%	40%	29%	-	-	-	-
	Male	45%	35%	35%	*	39%	*	-	-	-	-	33%	*	0%	48%	40%	35%	-	-	*	-	-
	Female	39%	30%	32%	20%	33%	-	-	-	*	*	31%	*	*	35%	29%	-	32%	-	-	*	-
Grade 4																						
Reading	All Students	53%	45%	25%	*	25%	*	*	*	-	*	25%	*	0%	27%	18%	18%	32%	-	*	-	-
	CWD	29%	21%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	57%	48%	27%	*	27%	*	*	*	-	*	27%	*	-	27%	19%	19%	34%	-	*	-	-
	EL	41%	40%	18%	-	19%	-	-	*	-	-	19%	*	*	19%	18%	11%	25%	-	*	-	-
	Male	51%	43%	18%	*	17%	*	-	-	-	*	18%	*	*	19%	11%	18%	-	-	*	-	-

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Reading	Female	55%	46%	32%	*	33%	*	*	*	-	-	31%	*	*	34%	25%	-	32%	-	*	-	-
Mathematics	All Students	42%	29%	22%	*	25%	*	*	*	-	*	22%	*	0%	24%	24%	26%	18%	-	*	-	-
	CWD	25%	18%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	45%	31%	24%	*	27%	*	*	*	-	*	23%	*	-	24%	25%	28%	20%	-	*	-	-
	EL	34%	29%	24%	-	24%	-	-	*	-	-	23%	*	*	25%	24%	26%	21%	-	*	-	-
	Male	45%	32%	26%	*	30%	*	-	-	-	*	24%	*	*	28%	26%	26%	-	-	*	-	-
	Female	38%	26%	18%	*	21%	*	*	*	-	-	19%	*	*	20%	21%	-	18%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	46%	30%	49%	*	*	-	*	-	42%	75%	*	47%	46%	39%	54%	-	*	-	-
	CWD	29%	22%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	61%	52%	47%	33%	50%	*	*	-	*	-	43%	75%	-	47%	47%	41%	53%	-	*	-	-
	EL	43%	44%	46%	*	47%	-	-	-	-	-	43%	67%	*	47%	46%	34%	63%	-	*	-	-
	Male	53%	46%	39%	*	40%	*	*	-	-	-	32%	83%	*	41%	34%	39%	-	-	*	-	-
	Female	60%	52%	54%	25%	63%	*	-	-	*	-	54%	*	*	53%	63%	-	54%	-	-	-	-
Mathematics	All Students	47%	36%	38%	30%	39%	*	*	-	*	-	37%	50%	*	38%	34%	43%	32%	-	*	-	-
	CWD	25%	17%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	50%	38%	38%	22%	39%	*	*	-	*	-	36%	50%	-	38%	33%	41%	33%	-	*	-	-
	EL	38%	35%	34%	*	33%	-	-	-	-	-	34%	33%	*	33%	34%	34%	33%	-	*	-	-
	Male	48%	37%	43%	*	40%	*	*	-	-	-	42%	50%	*	41%	34%	43%	-	-	*	-	-
	Female	46%	35%	32%	13%	37%	*	-	-	*	-	31%	*	*	33%	33%	-	32%	-	-	-	-
Science	All Students	38%	28%	12%	0%	13%	*	*	-	*	-	11%	25%	*	13%	12%	16%	8%	-	*	-	-
	CWD	23%	16%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	40%	29%	13%	0%	14%	*	*	-	*	-	12%	25%	-	13%	13%	17%	8%	-	*	-	-
	EL	24%	23%	12%	*	12%	-	-	-	-	-	11%	17%	*	13%	12%	14%	8%	-	*	-	-
	Male	41%	31%	16%	*	18%	*	*	-	-	-	16%	17%	*	17%	14%	16%	-	-	*	-	-
	Female	34%	24%	8%	0%	7%	*	-	-	*	-	6%	*	*	8%	8%	-	8%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	25%	14%	24%	*	*	-	-	*	25%	*	0%	28%	22%	21%	29%	-	13%	*	-
	CWD	21%	20%	0%	*	0%	-	-	-	-	*	0%	-	0%	-	*	0%	*	-	*	-	-
	CWOD	46%	45%	28%	20%	26%	*	*	-	-	*	28%	*	-	28%	23%	24%	31%	-	17%	*	-
	EL	24%	34%	22%	*	23%	*	*	-	-	-	21%	*	*	23%	22%	23%	20%	-	*	*	-
	Male	40%	40%	21%	0%	26%	*	*	-	-	*	23%	*	0%	24%	23%	21%	-	-	*	-	-
	Female	45%	44%	29%	*	21%	*	-	-	-	*	27%	*	*	31%	20%	-	29%	-	20%	*	-
Mathematics	All Students	38%	37%	21%	0%	22%	*	*	-	-	*	21%	*	13%	22%	22%	21%	21%	-	13%	*	-
	CWD	20%	21%	13%	*	20%	-	-	-	-	*	13%	-	13%	-	*	0%	*	-	*	-	-
	CWOD	41%	40%	22%	0%	22%	*	*	-	-	*	22%	*	-	22%	23%	24%	19%	-	0%	*	-
	EL	24%	35%	22%	*	21%	*	*	-	-	-	21%	*	*	23%	22%	26%	15%	-	*	*	-
	Male	40%	39%	21%	0%	23%	*	*	-	-	*	23%	*	0%	24%	26%	21%	-	-	*	-	-
	Female	36%	35%	21%	*	21%	*	-	-	-	*	18%	*	*	19%	15%	-	21%	-	20%	*	-

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



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Mathematics	Female	23%	14%	5%	13%	0%	*	-	-	*	-	6%	*	*	6%	0%	-	5%	-	-	-	-
Science	All Students	17%	12%	1%	0%	0%	*	*	-	*	-	1%	0%	*	1%	0%	0%	3%	-	*	-	-
	CWD	9%	6%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	19%	12%	1%	0%	0%	*	*	-	*	-	1%	0%	-	1%	0%	0%	3%	-	*	-	-
	EL	9%	8%	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	20%	14%	0%	*	0%	*	*	-	-	-	0%	0%	*	0%	0%	0%	-	-	*	-	-
	Female	15%	10%	3%	0%	0%	*	-	-	*	-	3%	*	*	3%	0%	-	3%	-	-	-	-
Grade 6																						
Reading	All Students	23%	21%	9%	0%	8%	*	*	-	-	*	10%	*	0%	10%	4%	7%	12%	-	0%	*	-
	CWD	8%	7%	0%	*	0%	-	-	-	-	*	0%	-	0%	-	*	0%	*	-	*	-	-
	CWOD	25%	23%	10%	0%	9%	*	*	-	-	*	11%	*	-	10%	4%	8%	13%	-	0%	*	-
	EL	9%	15%	4%	*	4%	*	*	-	-	-	4%	*	*	4%	4%	6%	0%	-	*	*	-
	Male	21%	19%	7%	0%	9%	*	*	-	-	*	8%	*	0%	8%	6%	7%	-	-	*	-	-
	Female	25%	23%	12%	*	7%	*	-	-	-	*	12%	*	*	13%	0%	-	12%	-	0%	*	-
Mathematics	All Students	16%	16%	3%	0%	3%	*	*	-	-	*	3%	*	0%	3%	2%	5%	0%	-	0%	*	-
	CWD	8%	9%	0%	*	0%	-	-	-	-	*	0%	-	0%	-	*	0%	*	-	*	-	-
	CWOD	17%	17%	3%	0%	3%	*	*	-	-	*	3%	*	-	3%	2%	5%	0%	-	0%	*	-
	EL	7%	14%	2%	*	2%	*	*	-	-	-	2%	*	*	2%	2%	3%	0%	-	*	*	-
	Male	17%	18%	5%	0%	6%	*	*	-	-	*	5%	*	0%	5%	3%	5%	-	-	*	-	-
	Female	14%	13%	0%	*	0%	*	-	-	-	*	0%	*	*	0%	0%	-	0%	-	0%	*	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	59%	48%	60%	63%	29%	*	80%	75%	58%	68%	29%	62%	59%	55%	63%	-	44%	*	-
	CWD	44%	36%	29%	22%	33%	*	-	-	-	*	29%	-	29%	-	41%	27%	35%	-	33%	*	-
	CWOD	77%	70%	62%	53%	63%	68%	29%	*	80%	100%	61%	68%	-	62%	61%	59%	65%	-	48%	*	-
	EL	59%	58%	59%	71%	60%	*	*	*	-	*	58%	72%	41%	61%	59%	55%	65%	-	18%	*	-
	Male	71%	63%	55%	40%	57%	54%	0%	-	-	*	55%	61%	27%	59%	55%	55%	-	-	13%	-	-
	Female	75%	68%	63%	52%	64%	73%	*	*	80%	*	62%	81%	35%	65%	65%	-	63%	-	83%	*	-
Reading	All Students	74%	67%	62%	58%	63%	55%	*	*	*	*	62%	72%	26%	66%	62%	59%	66%	-	46%	*	-
	CWD	43%	35%	26%	*	29%	*	-	-	-	*	26%	-	26%	-	36%	21%	38%	-	*	*	-
	CWOD	78%	72%	66%	64%	67%	60%	*	*	*	*	66%	72%	-	66%	64%	64%	68%	-	50%	*	-
	EL	57%	57%	62%	*	63%	*	*	*	-	*	61%	77%	36%	64%	62%	59%	65%	-	20%	*	-
	Male	70%	63%	59%	44%	62%	33%	*	-	-	*	58%	64%	21%	64%	59%	59%	-	-	14%	-	-
	Female	78%	73%	66%	65%	65%	80%	*	*	*	*	65%	86%	38%	68%	65%	-	66%	-	83%	*	-
Mathematics	All Students	71%	64%	63%	54%	64%	64%	*	*	*	*	62%	72%	37%	66%	64%	57%	69%	-	46%	*	-
	CWD	44%	36%	37%	*	43%	*	-	-	-	*	37%	-	37%	-	57%	37%	38%	-	*	*	-
	CWOD	75%	67%	66%	59%	66%	70%	*	*	*	*	65%	72%	-	66%	65%	60%	71%	-	50%	*	-
	EL	61%	61%	64%	*	64%	*	*	*	-	*	63%	77%	57%	65%	64%	58%	72%	-	20%	*	-
	Male	71%	63%	57%	44%	59%	67%	*	-	-	*	57%	64%	37%	60%	58%	57%	-	-	14%	-	-

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Mathematics	Female	71%	64%	69%	59%	71%	60%	*	*	*	*	68%	86%	38%	71%	72%	-	69%	-	83%	*	-
Science	All Students	74%	66%	33%	10%	36%	*	*	-	*	-	32%	50%	*	35%	34%	36%	30%	-	*	-	-
	CWD	47%	38%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	78%	69%	35%	11%	38%	*	*	-	*	-	33%	50%	-	35%	36%	39%	31%	-	*	-	-
	EL	58%	56%	34%	*	34%	-	-	-	-	-	32%	50%	*	36%	34%	31%	38%	-	*	-	-
	Male	74%	65%	36%	*	38%	*	*	-	-	-	34%	50%	*	39%	31%	36%	-	-	*	-	-
	Female	75%	66%	30%	13%	33%	*	-	-	*	-	29%	*	*	31%	38%	-	30%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	28%	16%	30%	42%	14%	*	20%	13%	27%	45%	7%	30%	27%	28%	29%	-	7%	*	-
	CWD	23%	18%	7%	11%	7%	*	-	-	-	*	7%	-	7%	-	9%	5%	12%	-	17%	*	-
	CWOD	50%	42%	30%	17%	32%	45%	14%	*	20%	17%	29%	45%	-	30%	28%	31%	30%	-	5%	*	-
	EL	29%	30%	27%	14%	28%	*	*	*	-	*	26%	44%	9%	28%	27%	27%	28%	-	0%	*	-
	Male	45%	38%	28%	15%	30%	23%	0%	-	-	*	27%	43%	5%	31%	27%	28%	-	-	0%	-	-
	Female	48%	41%	29%	17%	30%	64%	*	*	20%	*	28%	50%	12%	30%	28%	-	29%	-	17%	*	-
Reading	All Students	52%	45%	33%	23%	33%	45%	*	*	*	*	31%	56%	4%	35%	31%	28%	38%	-	8%	*	-
	CWD	24%	19%	4%	*	5%	*	-	-	-	*	4%	-	4%	-	7%	0%	13%	-	*	*	-
	CWOD	56%	48%	35%	27%	36%	50%	*	*	*	*	34%	56%	-	35%	32%	32%	40%	-	10%	*	-
	EL	31%	33%	31%	*	31%	*	*	*	-	*	29%	54%	7%	32%	31%	27%	36%	-	0%	*	-
	Male	47%	41%	28%	11%	30%	17%	*	-	-	*	26%	55%	0%	32%	27%	28%	-	-	0%	-	-
	Female	56%	49%	38%	29%	38%	80%	*	*	*	*	37%	57%	13%	40%	36%	-	38%	-	17%	*	-
Mathematics	All Students	41%	33%	29%	15%	31%	36%	*	*	*	*	28%	44%	11%	31%	28%	32%	26%	-	8%	*	-
	CWD	22%	17%	11%	*	10%	*	-	-	-	*	11%	-	11%	-	14%	11%	13%	-	*	*	-
	CWOD	44%	35%	31%	14%	33%	40%	*	*	*	*	30%	44%	-	31%	29%	35%	26%	-	0%	*	-
	EL	29%	29%	28%	*	28%	*	*	*	-	*	27%	46%	14%	29%	28%	31%	24%	-	0%	*	-
	Male	42%	34%	32%	22%	33%	33%	*	-	-	*	30%	45%	11%	35%	31%	32%	-	-	0%	-	-
	Female	40%	33%	26%	12%	28%	40%	*	*	*	*	25%	43%	13%	26%	24%	-	26%	-	17%	*	-
Science	All Students	46%	37%	12%	0%	13%	*	*	-	*	-	11%	25%	*	13%	12%	16%	8%	-	*	-	-
	CWD	23%	17%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	49%	39%	13%	0%	14%	*	*	-	*	-	12%	25%	-	13%	13%	17%	8%	-	*	-	-
	EL	25%	25%	12%	*	12%	-	-	-	-	-	11%	17%	*	13%	12%	14%	8%	-	*	-	-
	Male	47%	37%	16%	*	18%	*	*	-	-	-	16%	17%	*	17%	14%	16%	-	-	*	-	-
	Female	45%	36%	8%	0%	7%	*	-	-	*	-	6%	*	*	8%	8%	-	8%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	11%	6%	11%	25%	14%	*	0%	0%	10%	16%	3%	11%	9%	11%	10%	-	0%	*	-
	CWD	9%	6%	3%	11%	2%	*	-	-	-	*	3%	-	3%	-	6%	2%	6%	-	0%	*	-
	CWOD	24%	18%	11%	6%	12%	27%	14%	*	0%	0%	11%	16%	-	11%	9%	13%	10%	-	0%	*	-
	EL	12%	12%	9%	14%	9%	*	*	*	-	*	9%	13%	6%	9%	9%	10%	8%	-	0%	*	-
	Male	21%	16%	11%	5%	12%	8%	0%	-	-	*	11%	14%	2%	13%	10%	11%	-	-	0%	-	-
	Female	23%	18%	10%	7%	9%	45%	*	*	0%	*	9%	19%	6%	10%	8%	-	10%	-	0%	*	-
Reading	All Students	25%	20%	15%	8%	15%	36%	*	*	*	*	15%	22%	4%	16%	12%	13%	18%	-	0%	*	-
	CWD	9%	6%	4%	*	5%	*	-	-	-	*	4%	-	4%	-	7%	0%	13%	-	*	*	-
	CWOD	27%	21%	16%	9%	16%	40%	*	*	*	*	16%	22%	-	16%	12%	15%	18%	-	0%	*	-
	EL	13%	14%	12%	*	13%	*	*	*	-	*	12%	15%	7%	12%	12%	12%	13%	-	0%	*	-
	Male	22%	17%	13%	0%	14%	17%	*	-	-	*	13%	18%	0%	15%	12%	13%	-	-	0%	-	-
	Female	28%	22%	18%	12%	17%	60%	*	*	*	*	17%	29%	13%	18%	13%	-	18%	-	0%	*	-
Mathematics	All Students	20%	14%	9%	8%	10%	9%	*	*	*	*	8%	17%	4%	10%	9%	13%	4%	-	0%	*	-
	CWD	9%	6%	4%	*	0%	*	-	-	-	*	4%	-	4%	-	7%	5%	0%	-	*	*	-
	CWOD	21%	16%	10%	5%	10%	10%	*	*	*	*	9%	17%	-	10%	9%	14%	5%	-	0%	*	-
	EL	12%	12%	9%	*	8%	*	*	*	-	*	8%	15%	7%	9%	9%	12%	5%	-	0%	*	-
	Male	21%	15%	13%	11%	14%	0%	*	-	-	*	13%	18%	5%	14%	12%	13%	-	-	0%	-	-
	Female	19%	13%	4%	6%	4%	20%	*	*	*	*	4%	14%	0%	5%	5%	-	4%	-	0%	*	-
Science	All Students	20%	15%	1%	0%	0%	*	*	-	*	-	1%	0%	*	1%	0%	0%	3%	-	*	-	-
	CWD	8%	5%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	22%	16%	1%	0%	0%	*	*	-	*	-	1%	0%	-	1%	0%	0%	3%	-	*	-	-
	EL	7%	8%	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	22%	15%	0%	*	0%	*	*	-	-	-	0%	0%	*	0%	0%	0%	-	-	*	-	-
	Female	19%	14%	3%	0%	0%	*	-	-	*	-	3%	*	*	3%	0%	-	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)

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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	87	75	100	*	*	*	*	77	75	73
CWD	75	*	82	-	-	-	-	*	75	75	89
CWOD	77	100	74	100	*	*	*	*	77	-	72
EL ◇	73	*	73	*	-	*	-	-	73	89	73
Male	78	60	78	*	*	-	-	*	78	70	77
Female	76	100	71	100	*	*	*	*	75	83	69
<b>Mathematics</b>											
All Students	85	67	87	88	*	*	*	*	86	78	87
CWD	78	*	95	-	-	-	-	*	78	78	100
CWOD	86	82	86	88	*	*	*	*	87	-	86
EL ◇	87	*	87	*	*	*	-	-	88	100	87
Male	84	40	85	*	*	-	-	*	86	80	85
Female	87	80	89	80	*	*	*	*	87	75	90

- Indicates there are no students in the group.

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

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

This section provides information on high school graduation rates for the class of 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
318	35	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	33	23	34	43	19	*	33	29	32	13	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	N		N						Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
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>											
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%	-
	CWOD	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	100%	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	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%	100%	100%	-
	CWOD	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>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%	100%	100%	100%	100%	100%	100%	-

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Mathematics	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%	0%	0%	-
	CWD	0%	0%	0%	*	-	-	-	*	0%	-	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	0%	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	-	-	*	0%	-	0%	-	0%	0%	0%	-
	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%	-	0%	-
Mathematics	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%	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%	-
Science	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%	0%	-
	Male	0%	*	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
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	15	4	10	1	0	0	0	0	5		
	Female	3	2	1	0	0	0	0	0	2		
	Total	18	6	11	1	0	0	0	0	7		
<b>Out-of-School Suspensions</b>												
	Male	10	4	4	2	0	0	0	0	2		
	Female	2	0	1	0	0	0	0	1	1		
	Total	12	4	5	2	0	0	0	1	3		
<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	5	2	3	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	5	2	3	0	0	0	0	0	0		2
<b>Out-of-School Suspensions</b>												
	Male	5	2	2	0	0	0	0	1	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	5	2	2	0	0	0	0	1	0		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
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	43	10	27	6	-8	-8	-8	-8	13	6	-8
	Female	32	12	19	1	-8	-8	-8	-8	13	-8	-8
	Total	75	22	46	7	-8	-8	-8	-8	26	6	-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	31	5	25	1	0	0	0	0	16	0
	Female	32	4	27	1	0	0	0	0	17	0
	Total	63	9	52	2	0	0	0	0	33	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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	7.4%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.7	1.8%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	35%	52%	32%	46%	71%	*	*	43%	34%	44%	25%

- 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 and 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%	68%	43%	40%	42%	60%	-	-	-	*	41%	67%	14%	45%	44%	36%	53%	-	-	-	-
	CWD	52%	42%	14%	*	*	-	-	-	-	*	14%	-	14%	-	*	20%	*	-	-	-	-
	CWOD	80%	72%	45%	43%	46%	60%	-	-	-	*	43%	67%	-	45%	47%	38%	57%	-	-	-	-
	EL	66%	64%	44%	*	44%	*	-	-	-	-	42%	*	*	47%	44%	42%	47%	-	-	-	-
	Male	74%	64%	36%	25%	38%	*	-	-	-	*	33%	60%	20%	38%	42%	36%	-	-	-	-	-
	Female	78%	71%	53%	67%	48%	*	-	-	-	*	52%	*	*	57%	47%	-	53%	-	-	-	-
Mathematics	All Students	70%	61%	45%	28%	50%	60%	-	-	-	*	43%	67%	29%	47%	51%	44%	47%	-	-	-	-
	CWD	46%	38%	29%	*	*	-	-	-	-	*	29%	-	29%	-	*	40%	*	-	-	-	-
	CWOD	74%	64%	47%	30%	52%	60%	-	-	-	*	45%	67%	-	47%	53%	44%	50%	-	-	-	-
	EL	64%	61%	51%	*	54%	*	-	-	-	-	50%	*	*	53%	51%	62%	33%	-	-	-	-
	Male	72%	62%	44%	19%	55%	*	-	-	-	*	42%	60%	40%	44%	62%	44%	-	-	-	-	-
	Female	68%	59%	47%	44%	43%	*	-	-	-	*	45%	*	*	50%	33%	-	47%	-	-	-	-
Grade 4																						
Reading	All Students	76%	68%	40%	53%	31%	*	-	-	-	*	38%	67%	25%	43%	33%	31%	46%	-	-	-	-
	CWD	48%	39%	25%	*	0%	*	-	-	-	*	18%	*	25%	-	*	20%	29%	-	-	-	-
	CWOD	81%	72%	43%	69%	34%	*	-	-	-	-	41%	60%	-	43%	35%	33%	49%	-	-	-	-
	EL	66%	63%	33%	*	32%	-	-	-	-	-	31%	*	*	35%	33%	21%	42%	-	-	-	-
	Male	73%	64%	31%	60%	17%	*	-	-	-	-	30%	*	20%	33%	21%	31%	-	-	-	-	-
	Female	79%	72%	46%	50%	41%	*	-	-	-	*	43%	*	29%	49%	42%	-	46%	-	-	-	-
Mathematics	All Students	68%	56%	46%	47%	45%	*	-	-	-	*	45%	67%	25%	50%	49%	53%	42%	-	-	-	-
	CWD	42%	32%	25%	*	20%	*	-	-	-	*	18%	*	25%	-	*	40%	14%	-	-	-	-
	CWOD	73%	60%	50%	62%	47%	*	-	-	-	-	49%	60%	-	50%	49%	56%	46%	-	-	-	-
	EL	63%	58%	49%	*	48%	-	-	-	-	-	48%	*	*	49%	49%	68%	35%	-	-	-	-
	Male	70%	58%	53%	20%	58%	*	-	-	-	-	53%	*	40%	56%	68%	53%	-	-	-	-	-
	Female	67%	55%	42%	58%	35%	*	-	-	-	*	39%	*	14%	46%	35%	-	42%	-	-	-	-
Grade 5																						
Reading	All Students	80%	75%	70%	85%	61%	*	-	*	-	*	69%	*	43%	72%	60%	67%	73%	-	*	-	-
	CWD	50%	44%	43%	*	*	-	-	-	-	-	43%	-	43%	-	*	*	*	-	-	-	-
	CWOD	85%	79%	72%	94%	63%	*	-	*	-	*	72%	*	-	72%	61%	69%	75%	-	*	-	-
	EL	71%	72%	60%	*	56%	*	-	-	-	-	59%	*	*	61%	60%	57%	63%	-	*	-	-
	Male	77%	72%	67%	82%	56%	*	-	-	-	*	67%	-	*	69%	57%	67%	-	-	-	-	-
	Female	83%	78%	73%	89%	66%	*	-	*	-	-	72%	*	*	75%	63%	-	73%	-	*	-	-
Mathematics	All Students	76%	65%	58%	60%	56%	*	-	*	-	*	59%	*	0%	64%	60%	59%	58%	-	*	-	-
	CWD	50%	38%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	80%	69%	64%	75%	59%	*	-	*	-	*	65%	*	-	64%	61%	64%	64%	-	*	-	-
	EL	70%	66%	60%	*	58%	*	-	-	-	-	61%	*	*	61%	60%	57%	63%	-	*	-	-
	Male	75%	65%	59%	64%	56%	*	-	-	-	*	59%	-	*	64%	57%	59%	-	-	-	-	-
	Female	76%	66%	58%	56%	55%	*	-	*	-	-	59%	*	*	64%	63%	-	58%	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	65%	54%	37%	45%	32%	*	-	*	-	*	38%	*	0%	41%	30%	36%	38%	-	*	-	-	
	CWD	40%	33%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	
	CWOD	69%	57%	41%	56%	34%	*	-	*	-	*	41%	*	-	41%	31%	39%	43%	-	*	-	-	
	EL	52%	49%	30%	*	26%	*	-	-	-	-	31%	*	*	31%	30%	30%	30%	-	*	-	-	
	Male	67%	57%	36%	45%	32%	*	-	-	-	*	36%	-	*	39%	30%	36%	-	-	-	-	-	
	Female	63%	52%	38%	44%	32%	*	-	*	-	-	39%	*	*	43%	30%	-	38%	-	*	-	-	
Grade 6																							
Reading	All Students	69%	68%	47%	56%	38%	75%	-	-	-	*	46%	56%	22%	50%	30%	43%	53%	-	*	-	-	
	CWD	38%	38%	22%	*	20%	*	-	-	-	-	13%	*	22%	-	*	14%	*	-	-	-	-	
	CWOD	74%	73%	50%	69%	40%	71%	-	-	-	*	50%	50%	-	50%	33%	48%	53%	-	*	-	-	
	EL	53%	61%	30%	-	29%	*	-	-	-	-	28%	*	*	33%	30%	32%	27%	-	-	-	-	
	Male	66%	64%	43%	44%	38%	*	-	-	-	*	44%	33%	14%	48%	32%	43%	-	-	-	-	-	
	Female	72%	72%	53%	71%	37%	83%	-	-	-	-	48%	*	*	53%	27%	-	53%	-	*	-	-	
Mathematics	All Students	72%	70%	46%	38%	49%	38%	-	-	-	*	46%	44%	22%	49%	47%	49%	41%	-	*	-	-	
	CWD	47%	47%	22%	*	40%	*	-	-	-	-	25%	*	22%	-	*	29%	*	-	-	-	-	
	CWOD	76%	74%	49%	46%	50%	43%	-	-	-	*	48%	50%	-	49%	50%	53%	43%	-	*	-	-	
	EL	61%	69%	47%	-	46%	*	-	-	-	-	46%	*	*	50%	47%	54%	33%	-	-	-	-	
	Male	73%	70%	49%	22%	56%	*	-	-	-	*	51%	33%	29%	53%	54%	49%	-	-	-	-	-	
	Female	72%	70%	41%	57%	37%	33%	-	-	-	-	38%	*	*	43%	33%	-	41%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	23%	28%	18%	40%	-	-	-	*	24%	17%	14%	24%	15%	16%	34%	-	-	-	-	
	CWD	30%	24%	14%	*	*	-	-	-	-	*	14%	-	14%	-	*	20%	*	-	-	-	-	
	CWOD	54%	44%	24%	30%	20%	40%	-	-	-	*	25%	17%	-	24%	16%	16%	37%	-	-	-	-	
	EL	37%	36%	15%	*	15%	*	-	-	-	-	16%	*	*	16%	15%	15%	13%	-	-	-	-	
	Male	49%	40%	16%	13%	14%	*	-	-	-	*	16%	20%	20%	16%	15%	16%	-	-	-	-	-	
	Female	52%	43%	34%	56%	24%	*	-	-	-	*	35%	*	*	37%	13%	-	34%	-	-	-	-	
Mathematics	All Students	42%	32%	20%	16%	18%	40%	-	-	-	*	20%	17%	29%	19%	20%	22%	16%	-	-	-	-	
	CWD	27%	19%	29%	*	*	-	-	-	-	*	29%	-	29%	-	*	40%	*	-	-	-	-	
	CWOD	45%	34%	19%	17%	17%	40%	-	-	-	*	19%	17%	-	19%	18%	20%	17%	-	-	-	-	
	EL	35%	32%	20%	*	21%	*	-	-	-	-	21%	*	*	18%	20%	27%	7%	-	-	-	-	
	Male	45%	35%	22%	13%	24%	*	-	-	-	*	22%	20%	40%	20%	27%	22%	-	-	-	-	-	
	Female	39%	30%	16%	22%	10%	*	-	-	-	*	16%	*	*	17%	7%	-	16%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	45%	16%	35%	10%	*	-	-	-	*	16%	17%	0%	19%	11%	16%	17%	-	-	-	-	
	CWD	29%	21%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-	
	CWOD	57%	48%	19%	46%	11%	*	-	-	-	-	19%	20%	-	19%	12%	19%	20%	-	-	-	-	
	EL	41%	40%	11%	*	9%	-	-	-	-	-	12%	*	*	12%	11%	16%	8%	-	-	-	-	
	Male	51%	43%	16%	40%	8%	*	-	-	-	-	13%	*	0%	19%	16%	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
Reading	Female	55%	46%	17%	33%	12%	*	-	-	-	*	18%	*	0%	20%	8%	-	17%	-	-	-	-
Mathematics	All Students	42%	29%	16%	24%	16%	*	-	-	-	*	16%	17%	0%	19%	20%	22%	13%	-	-	-	-
	CWD	25%	18%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	45%	31%	19%	31%	17%	*	-	-	-	-	19%	20%	-	19%	21%	26%	15%	-	-	-	-
	EL	34%	29%	20%	*	18%	-	-	-	-	-	19%	*	*	21%	20%	37%	8%	-	-	-	-
	Male	45%	32%	22%	20%	25%	*	-	-	-	-	23%	*	0%	26%	37%	22%	-	-	-	-	-
	Female	38%	26%	13%	25%	9%	*	-	-	-	*	11%	*	0%	15%	8%	-	13%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	38%	55%	30%	*	-	*	-	*	38%	*	14%	40%	34%	33%	43%	-	*	-	-
	CWD	29%	22%	14%	*	*	-	-	-	-	-	14%	-	14%	-	*	*	*	-	-	-	-
	CWOD	61%	52%	40%	63%	31%	*	-	*	-	*	41%	*	-	40%	35%	36%	44%	-	*	-	-
	EL	43%	44%	34%	*	30%	*	-	-	-	-	35%	*	*	35%	34%	30%	38%	-	*	-	-
	Male	53%	46%	33%	55%	24%	*	-	-	-	*	33%	-	*	36%	30%	33%	-	-	-	-	-
	Female	60%	52%	43%	56%	34%	*	-	*	-	-	44%	*	*	44%	38%	-	43%	-	*	-	-
Mathematics	All Students	47%	36%	30%	35%	28%	*	-	*	-	*	31%	*	0%	33%	34%	31%	30%	-	*	-	-
	CWD	25%	17%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	50%	38%	33%	44%	29%	*	-	*	-	*	34%	*	-	33%	35%	33%	33%	-	*	-	-
	EL	38%	35%	34%	*	30%	*	-	-	-	-	35%	*	*	35%	34%	35%	33%	-	*	-	-
	Male	48%	37%	31%	45%	28%	*	-	-	-	*	31%	-	*	33%	35%	31%	-	-	-	-	-
	Female	46%	35%	30%	22%	28%	*	-	*	-	-	31%	*	*	33%	33%	-	30%	-	*	-	-
Science	All Students	38%	28%	13%	20%	9%	*	-	*	-	*	13%	*	0%	14%	15%	21%	5%	-	*	-	-
	CWD	23%	16%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	40%	29%	14%	25%	10%	*	-	*	-	*	14%	*	-	14%	16%	22%	6%	-	*	-	-
	EL	24%	23%	15%	*	10%	*	-	-	-	-	16%	*	*	16%	15%	26%	4%	-	*	-	-
	Male	41%	31%	21%	27%	20%	*	-	-	-	*	21%	-	*	22%	26%	21%	-	-	-	-	-
	Female	34%	24%	5%	11%	0%	*	-	*	-	-	5%	*	*	6%	4%	-	5%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	25%	31%	19%	38%	-	-	-	*	26%	22%	0%	29%	14%	19%	34%	-	*	-	-
	CWD	21%	20%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	46%	45%	29%	38%	21%	43%	-	-	-	*	29%	25%	-	29%	15%	23%	37%	-	*	-	-
	EL	24%	34%	14%	-	12%	*	-	-	-	-	15%	*	*	15%	14%	14%	13%	-	-	-	-
	Male	40%	40%	19%	11%	15%	*	-	-	-	*	22%	0%	0%	23%	14%	19%	-	-	-	-	-
	Female	45%	44%	34%	57%	26%	33%	-	-	-	-	31%	*	*	37%	13%	-	34%	-	*	-	-
Mathematics	All Students	38%	37%	14%	6%	13%	25%	-	-	-	*	14%	11%	0%	16%	12%	15%	13%	-	*	-	-
	CWD	20%	21%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	41%	40%	16%	8%	15%	29%	-	-	-	*	16%	13%	-	16%	13%	18%	13%	-	*	-	-
	EL	24%	35%	12%	-	12%	*	-	-	-	-	13%	*	*	13%	12%	11%	13%	-	-	-	-
	Male	40%	39%	15%	11%	15%	*	-	-	-	*	17%	0%	0%	18%	11%	15%	-	-	-	-	-
	Female	36%	35%	13%	0%	11%	33%	-	-	-	-	10%	*	*	13%	13%	-	13%	-	*	-	-

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STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	12%	16%	8%	40%	-	-	-	*	12%	17%	0%	13%	7%	6%	22%	-	-	-	-
	CWD	12%	8%	0%	*	*	-	-	-	-	*	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	32%	25%	13%	17%	9%	40%	-	-	-	*	13%	17%	-	13%	8%	7%	23%	-	-	-	-
	EL	19%	20%	7%	*	8%	*	-	-	-	-	8%	*	*	8%	7%	4%	13%	-	-	-	-
	Male	28%	21%	6%	6%	3%	*	-	-	-	*	4%	20%	0%	7%	4%	6%	-	-	-	-	-
	Female	31%	25%	22%	33%	14%	*	-	-	-	*	23%	*	*	23%	13%	-	22%	-	-	-	-
Mathematics	All Students	20%	14%	7%	8%	6%	0%	-	-	-	*	8%	0%	29%	5%	7%	8%	6%	-	-	-	-
	CWD	10%	6%	29%	*	*	-	-	-	-	*	29%	-	29%	-	*	40%	*	-	-	-	-
	CWOD	22%	15%	5%	9%	4%	0%	-	-	-	*	6%	0%	-	5%	5%	4%	7%	-	-	-	-
	EL	15%	15%	7%	*	8%	*	-	-	-	-	8%	*	*	5%	7%	8%	7%	-	-	-	-
	Male	23%	16%	8%	6%	7%	*	-	-	-	*	9%	0%	40%	4%	8%	8%	-	-	-	-	-
	Female	18%	12%	6%	11%	5%	*	-	-	-	*	6%	*	*	7%	7%	-	6%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	5%	12%	3%	*	-	-	-	*	5%	0%	0%	6%	2%	3%	6%	-	-	-	-
	CWD	10%	7%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	31%	24%	6%	15%	4%	*	-	-	-	-	6%	0%	-	6%	2%	4%	7%	-	-	-	-
	EL	18%	18%	2%	*	2%	-	-	-	-	-	2%	*	*	2%	2%	5%	0%	-	-	-	-
	Male	26%	22%	3%	0%	4%	*	-	-	-	-	3%	*	0%	4%	5%	3%	-	-	-	-	-
	Female	29%	22%	6%	17%	3%	*	-	-	-	*	7%	*	0%	7%	0%	-	6%	-	-	-	-
Mathematics	All Students	22%	14%	9%	12%	9%	*	-	-	-	*	9%	0%	0%	10%	11%	13%	6%	-	-	-	-
	CWD	10%	6%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	25%	15%	10%	15%	9%	*	-	-	-	-	11%	0%	-	10%	12%	15%	7%	-	-	-	-
	EL	16%	14%	11%	*	9%	-	-	-	-	-	12%	*	*	12%	11%	21%	4%	-	-	-	-
	Male	25%	16%	13%	20%	13%	*	-	-	-	-	13%	*	0%	15%	21%	13%	-	-	-	-	-
	Female	19%	12%	6%	8%	6%	*	-	-	-	*	7%	*	0%	7%	4%	-	6%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	27%	55%	15%	*	-	*	-	*	27%	*	14%	28%	23%	23%	30%	-	*	-	-
	CWD	12%	10%	14%	*	*	-	-	-	-	-	14%	-	14%	-	*	*	*	-	-	-	-
	CWOD	40%	32%	28%	63%	16%	*	-	*	-	*	28%	*	-	28%	24%	25%	31%	-	*	-	-
	EL	23%	25%	23%	*	19%	*	-	-	-	-	24%	*	*	24%	23%	22%	25%	-	*	-	-
	Male	32%	27%	23%	55%	12%	*	-	-	-	*	23%	-	*	25%	22%	23%	-	-	-	-	-
	Female	39%	31%	30%	56%	17%	*	-	*	-	-	31%	*	*	31%	25%	-	30%	-	*	-	-
Mathematics	All Students	24%	16%	8%	10%	6%	*	-	*	-	*	8%	*	0%	8%	11%	10%	5%	-	*	-	-
	CWD	9%	6%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	26%	17%	8%	13%	6%	*	-	*	-	*	8%	*	-	8%	11%	11%	6%	-	*	-	-
	EL	17%	15%	11%	*	7%	*	-	-	-	-	11%	*	*	11%	11%	17%	4%	-	*	-	-
	Male	25%	17%	10%	9%	12%	*	-	-	-	*	10%	-	*	11%	17%	10%	-	-	-	-	-

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Mathematics	Female	23%	14%	5%	11%	0%	*	-	*	-	-	5%	*	*	6%	4%	-	5%	-	*	-	-
Science	All Students	17%	12%	8%	15%	4%	*	-	*	-	*	8%	*	0%	8%	11%	10%	5%	-	*	-	-
	CWD	9%	6%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	19%	12%	8%	19%	4%	*	-	*	-	*	9%	*	-	8%	11%	11%	6%	-	*	-	-
	EL	9%	8%	11%	*	5%	*	-	-	-	-	11%	*	*	11%	11%	17%	4%	-	*	-	-
	Male	20%	14%	10%	18%	8%	*	-	-	-	*	10%	-	*	11%	17%	10%	-	-	-	-	-
	Female	15%	10%	5%	11%	0%	*	-	*	-	-	5%	*	*	6%	4%	-	5%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	6%	6%	6%	13%	-	-	-	*	6%	11%	0%	7%	5%	2%	13%	-	*	-	-
	CWD	8%	7%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	23%	7%	8%	6%	14%	-	-	-	*	6%	13%	-	7%	5%	3%	13%	-	*	-	-
	EL	9%	15%	5%	-	5%	*	-	-	-	-	5%	*	*	5%	5%	4%	7%	-	-	-	-
	Male	21%	19%	2%	0%	3%	*	-	-	-	*	2%	0%	0%	3%	4%	2%	-	-	-	-	-
	Female	25%	23%	13%	14%	11%	17%	-	-	-	-	10%	*	*	13%	7%	-	13%	-	*	-	-
Mathematics	All Students	16%	16%	1%	0%	2%	0%	-	-	-	*	1%	0%	0%	1%	2%	2%	0%	-	*	-	-
	CWD	8%	9%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	17%	1%	0%	2%	0%	-	-	-	*	2%	0%	-	1%	3%	3%	0%	-	*	-	-
	EL	7%	14%	2%	-	2%	*	-	-	-	-	3%	*	*	3%	2%	4%	0%	-	-	-	-
	Male	17%	18%	2%	0%	3%	*	-	-	-	*	2%	0%	0%	3%	4%	2%	-	-	-	-	-
	Female	14%	13%	0%	0%	0%	0%	-	-	-	-	0%	*	*	0%	0%	-	0%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	48%	49%	45%	67%	-	*	-	69%	47%	58%	21%	51%	45%	46%	50%	-	20%	-	-
	CWD	44%	36%	21%	7%	16%	83%	-	-	-	*	18%	*	21%	-	11%	23%	18%	-	-	-	-
	CWOD	77%	70%	51%	58%	47%	65%	-	*	-	67%	51%	56%	-	51%	47%	49%	53%	-	20%	-	-
	EL	59%	58%	45%	90%	44%	50%	-	-	-	-	44%	57%	11%	47%	45%	47%	43%	-	*	-	-
	Male	71%	63%	46%	41%	45%	63%	-	-	-	78%	46%	46%	23%	49%	47%	46%	-	-	-	-	-
	Female	75%	68%	50%	59%	44%	74%	-	*	-	*	48%	74%	18%	53%	43%	-	50%	-	20%	-	-
Reading	All Students	74%	67%	50%	58%	43%	80%	-	*	-	83%	49%	64%	26%	53%	42%	44%	56%	-	*	-	-
	CWD	43%	35%	26%	15%	12%	*	-	-	-	*	21%	*	26%	-	0%	20%	33%	-	-	-	-
	CWOD	78%	72%	53%	66%	45%	76%	-	*	-	*	52%	60%	-	53%	44%	47%	58%	-	*	-	-
	EL	57%	57%	42%	*	40%	60%	-	-	-	-	41%	64%	0%	44%	42%	39%	46%	-	*	-	-
	Male	70%	63%	44%	49%	38%	73%	-	-	-	*	44%	46%	20%	47%	39%	44%	-	-	-	-	-
	Female	78%	73%	56%	68%	49%	89%	-	*	-	*	54%	89%	33%	58%	46%	-	56%	-	*	-	-
Mathematics	All Students	71%	64%	49%	42%	50%	55%	-	*	-	67%	48%	55%	20%	52%	52%	51%	47%	-	*	-	-
	CWD	44%	36%	20%	0%	24%	*	-	-	-	*	18%	*	20%	-	22%	30%	7%	-	-	-	-
	CWOD	75%	67%	52%	51%	52%	53%	-	*	-	*	52%	55%	-	52%	53%	53%	51%	-	*	-	-
	EL	61%	61%	52%	*	51%	40%	-	-	-	-	52%	55%	22%	53%	52%	59%	43%	-	*	-	-
	Male	71%	63%	51%	32%	56%	55%	-	-	-	*	51%	46%	30%	53%	59%	51%	-	-	-	-	-



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Mathematics	Female	71%	64%	47%	54%	43%	56%	-	*	-	*	45%	67%	7%	51%	43%	-	47%	-	*	-	-	
Science	All Students	74%	66%	37%	45%	32%	*	-	*	-	*	38%	*	0%	41%	30%	36%	38%	-	*	-	-	
	CWD	47%	38%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	
	CWOD	78%	69%	41%	56%	34%	*	-	*	-	*	41%	*	-	41%	31%	39%	43%	-	*	-	-	
	EL	58%	56%	30%	*	26%	*	-	-	-	-	31%	*	*	31%	30%	30%	30%	-	*	-	-	
	Male	74%	65%	36%	45%	32%	*	-	-	-	*	36%	-	*	39%	30%	36%	-	-	-	-	-	
	Female	75%	66%	38%	44%	32%	*	-	*	-	-	39%	*	*	43%	30%	-	38%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	39%	22%	28%	18%	30%	-	*	-	46%	22%	16%	5%	24%	20%	21%	22%	-	20%	-	-	
	CWD	23%	18%	5%	3%	3%	0%	-	-	-	*	5%	*	5%	-	5%	7%	3%	-	-	-	-	
	CWOD	50%	42%	24%	33%	19%	35%	-	*	-	44%	24%	17%	-	24%	20%	23%	24%	-	20%	-	-	
	EL	29%	30%	20%	80%	18%	33%	-	-	-	-	21%	4%	5%	20%	20%	23%	16%	-	*	-	-	
	Male	45%	38%	21%	25%	19%	17%	-	-	-	67%	22%	12%	7%	23%	23%	21%	-	-	-	-	-	
	Female	48%	41%	22%	31%	17%	47%	-	*	-	*	22%	21%	3%	24%	16%	-	22%	-	20%	-	-	
Reading	All Students	52%	45%	26%	37%	19%	35%	-	*	-	67%	26%	18%	6%	28%	19%	21%	31%	-	*	-	-	
	CWD	24%	19%	6%	8%	0%	*	-	-	-	*	6%	*	6%	-	0%	5%	7%	-	-	-	-	
	CWOD	56%	48%	28%	43%	21%	41%	-	*	-	*	29%	20%	-	28%	20%	23%	34%	-	*	-	-	
	EL	31%	33%	19%	*	17%	40%	-	-	-	-	20%	0%	0%	20%	19%	19%	19%	-	*	-	-	
	Male	47%	41%	21%	27%	15%	27%	-	-	-	*	21%	15%	5%	23%	19%	21%	-	-	-	-	-	
	Female	56%	49%	31%	49%	23%	44%	-	*	-	*	31%	22%	7%	34%	19%	-	31%	-	*	-	-	
Mathematics	All Students	41%	33%	20%	21%	19%	25%	-	*	-	33%	20%	14%	6%	22%	22%	22%	18%	-	*	-	-	
	CWD	22%	17%	6%	0%	6%	*	-	-	-	*	6%	*	6%	-	11%	10%	0%	-	-	-	-	
	CWOD	44%	35%	22%	25%	20%	29%	-	*	-	*	22%	15%	-	22%	22%	24%	20%	-	*	-	-	
	EL	29%	29%	22%	*	20%	20%	-	-	-	-	22%	9%	11%	22%	22%	26%	16%	-	*	-	-	
	Male	42%	34%	22%	22%	22%	9%	-	-	-	*	23%	8%	10%	24%	26%	22%	-	-	-	-	-	
	Female	40%	33%	18%	19%	15%	44%	-	*	-	*	17%	22%	0%	20%	16%	-	18%	-	*	-	-	
Science	All Students	46%	37%	13%	20%	9%	*	-	*	-	*	13%	*	0%	14%	15%	21%	5%	-	*	-	-	
	CWD	23%	17%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	
	CWOD	49%	39%	14%	25%	10%	*	-	*	-	*	14%	*	-	14%	16%	22%	6%	-	*	-	-	
	EL	25%	25%	15%	*	10%	*	-	-	-	-	16%	*	*	16%	15%	26%	4%	-	*	-	-	
	Male	47%	37%	21%	27%	20%	*	-	-	-	*	21%	-	*	22%	26%	21%	-	-	-	-	-	
	Female	45%	36%	5%	11%	0%	*	-	*	-	-	5%	*	*	6%	4%	-	5%	-	*	-	-	
STAAR Percent at Masters Grade Level																							
All Grades																							

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All Subjects	All Students	22%	17%	9%	15%	6%	14%	-	*	-	8%	10%	4%	4%	10%	9%	8%	10%	-	0%	-	-
	CWD	9%	6%	4%	3%	3%	0%	-	-	-	*	4%	*	4%	-	5%	5%	3%	-	-	-	-
	CWOD	24%	18%	10%	18%	7%	16%	-	*	-	0%	10%	5%	-	10%	9%	9%	11%	-	0%	-	-
	EL	12%	12%	9%	60%	7%	25%	-	-	-	-	10%	0%	5%	9%	9%	11%	7%	-	*	-	-
	Male	21%	16%	8%	13%	7%	4%	-	-	-	11%	9%	4%	5%	9%	11%	8%	-	-	-	-	-
	Female	23%	18%	10%	18%	6%	26%	-	*	-	*	10%	5%	3%	11%	7%	-	10%	-	0%	-	-
Reading	All Students	25%	20%	13%	23%	8%	20%	-	*	-	0%	13%	9%	3%	14%	10%	8%	17%	-	*	-	-
	CWD	9%	6%	3%	8%	0%	*	-	-	-	*	3%	*	3%	-	0%	0%	7%	-	-	-	-
	CWOD	27%	21%	14%	26%	9%	24%	-	*	-	*	14%	10%	-	14%	10%	9%	18%	-	*	-	-
	EL	13%	14%	10%	*	8%	20%	-	-	-	-	10%	0%	0%	10%	10%	8%	11%	-	*	-	-
	Male	22%	17%	8%	17%	5%	9%	-	-	-	*	8%	8%	0%	9%	8%	8%	-	-	-	-	-
	Female	28%	22%	17%	30%	11%	33%	-	*	-	*	17%	11%	7%	18%	11%	-	17%	-	*	-	-
Mathematics	All Students	20%	14%	6%	8%	6%	5%	-	*	-	17%	7%	0%	6%	6%	8%	8%	5%	-	*	-	-
	CWD	9%	6%	6%	0%	6%	*	-	-	-	*	6%	*	6%	-	11%	10%	0%	-	-	-	-
	CWOD	21%	16%	6%	9%	6%	6%	-	*	-	*	7%	0%	-	6%	8%	7%	5%	-	*	-	-
	EL	12%	12%	8%	*	7%	20%	-	-	-	-	8%	0%	11%	8%	8%	11%	4%	-	*	-	-
	Male	21%	15%	8%	7%	8%	0%	-	-	-	*	8%	0%	10%	7%	11%	8%	-	-	-	-	-
	Female	19%	13%	5%	8%	3%	11%	-	*	-	*	5%	0%	0%	5%	4%	-	5%	-	*	-	-
Science	All Students	20%	15%	8%	15%	4%	*	-	*	-	*	8%	*	0%	8%	11%	10%	5%	-	*	-	-
	CWD	8%	5%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	22%	16%	8%	19%	4%	*	-	*	-	*	9%	*	-	8%	11%	11%	6%	-	*	-	-
	EL	7%	8%	11%	*	5%	*	-	-	-	-	11%	*	*	11%	11%	17%	4%	-	*	-	-
	Male	22%	15%	10%	18%	8%	*	-	-	-	*	10%	-	*	11%	17%	10%	-	-	-	-	-
	Female	19%	14%	5%	11%	0%	*	-	*	-	-	5%	*	*	6%	4%	-	5%	-	*	-	-

- 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	67	70	67	59	-	-	-	*	68	67	70
CWD	67	70	68	*	-	-	-	-	70	67	80
CWOD	67	70	67	63	-	-	-	*	67	-	70
EL ◇	70	*	69	*	-	-	-	-	71	80	70
Male	71	80	69	75	-	-	-	*	72	77	73
Female	62	62	64	40	-	-	-	-	63	55	66
<b>Mathematics</b>											
All Students	75	64	76	100	-	-	-	*	75	64	76
CWD	64	50	67	*	-	-	-	-	61	64	50
CWOD	76	67	77	100	-	-	-	*	77	-	77
EL ◇	76	*	75	*	-	-	-	-	75	50	76
Male	80	64	82	100	-	-	-	*	81	77	79
Female	70	63	70	100	-	-	-	-	68	50	72

- 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
304	14	5%

- 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	26	31	23	37	-	*	-	41	26	10	25
<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	Y	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	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<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											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%	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%	99%	-
	Male	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	99%	-	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%	100%	100%	-
	CWOD	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%	-	-
	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%	-
	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%	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%	-	-
	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%	0%	0%	1%	-
	Male	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	1%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	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%	-
Mathematics	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	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%	-
Science	All Students	1%	0%	2%	*	-	*	-	*	1%	*	0%	1%	2%	0%	2%	-
	CWD	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-
	CWOD	1%	0%	2%	*	-	*	-	*	1%	*	-	1%	2%	0%	3%	-
	EL	2%	*	2%	*	-	-	-	-	2%	*	*	2%	2%	0%	4%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	-	*	0%	0%	0%	-	-
	Female	2%	0%	3%	*	-	*	-	-	3%	*	*	3%	4%	-	2%	-

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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	43	17	19	7	0	0	0	0	14		
	Female	10	6	3	1	0	0	0	0	2		
	Total	53	23	22	8	0	0	0	0	16		
<b>Out-of-School Suspensions</b>												
	Male	20	9	10	1	0	0	0	0	7		
	Female	3	2	1	0	0	0	0	0	1		
	Total	23	11	11	1	0	0	0	0	8		
<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	8	2	4	2	0	0	0	0	2		0
	Female	3	2	0	1	0	0	0	0	0		2
	Total	11	4	4	3	0	0	0	0	2		2
<b>Out-of-School Suspensions</b>												
	Male	10	1	8	1	0	0	0	0	8		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	10	1	8	1	0	0	0	0	8		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	55	13	33	6	-8	1	-8	2	24	9	-8
	Female	38	9	24	4	-8	1	-8	-8	16	3	-8
	Total	93	22	57	10	-8	2	-8	2	40	12	-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	40	10	26	3	0	0	0	1	23	0
	Female	27	5	18	4	0	0	0	0	14	0
	Total	67	15	44	7	0	0	0	1	37	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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.9	4.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.5	3.5%

- 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%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

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

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

There is no data for this campus.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	26%	30%	26%	18%	*	0%	*	46%	26%	29%	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 and 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%	68%	59%	40%	59%	*	-	-	-	-	57%	*	20%	61%	59%	50%	69%	-	*	-	-	
	CWD	52%	42%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-	
	CWOD	80%	72%	61%	38%	62%	*	-	-	-	-	60%	*	-	61%	61%	51%	73%	-	*	-	-	
	EL	66%	64%	59%	-	59%	-	-	-	-	-	58%	*	*	61%	59%	47%	72%	-	-	-	-	
	Male	74%	64%	50%	43%	49%	*	-	-	-	-	49%	*	*	51%	47%	50%	-	-	*	-	-	
	Female	78%	71%	69%	*	70%	*	-	-	-	-	68%	*	*	73%	72%	-	69%	-	*	-	-	
Mathematics	All Students	70%	61%	43%	10%	49%	*	-	-	-	-	41%	*	0%	46%	54%	33%	55%	-	*	-	-	
	CWD	46%	38%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	
	CWOD	74%	64%	46%	13%	51%	*	-	-	-	-	44%	*	-	46%	56%	36%	58%	-	*	-	-	
	EL	64%	61%	54%	-	54%	-	-	-	-	-	53%	*	*	56%	54%	41%	69%	-	-	-	-	
	Male	72%	62%	33%	0%	38%	*	-	-	-	-	32%	*	*	36%	41%	33%	-	-	*	-	-	
	Female	68%	59%	55%	*	59%	*	-	-	-	-	53%	*	*	58%	69%	-	55%	-	*	-	-	
Grade 4																							
Reading	All Students	76%	68%	42%	0%	43%	*	*	*	-	*	45%	0%	33%	42%	45%	30%	52%	-	*	-	*	
	CWD	48%	39%	33%	*	*	*	-	-	-	*	33%	-	33%	-	*	*	*	-	-	-	-	
	CWOD	81%	72%	42%	0%	43%	*	*	*	-	*	46%	0%	-	42%	45%	29%	54%	-	*	-	*	
	EL	66%	63%	45%	*	44%	-	*	*	-	-	48%	*	*	45%	45%	30%	58%	-	-	-	*	
	Male	73%	64%	30%	*	28%	-	-	-	-	*	34%	0%	*	29%	30%	30%	-	-	*	-	-	
	Female	79%	72%	52%	*	58%	*	*	*	-	*	54%	*	*	54%	58%	-	52%	-	*	-	*	
Mathematics	All Students	68%	56%	42%	14%	44%	*	*	*	-	*	42%	33%	17%	44%	48%	51%	33%	-	*	-	*	
	CWD	42%	32%	17%	*	*	*	-	-	-	*	17%	-	17%	-	*	*	*	-	-	-	-	
	CWOD	73%	60%	44%	17%	45%	*	*	*	-	*	45%	33%	-	44%	49%	53%	36%	-	*	-	*	
	EL	63%	58%	48%	*	47%	-	*	*	-	-	48%	*	*	49%	48%	59%	39%	-	-	-	*	
	Male	70%	58%	51%	*	53%	-	-	-	-	*	53%	40%	*	53%	59%	51%	-	-	*	-	-	
	Female	67%	55%	33%	*	35%	*	*	*	-	*	34%	*	*	36%	39%	-	33%	-	*	-	*	
Grade 5																							
Reading	All Students	80%	75%	60%	45%	59%	80%	-	*	-	*	62%	42%	*	62%	57%	58%	61%	-	*	-	-	
	CWD	50%	44%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	85%	79%	62%	50%	61%	80%	-	*	-	*	65%	42%	-	62%	59%	61%	62%	-	*	-	-	
	EL	71%	72%	57%	*	56%	*	-	*	-	-	58%	40%	*	59%	57%	50%	61%	-	*	-	-	
	Male	77%	72%	58%	50%	55%	*	-	*	-	*	59%	*	*	61%	50%	58%	-	-	*	-	-	
	Female	83%	78%	61%	40%	62%	*	-	-	-	-	65%	38%	*	62%	61%	-	61%	-	*	-	-	
Mathematics	All Students	76%	65%	56%	36%	61%	60%	-	*	-	*	56%	58%	*	56%	59%	53%	59%	-	*	-	-	
	CWD	50%	38%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	80%	69%	56%	40%	59%	60%	-	*	-	*	56%	58%	-	56%	57%	54%	58%	-	*	-	-	
	EL	70%	66%	59%	*	59%	*	-	*	-	-	58%	60%	*	57%	59%	55%	61%	-	*	-	-	
	Male	75%	65%	53%	17%	65%	*	-	*	-	*	54%	*	*	54%	55%	53%	-	-	*	-	-	
	Female	76%	66%	59%	60%	58%	*	-	-	-	-	58%	63%	*	58%	61%	-	59%	-	*	-	-	

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Science	All Students	65%	54%	40%	27%	39%	60%	-	*	-	*	41%	33%	*	42%	40%	47%	35%	-	*	-	-
	CWD	40%	33%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	69%	57%	42%	30%	41%	60%	-	*	-	*	43%	33%	-	42%	41%	49%	36%	-	*	-	-
	EL	52%	49%	40%	*	37%	*	-	*	-	-	42%	20%	*	41%	40%	50%	33%	-	*	-	-
	Male	67%	57%	47%	17%	48%	*	-	*	-	*	46%	*	*	49%	50%	47%	-	-	*	-	-
	Female	63%	52%	35%	40%	33%	*	-	-	-	-	37%	25%	*	36%	33%	-	35%	-	*	-	-
Grade 6																						
Reading	All Students	69%	68%	44%	40%	45%	*	-	-	-	-	45%	33%	30%	46%	41%	36%	53%	-	*	*	-
	CWD	38%	38%	30%	*	43%	*	-	-	-	-	33%	*	30%	-	*	14%	*	-	-	-	-
	CWOD	74%	73%	46%	50%	45%	-	-	-	-	-	46%	40%	-	46%	40%	40%	53%	-	*	*	-
	EL	53%	61%	41%	-	41%	-	-	-	-	-	42%	*	*	40%	41%	35%	47%	-	-	-	-
	Male	66%	64%	36%	29%	37%	-	-	-	-	-	35%	*	14%	40%	35%	36%	-	-	*	*	-
	Female	72%	72%	53%	*	54%	*	-	-	-	-	56%	*	*	53%	47%	-	53%	-	*	-	-
Mathematics	All Students	72%	70%	63%	40%	67%	*	-	-	-	-	66%	33%	10%	70%	67%	62%	65%	-	*	*	-
	CWD	47%	47%	10%	*	14%	*	-	-	-	-	11%	*	10%	-	*	0%	*	-	-	-	-
	CWOD	76%	74%	70%	50%	72%	-	-	-	-	-	72%	40%	-	70%	68%	72%	68%	-	*	*	-
	EL	61%	69%	67%	-	67%	-	-	-	-	-	69%	*	*	68%	67%	71%	63%	-	-	-	-
	Male	73%	70%	62%	29%	67%	-	-	-	-	-	65%	*	0%	72%	71%	62%	-	-	*	*	-
	Female	72%	70%	65%	*	67%	*	-	-	-	-	66%	*	*	68%	63%	-	65%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	22%	20%	21%	*	-	-	-	-	21%	*	20%	22%	20%	21%	24%	-	*	-	-
	CWD	30%	24%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-
	CWOD	54%	44%	22%	13%	22%	*	-	-	-	-	21%	*	-	22%	20%	20%	25%	-	*	-	-
	EL	37%	36%	20%	-	20%	-	-	-	-	-	17%	*	*	20%	20%	16%	24%	-	-	-	-
	Male	49%	40%	21%	29%	18%	*	-	-	-	-	21%	*	*	20%	16%	21%	-	-	*	-	-
	Female	52%	43%	24%	*	24%	*	-	-	-	-	20%	*	*	25%	24%	-	24%	-	*	-	-
Mathematics	All Students	42%	32%	18%	0%	21%	*	-	-	-	-	16%	*	0%	19%	23%	15%	21%	-	*	-	-
	CWD	27%	19%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	45%	34%	19%	0%	22%	*	-	-	-	-	17%	*	-	19%	24%	16%	23%	-	*	-	-
	EL	35%	32%	23%	-	23%	-	-	-	-	-	20%	*	*	24%	23%	19%	28%	-	-	-	-
	Male	45%	35%	15%	0%	18%	*	-	-	-	-	15%	*	*	16%	19%	15%	-	-	*	-	-
	Female	39%	30%	21%	*	24%	*	-	-	-	-	18%	*	*	23%	28%	-	21%	-	*	-	-
Grade 4																						
Reading	All Students	53%	45%	15%	0%	14%	*	*	*	-	*	16%	0%	17%	15%	14%	19%	12%	-	*	-	*
	CWD	29%	21%	17%	*	*	*	-	-	-	*	17%	-	17%	-	*	*	*	-	-	-	-
	CWOD	57%	48%	15%	0%	13%	*	*	*	-	*	16%	0%	-	15%	13%	18%	13%	-	*	-	*
	EL	41%	40%	14%	*	15%	-	*	*	-	-	15%	*	*	13%	14%	15%	13%	-	-	-	*
	Male	51%	43%	19%	*	16%	-	-	-	-	*	22%	0%	*	18%	15%	19%	-	-	*	-	-

Texas Education Agency  
2022 Federal Report Card  
SPEER EL (220901112) - ARLINGTON ISD - TARRANT 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%	46%	12%	*	13%	*	*	*	-	*	12%	*	*	13%	13%	-	12%	-	*	-	*
Mathematics	All Students	42%	29%	18%	14%	16%	*	*	*	-	*	19%	0%	17%	18%	17%	24%	12%	-	*	-	*
	CWD	25%	18%	17%	*	*	*	-	-	-	*	17%	-	17%	-	*	*	*	-	-	-	-
	CWOD	45%	31%	18%	17%	15%	*	*	*	-	*	19%	0%	-	18%	16%	24%	13%	-	*	-	*
	EL	34%	29%	17%	*	16%	-	*	*	-	-	19%	*	*	16%	17%	22%	13%	-	-	-	*
	Male	45%	32%	24%	*	22%	-	-	-	-	*	28%	0%	*	24%	22%	24%	-	-	*	-	-
	Female	38%	26%	12%	*	10%	*	*	*	-	*	12%	*	*	13%	13%	-	12%	-	*	-	*
Grade 5																						
Reading	All Students	57%	49%	32%	18%	33%	20%	-	*	-	*	33%	25%	*	33%	29%	33%	31%	-	*	-	-
	CWD	29%	22%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	61%	52%	33%	20%	34%	20%	-	*	-	*	34%	25%	-	33%	30%	34%	32%	-	*	-	-
	EL	43%	44%	29%	*	30%	*	-	*	-	-	30%	20%	*	30%	29%	32%	28%	-	*	-	-
	Male	53%	46%	33%	0%	35%	*	-	*	-	*	33%	*	*	34%	32%	33%	-	-	*	-	-
	Female	60%	52%	31%	40%	31%	*	-	-	-	-	33%	25%	*	32%	28%	-	31%	-	*	-	-
Mathematics	All Students	47%	36%	21%	18%	22%	20%	-	*	-	*	21%	25%	*	22%	21%	23%	20%	-	*	-	-
	CWD	25%	17%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	50%	38%	22%	20%	23%	20%	-	*	-	*	22%	25%	-	22%	21%	24%	20%	-	*	-	-
	EL	38%	35%	21%	*	20%	*	-	*	-	-	21%	20%	*	21%	21%	27%	17%	-	*	-	-
	Male	48%	37%	23%	17%	26%	*	-	*	-	*	23%	*	*	24%	27%	23%	-	-	*	-	-
	Female	46%	35%	20%	20%	20%	*	-	-	-	-	19%	25%	*	20%	17%	-	20%	-	*	-	-
Science	All Students	38%	28%	14%	0%	14%	20%	-	*	-	*	13%	17%	*	14%	12%	19%	10%	-	*	-	-
	CWD	23%	16%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	40%	29%	14%	0%	15%	20%	-	*	-	*	14%	17%	-	14%	13%	20%	10%	-	*	-	-
	EL	24%	23%	12%	*	13%	*	-	*	-	-	11%	20%	*	13%	12%	18%	8%	-	*	-	-
	Male	41%	31%	19%	0%	19%	*	-	*	-	*	18%	*	*	20%	18%	19%	-	-	*	-	-
	Female	34%	24%	10%	0%	11%	*	-	-	-	-	9%	13%	*	10%	8%	-	10%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	19%	20%	20%	*	-	-	-	-	21%	0%	10%	20%	17%	16%	23%	-	*	*	-
	CWD	21%	20%	10%	*	14%	*	-	-	-	-	11%	*	10%	-	*	0%	*	-	-	-	-
	CWOD	46%	45%	20%	25%	20%	-	-	-	-	-	22%	0%	-	20%	16%	19%	23%	-	*	*	-
	EL	24%	34%	17%	-	17%	-	-	-	-	-	18%	*	*	16%	17%	12%	22%	-	-	-	-
	Male	40%	40%	16%	29%	14%	-	-	-	-	-	17%	*	0%	19%	12%	16%	-	-	*	*	-
	Female	45%	44%	23%	*	26%	*	-	-	-	-	24%	*	*	23%	22%	-	23%	-	*	-	-
Mathematics	All Students	38%	37%	27%	20%	28%	*	-	-	-	-	29%	0%	10%	29%	26%	24%	30%	-	*	*	-
	CWD	20%	21%	10%	*	14%	*	-	-	-	-	11%	*	10%	-	*	0%	*	-	-	-	-
	CWOD	41%	40%	29%	25%	29%	-	-	-	-	-	31%	0%	-	29%	25%	28%	30%	-	*	*	-
	EL	24%	35%	26%	-	26%	-	-	-	-	-	27%	*	*	25%	26%	26%	25%	-	-	-	-
	Male	40%	39%	24%	29%	23%	-	-	-	-	-	26%	*	0%	28%	26%	24%	-	-	*	*	-
	Female	36%	35%	30%	*	33%	*	-	-	-	-	32%	*	*	30%	25%	-	30%	-	*	-	-

Texas Education Agency  
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SPEER EL (220901112) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	10%	0%	11%	*	-	-	-	-	8%	*	0%	11%	10%	4%	17%	-	*	-	-
	CWD	12%	8%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	32%	25%	11%	0%	11%	*	-	-	-	-	9%	*	-	11%	10%	4%	18%	-	*	-	-
	EL	19%	20%	10%	-	10%	-	-	-	-	-	7%	*	*	10%	10%	6%	14%	-	-	-	-
	Male	28%	21%	4%	0%	5%	*	-	-	-	-	4%	*	*	4%	6%	4%	-	-	*	-	-
	Female	31%	25%	17%	*	16%	*	-	-	-	-	13%	*	*	18%	14%	-	17%	-	*	-	-
Mathematics	All Students	20%	14%	6%	0%	7%	*	-	-	-	-	3%	*	0%	6%	8%	2%	10%	-	*	-	-
	CWD	10%	6%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	22%	15%	6%	0%	7%	*	-	-	-	-	4%	*	-	6%	8%	2%	10%	-	*	-	-
	EL	15%	15%	8%	-	8%	-	-	-	-	-	5%	*	*	8%	8%	3%	14%	-	-	-	-
	Male	23%	16%	2%	0%	3%	*	-	-	-	-	2%	*	*	2%	3%	2%	-	-	*	-	-
	Female	18%	12%	10%	*	11%	*	-	-	-	-	5%	*	*	10%	14%	-	10%	-	*	-	-
Grade 4																						
Reading	All Students	28%	22%	6%	0%	5%	*	*	*	-	*	7%	0%	0%	7%	5%	8%	5%	-	*	-	*
	CWD	10%	7%	0%	*	*	*	-	-	-	*	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	31%	24%	7%	0%	5%	*	*	*	-	*	7%	0%	-	7%	5%	9%	5%	-	*	-	*
	EL	18%	18%	5%	*	5%	-	*	*	-	-	6%	*	*	5%	5%	4%	6%	-	-	-	*
	Male	26%	22%	8%	*	3%	-	-	-	-	*	9%	0%	*	9%	4%	8%	-	-	*	-	-
	Female	29%	22%	5%	*	6%	*	*	*	-	*	5%	*	*	5%	6%	-	5%	-	*	-	*
Mathematics	All Students	22%	14%	8%	0%	8%	*	*	*	-	*	8%	0%	17%	7%	7%	11%	5%	-	*	-	*
	CWD	10%	6%	17%	*	*	*	-	-	-	*	17%	-	17%	-	*	*	*	-	-	-	-
	CWOD	25%	15%	7%	0%	7%	*	*	*	-	*	7%	0%	-	7%	5%	9%	5%	-	*	-	*
	EL	16%	14%	7%	*	7%	-	*	*	-	-	7%	*	*	5%	7%	11%	3%	-	-	-	*
	Male	25%	16%	11%	*	13%	-	-	-	-	*	13%	0%	*	9%	11%	11%	-	-	*	-	-
	Female	19%	12%	5%	*	3%	*	*	*	-	*	5%	*	*	5%	3%	-	5%	-	*	-	*
Grade 5																						
Reading	All Students	36%	29%	19%	9%	21%	0%	-	*	-	*	18%	25%	*	20%	16%	21%	18%	-	*	-	-
	CWD	12%	10%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	40%	32%	20%	10%	22%	0%	-	*	-	*	19%	25%	-	20%	16%	22%	18%	-	*	-	-
	EL	23%	25%	16%	*	17%	*	-	*	-	-	15%	20%	*	16%	16%	18%	14%	-	*	-	-
	Male	32%	27%	21%	0%	26%	*	-	*	-	*	21%	*	*	22%	18%	21%	-	-	*	-	-
	Female	39%	31%	18%	20%	18%	*	-	-	-	-	16%	25%	*	18%	14%	-	18%	-	*	-	-
Mathematics	All Students	24%	16%	6%	0%	8%	0%	-	*	-	*	5%	17%	*	7%	7%	5%	8%	-	*	-	-
	CWD	9%	6%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	26%	17%	7%	0%	8%	0%	-	*	-	*	5%	17%	-	7%	7%	5%	8%	-	*	-	-
	EL	17%	15%	7%	*	7%	*	-	*	-	-	6%	20%	*	7%	7%	0%	11%	-	*	-	-
	Male	25%	17%	5%	0%	6%	*	-	*	-	*	3%	*	*	5%	0%	5%	-	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	23%	14%	8%	0%	9%	*	-	-	-	-	7%	13%	*	8%	11%	-	8%	-	*	-	-
Science	All Students	17%	12%	2%	0%	1%	20%	-	*	-	*	1%	8%	*	2%	0%	5%	0%	-	*	-	-
	CWD	9%	6%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	19%	12%	2%	0%	1%	20%	-	*	-	*	1%	8%	-	2%	0%	5%	0%	-	*	-	-
	EL	9%	8%	0%	*	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	20%	14%	5%	0%	3%	*	-	*	-	*	3%	*	*	5%	0%	5%	-	-	*	-	-
	Female	15%	10%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	9%	10%	9%	*	-	-	-	-	9%	0%	10%	8%	9%	4%	14%	-	*	*	-
	CWD	8%	7%	10%	*	14%	*	-	-	-	-	11%	*	10%	-	*	0%	*	-	-	-	-
	CWOD	25%	23%	8%	13%	8%	-	-	-	-	-	9%	0%	-	8%	8%	5%	13%	-	*	*	-
	EL	9%	15%	9%	-	9%	-	-	-	-	-	10%	*	*	8%	9%	3%	16%	-	-	-	-
	Male	21%	19%	4%	14%	2%	-	-	-	-	-	4%	*	0%	5%	3%	4%	-	-	*	*	-
	Female	25%	23%	14%	*	15%	*	-	-	-	-	15%	*	*	13%	16%	-	14%	-	*	-	-
Mathematics	All Students	16%	16%	3%	0%	4%	*	-	-	-	-	3%	0%	0%	4%	3%	2%	5%	-	*	*	-
	CWD	8%	9%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	17%	4%	0%	4%	-	-	-	-	-	4%	0%	-	4%	3%	2%	5%	-	*	*	-
	EL	7%	14%	3%	-	3%	-	-	-	-	-	3%	*	*	3%	3%	3%	3%	-	-	-	-
	Male	17%	18%	2%	0%	2%	-	-	-	-	-	2%	*	0%	2%	3%	2%	-	-	*	*	-
	Female	14%	13%	5%	*	5%	*	-	-	-	-	5%	*	*	5%	3%	-	5%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	50%	30%	52%	55%	*	80%	-	56%	51%	42%	20%	52%	52%	47%	54%	-	45%	*	*
	CWD	44%	36%	20%	8%	25%	*	-	-	-	*	20%	*	20%	-	32%	16%	26%	-	-	-	-
	CWOD	77%	70%	52%	34%	54%	59%	*	80%	-	71%	53%	44%	-	52%	53%	50%	55%	-	45%	*	*
	EL	59%	58%	52%	60%	52%	50%	*	80%	-	-	53%	40%	32%	53%	52%	48%	55%	-	*	-	*
	Male	71%	63%	47%	25%	49%	63%	-	*	-	71%	47%	41%	16%	50%	48%	47%	-	-	55%	*	-
	Female	75%	68%	54%	37%	55%	47%	*	*	-	*	54%	44%	26%	55%	55%	-	54%	-	36%	-	*
Reading	All Students	74%	67%	51%	34%	52%	71%	*	*	-	*	53%	37%	25%	53%	50%	44%	59%	-	70%	*	*
	CWD	43%	35%	25%	17%	27%	*	-	-	-	*	26%	*	25%	-	30%	20%	33%	-	-	-	-
	CWOD	78%	72%	53%	38%	53%	75%	*	*	-	*	55%	38%	-	53%	51%	46%	60%	-	70%	*	*
	EL	57%	57%	50%	*	50%	*	*	*	-	-	51%	33%	30%	51%	50%	40%	59%	-	*	-	*
	Male	70%	63%	44%	35%	42%	83%	-	*	-	*	45%	36%	20%	46%	40%	44%	-	-	80%	*	-
	Female	78%	73%	59%	33%	61%	63%	*	*	-	*	61%	38%	33%	60%	59%	-	59%	-	60%	-	*
Mathematics	All Students	71%	64%	52%	26%	56%	36%	*	*	-	*	52%	52%	17%	54%	57%	50%	53%	-	20%	*	*
	CWD	44%	36%	17%	0%	27%	*	-	-	-	*	17%	*	17%	-	40%	13%	22%	-	-	-	-
	CWOD	75%	67%	54%	31%	57%	42%	*	*	-	*	54%	54%	-	54%	58%	53%	55%	-	20%	*	*
	EL	61%	61%	57%	*	57%	*	*	*	-	-	57%	53%	40%	58%	57%	57%	58%	-	*	-	*
	Male	71%	63%	50%	17%	56%	50%	-	*	-	*	51%	43%	13%	53%	57%	50%	-	-	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
Mathematics	Female	71%	64%	53%	40%	56%	25%	*	*	-	*	53%	62%	22%	55%	58%	-	53%	-	20%	-	*
Science	All Students	74%	66%	40%	27%	39%	60%	-	*	-	*	41%	33%	*	42%	40%	47%	35%	-	*	-	-
	CWD	47%	38%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	78%	69%	42%	30%	41%	60%	-	*	-	*	43%	33%	-	42%	41%	49%	36%	-	*	-	-
	EL	58%	56%	40%	*	37%	*	-	*	-	-	42%	20%	*	41%	40%	50%	33%	-	*	-	-
	Male	74%	65%	47%	17%	48%	*	-	*	-	*	46%	*	*	49%	50%	47%	-	-	*	-	-
	Female	75%	66%	35%	40%	33%	*	-	-	-	-	37%	25%	*	36%	33%	-	35%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	21%	13%	21%	21%	*	20%	-	56%	21%	18%	10%	22%	20%	21%	20%	-	27%	*	*
	CWD	23%	18%	10%	8%	13%	*	-	-	-	*	10%	*	10%	-	18%	9%	11%	-	-	-	-
	CWOD	50%	42%	22%	14%	22%	24%	*	20%	-	71%	22%	19%	-	22%	20%	22%	21%	-	27%	*	*
	EL	29%	30%	20%	20%	20%	0%	*	20%	-	-	20%	20%	18%	20%	20%	20%	20%	-	*	-	*
	Male	45%	38%	21%	15%	21%	25%	-	*	-	71%	22%	9%	9%	22%	20%	21%	-	-	55%	*	-
	Female	48%	41%	20%	9%	22%	18%	*	*	-	*	20%	26%	11%	21%	20%	-	20%	-	0%	-	*
Reading	All Students	52%	45%	22%	16%	22%	29%	*	*	-	*	23%	19%	13%	23%	20%	22%	23%	-	40%	*	*
	CWD	24%	19%	13%	17%	13%	*	-	-	-	*	13%	*	13%	-	20%	13%	11%	-	-	-	-
	CWOD	56%	48%	23%	16%	23%	33%	*	*	-	*	24%	19%	-	23%	20%	23%	24%	-	40%	*	*
	EL	31%	33%	20%	*	20%	*	*	*	-	-	20%	20%	20%	20%	20%	17%	22%	-	*	-	*
	Male	47%	41%	22%	17%	20%	33%	-	*	-	*	23%	7%	13%	23%	17%	22%	-	-	80%	*	-
	Female	56%	49%	23%	13%	24%	25%	*	*	-	*	22%	31%	11%	24%	22%	-	23%	-	0%	-	*
Mathematics	All Students	41%	33%	21%	13%	22%	14%	*	*	-	*	21%	19%	8%	22%	22%	21%	21%	-	10%	*	*
	CWD	22%	17%	8%	0%	13%	*	-	-	-	*	9%	*	8%	-	20%	7%	11%	-	-	-	-
	CWOD	44%	35%	22%	16%	23%	17%	*	*	-	*	22%	19%	-	22%	22%	23%	21%	-	10%	*	*
	EL	29%	29%	22%	*	22%	*	*	*	-	-	22%	20%	20%	22%	22%	23%	20%	-	*	-	*
	Male	42%	34%	21%	17%	22%	17%	-	*	-	*	23%	7%	7%	23%	23%	21%	-	-	20%	*	-
	Female	40%	33%	21%	7%	22%	13%	*	*	-	*	20%	31%	11%	21%	20%	-	21%	-	0%	-	*
Science	All Students	46%	37%	14%	0%	14%	20%	-	*	-	*	13%	17%	*	14%	12%	19%	10%	-	*	-	-
	CWD	23%	17%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	49%	39%	14%	0%	15%	20%	-	*	-	*	14%	17%	-	14%	13%	20%	10%	-	*	-	-
	EL	25%	25%	12%	*	13%	*	-	*	-	-	11%	20%	*	13%	12%	18%	8%	-	*	-	-
	Male	47%	37%	19%	0%	19%	*	-	*	-	*	18%	*	*	20%	18%	19%	-	-	*	-	-
	Female	45%	36%	10%	0%	11%	*	-	-	-	-	9%	13%	*	10%	8%	-	10%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						



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All Subjects	All Students	22%	17%	8%	2%	8%	9%	*	0%	-	33%	7%	15%	4%	8%	7%	7%	9%	-	9%	*	*
	CWD	9%	6%	4%	0%	6%	*	-	-	-	*	4%	*	4%	-	9%	3%	5%	-	-	-	-
	CWOD	24%	18%	8%	3%	8%	10%	*	0%	-	43%	7%	16%	-	8%	7%	7%	9%	-	9%	*	*
	EL	12%	12%	7%	0%	7%	0%	*	0%	-	-	6%	17%	9%	7%	7%	5%	9%	-	*	-	*
	Male	21%	16%	7%	2%	7%	6%	-	*	-	43%	6%	9%	3%	7%	5%	7%	-	-	18%	*	-
	Female	23%	18%	9%	3%	9%	12%	*	*	-	*	8%	21%	5%	9%	9%	-	9%	-	0%	-	*
Reading	All Students	25%	20%	11%	5%	11%	7%	*	*	-	*	11%	19%	4%	12%	10%	9%	13%	-	20%	*	*
	CWD	9%	6%	4%	0%	7%	*	-	-	-	*	4%	*	4%	-	10%	0%	11%	-	-	-	-
	CWOD	27%	21%	12%	6%	12%	8%	*	*	-	*	11%	19%	-	12%	10%	10%	14%	-	20%	*	*
	EL	13%	14%	10%	*	10%	*	*	*	-	-	9%	20%	10%	10%	10%	7%	13%	-	*	-	*
	Male	22%	17%	9%	4%	8%	0%	-	*	-	*	9%	7%	0%	10%	7%	9%	-	-	40%	*	-
	Female	28%	22%	13%	7%	14%	13%	*	*	-	*	12%	31%	11%	14%	13%	-	13%	-	0%	-	*
Mathematics	All Students	20%	14%	6%	0%	6%	7%	*	*	-	*	5%	15%	4%	6%	6%	4%	7%	-	0%	*	*
	CWD	9%	6%	4%	0%	7%	*	-	-	-	*	4%	*	4%	-	10%	7%	0%	-	-	-	-
	CWOD	21%	16%	6%	0%	6%	8%	*	*	-	*	5%	15%	-	6%	6%	4%	7%	-	0%	*	*
	EL	12%	12%	6%	*	6%	*	*	*	-	-	5%	20%	10%	6%	6%	4%	8%	-	*	-	*
	Male	21%	15%	4%	0%	6%	0%	-	*	-	*	4%	7%	7%	4%	4%	4%	-	-	0%	*	-
	Female	19%	13%	7%	0%	7%	13%	*	*	-	*	5%	23%	0%	7%	8%	-	7%	-	0%	-	*
Science	All Students	20%	15%	2%	0%	1%	20%	-	*	-	*	1%	8%	*	2%	0%	5%	0%	-	*	-	-
	CWD	8%	5%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	22%	16%	2%	0%	1%	20%	-	*	-	*	1%	8%	-	2%	0%	5%	0%	-	*	-	-
	EL	7%	8%	0%	*	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	22%	15%	5%	0%	3%	*	-	*	-	*	3%	*	*	5%	0%	5%	-	-	*	-	-
	Female	19%	14%	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.

### 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	72	61	74	57	*	*	-	*	73	60	73
CWD	60	*	50	*	-	-	-	*	60	60	*
CWOD	73	57	76	50	*	*	-	*	74	-	73
EL ◇	73	*	73	*	*	*	-	-	74	*	73
Male	66	46	69	*	-	*	-	*	67	50	65
Female	78	80	80	60	*	*	-	*	78	*	79
<b>Mathematics</b>											
All Students	76	67	78	57	*	*	-	*	77	73	80
CWD	73	*	73	*	-	-	-	*	73	73	63
CWOD	76	69	78	50	*	*	-	*	78	-	81
EL ◇	80	*	80	*	*	*	-	-	80	63	80
Male	78	73	80	*	-	*	-	*	80	67	78
Female	75	60	76	60	*	*	-	*	75	83	81

- 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
419	39	9%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	26	15	27	28	*	33	-	48	26	11	26
<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						N		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N		N
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>											
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%	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%	-
<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%	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%	-
	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%	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%	-	-
	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%	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%	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%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	*	*	-	-	0%	0%	0%	0%	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%	-
	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%	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%	-
Science	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-
	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%	-	-
	Female	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	-

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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	82	28	42	4	0	1	0	7	27		
	Female	26	7	16	1	0	0	0	2	7		
	Total	108	35	58	5	0	1	0	9	34		
<b>Out-of-School Suspensions</b>												
	Male	29	13	11	1	0	0	0	4	4		
	Female	8	5	1	1	0	0	0	1	2		
	Total	37	18	12	2	0	0	0	5	6		
<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	11	6	2	1	0	0	0	2	0		2
	Female	4	3	0	0	1	0	0	0	0		0
	Total	15	9	2	1	1	0	0	2	0		2
<b>Out-of-School Suspensions</b>												
	Male	8	5	1	1	0	0	0	1	0		2
	Female	1	1	0	0	0	0	0	0	0		0
	Total	9	6	1	1	0	0	0	1	0		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
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	62	18	36	5	-8	-8	-8	3	24	10	-8
	Female	54	12	31	8	2	-8	-8	1	25	1	-8
	Total	116	30	67	13	2	-8	-8	4	49	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	1
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	31	10	20	1	0	0	0	0	15	0
	Female	36	7	24	3	0	0	1	1	24	1
	Total	67	17	44	4	0	0	1	1	39	1
<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	1.9	4.5%
Teachers Teaching with Emergency or Provisional Credentials	0.9	2.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.6	1.5%

- 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%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	32%	47%	31%	24%	14%	50%	-	20%	31%	26%	27%

- 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 and 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%	68%	57%	42%	63%	73%	-	-	-	*	56%	60%	29%	61%	47%	46%	70%	-	-	-	-
	CWD	52%	42%	29%	*	*	*	-	-	-	*	40%	*	29%	-	*	29%	-	-	-	-	-
	CWOD	80%	72%	61%	40%	67%	80%	-	-	-	*	58%	75%	-	61%	50%	52%	70%	-	-	-	-
	EL	66%	64%	47%	*	46%	*	-	-	-	-	46%	*	*	50%	47%	40%	57%	-	-	-	-
	Male	74%	64%	46%	20%	54%	63%	-	-	-	*	43%	57%	29%	52%	40%	46%	-	-	-	-	-
	Female	78%	71%	70%	57%	73%	*	-	-	-	*	70%	*	-	70%	57%	-	70%	-	-	-	-
Mathematics	All Students	70%	61%	45%	0%	54%	82%	-	-	-	*	41%	60%	14%	50%	41%	43%	48%	-	-	-	-
	CWD	46%	38%	14%	*	*	*	-	-	-	*	20%	*	14%	-	*	14%	-	-	-	-	-
	CWOD	74%	64%	50%	0%	57%	90%	-	-	-	*	44%	75%	-	50%	43%	52%	48%	-	-	-	-
	EL	64%	61%	41%	*	38%	*	-	-	-	-	38%	*	*	43%	41%	40%	43%	-	-	-	-
	Male	72%	62%	43%	0%	46%	75%	-	-	-	*	38%	57%	14%	52%	40%	43%	-	-	-	-	-
	Female	68%	59%	48%	0%	64%	*	-	-	-	*	45%	*	-	48%	43%	-	48%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	68%	68%	73%	63%	71%	-	*	-	*	72%	54%	67%	69%	67%	61%	78%	-	*	*	-
	CWD	48%	39%	67%	*	60%	*	-	-	-	-	60%	80%	67%	-	-	50%	86%	-	*	-	-
	CWOD	81%	72%	69%	67%	65%	75%	-	*	-	*	75%	38%	-	69%	67%	64%	75%	-	-	*	-
	EL	66%	63%	67%	-	44%	*	-	*	-	-	71%	*	-	67%	67%	67%	67%	-	-	-	-
	Male	73%	64%	61%	70%	50%	67%	-	*	-	*	66%	43%	50%	64%	67%	61%	-	-	*	-	-
	Female	79%	72%	78%	80%	75%	80%	-	-	-	*	81%	67%	86%	75%	67%	-	78%	-	*	*	-
Mathematics	All Students	68%	56%	44%	40%	27%	71%	-	*	-	*	50%	23%	13%	54%	53%	53%	33%	-	*	*	-
	CWD	42%	32%	13%	*	10%	*	-	-	-	-	20%	0%	13%	-	-	25%	0%	-	*	-	-
	CWOD	73%	60%	54%	50%	35%	75%	-	*	-	*	58%	38%	-	54%	53%	61%	45%	-	-	*	-
	EL	63%	58%	53%	-	22%	*	-	*	-	-	57%	*	-	53%	53%	67%	33%	-	-	-	-
	Male	70%	58%	53%	50%	36%	67%	-	*	-	*	59%	29%	25%	61%	67%	53%	-	-	*	-	-
	Female	67%	55%	33%	20%	19%	80%	-	-	-	*	38%	17%	0%	45%	33%	-	33%	-	*	*	-
<b>Grade 5</b>																						
Reading	All Students	80%	75%	75%	55%	77%	88%	*	*	-	*	68%	93%	45%	81%	71%	71%	77%	-	*	-	-
	CWD	50%	44%	45%	*	57%	*	-	*	-	-	29%	*	45%	-	*	17%	80%	-	-	-	-
	CWOD	85%	79%	81%	67%	82%	100%	*	*	-	*	76%	100%	-	81%	73%	86%	77%	-	*	-	-
	EL	71%	72%	71%	-	64%	*	-	*	-	-	71%	-	*	73%	71%	60%	86%	-	-	-	-
	Male	77%	72%	71%	*	74%	*	*	-	-	-	68%	83%	17%	86%	60%	71%	-	-	*	-	-
	Female	83%	78%	77%	57%	81%	*	-	*	-	*	68%	100%	80%	77%	86%	-	77%	-	*	-	-
Mathematics	All Students	76%	65%	80%	73%	74%	100%	*	*	-	*	80%	80%	64%	83%	82%	82%	77%	-	*	-	-
	CWD	50%	38%	64%	*	57%	*	-	*	-	-	57%	*	64%	-	*	67%	60%	-	-	-	-
	CWOD	80%	69%	83%	78%	79%	100%	*	*	-	*	84%	82%	-	83%	87%	86%	81%	-	*	-	-
	EL	70%	66%	82%	-	79%	*	-	*	-	-	82%	-	*	87%	82%	70%	100%	-	-	-	-
	Male	75%	65%	82%	*	79%	*	*	-	-	-	82%	83%	67%	86%	70%	82%	-	-	*	-	-
	Female	76%	66%	77%	71%	69%	*	-	*	-	*	77%	78%	60%	81%	100%	-	77%	-	*	-	-

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	65%	54%	49%	18%	49%	75%	*	*	-	*	50%	47%	27%	54%	59%	57%	42%	-	*	-	-
	CWD	40%	33%	27%	*	14%	*	-	*	-	-	29%	*	27%	-	*	33%	20%	-	-	-	-
	CWOD	69%	57%	54%	22%	57%	71%	*	*	-	*	54%	55%	-	54%	60%	64%	46%	-	*	-	-
	EL	52%	49%	59%	-	50%	*	-	*	-	-	59%	-	*	60%	59%	40%	86%	-	-	-	-
	Male	67%	57%	57%	*	58%	*	*	-	-	-	59%	50%	33%	64%	40%	57%	-	-	*	-	-
	Female	63%	52%	42%	14%	38%	*	-	*	-	*	41%	44%	20%	46%	86%	-	42%	-	*	-	-
Grade 6																						
Reading	All Students	69%	68%	80%	71%	86%	70%	*	*	*	75%	79%	84%	45%	86%	83%	76%	83%	-	*	-	-
	CWD	38%	38%	45%	*	50%	*	-	-	-	*	29%	*	45%	-	*	57%	*	-	*	-	-
	CWOD	74%	73%	86%	79%	93%	78%	*	*	*	71%	86%	81%	-	86%	94%	81%	89%	-	*	-	-
	EL	53%	61%	83%	-	86%	*	-	*	-	-	81%	*	*	94%	83%	78%	89%	-	*	-	-
	Male	66%	64%	76%	67%	81%	*	-	*	*	80%	80%	63%	57%	81%	78%	76%	-	-	*	-	-
	Female	72%	72%	83%	73%	89%	75%	*	*	-	*	77%	92%	*	89%	89%	-	83%	-	*	-	-
Mathematics	All Students	72%	70%	67%	41%	80%	50%	*	*	*	50%	63%	79%	45%	70%	83%	70%	64%	-	*	-	-
	CWD	47%	47%	45%	*	67%	*	-	-	-	*	43%	*	45%	-	*	29%	*	-	*	-	-
	CWOD	76%	74%	70%	50%	83%	44%	*	*	*	57%	65%	81%	-	70%	88%	81%	63%	-	*	-	-
	EL	61%	69%	83%	-	79%	*	-	*	-	-	81%	*	*	88%	83%	100%	67%	-	*	-	-
	Male	73%	70%	70%	33%	88%	*	-	*	*	40%	72%	63%	29%	81%	100%	70%	-	-	*	-	-
	Female	72%	70%	64%	45%	74%	50%	*	*	-	*	55%	83%	*	63%	67%	-	64%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	33%	17%	38%	55%	-	-	-	*	32%	40%	29%	34%	29%	32%	35%	-	-	-	-
	CWD	30%	24%	29%	*	*	*	-	-	-	*	40%	*	29%	-	*	29%	-	-	-	-	-
	CWOD	54%	44%	34%	10%	38%	60%	-	-	-	*	31%	50%	-	34%	29%	33%	35%	-	-	-	-
	EL	37%	36%	29%	*	31%	*	-	-	-	-	31%	*	*	29%	29%	30%	29%	-	-	-	-
	Male	49%	40%	32%	20%	31%	50%	-	-	-	*	33%	29%	29%	33%	30%	32%	-	-	-	-	-
	Female	52%	43%	35%	14%	45%	*	-	-	-	*	30%	*	-	35%	29%	-	35%	-	-	-	-
Mathematics	All Students	42%	32%	20%	0%	25%	36%	-	-	-	*	17%	30%	14%	20%	24%	18%	22%	-	-	-	-
	CWD	27%	19%	14%	*	*	*	-	-	-	*	20%	*	14%	-	*	14%	-	-	-	-	-
	CWOD	45%	34%	20%	0%	24%	40%	-	-	-	*	17%	38%	-	20%	21%	19%	22%	-	-	-	-
	EL	35%	32%	24%	*	31%	*	-	-	-	-	23%	*	*	21%	24%	20%	29%	-	-	-	-
	Male	45%	35%	18%	0%	23%	25%	-	-	-	*	19%	14%	14%	19%	20%	18%	-	-	-	-	-
	Female	39%	30%	22%	0%	27%	*	-	-	-	*	15%	*	-	22%	29%	-	22%	-	-	-	-
Grade 4																						
Reading	All Students	53%	45%	43%	40%	33%	57%	-	*	-	*	48%	23%	27%	48%	53%	39%	48%	-	*	*	-
	CWD	29%	21%	27%	*	10%	*	-	-	-	-	20%	40%	27%	-	-	25%	29%	-	*	-	-
	CWOD	57%	48%	48%	33%	45%	58%	-	*	-	*	55%	13%	-	48%	53%	43%	55%	-	-	*	-
	EL	41%	40%	53%	-	22%	*	-	*	-	-	57%	*	-	53%	53%	56%	50%	-	-	-	-
	Male	51%	43%	39%	40%	21%	56%	-	*	-	*	41%	29%	25%	43%	56%	39%	-	-	*	-	-

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	Female	55%	46%	48%	40%	44%	60%		-	-	*	57%	17%	29%	55%	50%	-	48%	-	*	*	-
Mathematics	All Students	42%	29%	29%	33%	17%	43%		-	*	-	34%	8%	7%	35%	47%	36%	19%	-	*	*	-
	CWD	25%	18%	7%	*	0%	*		-	-	-	10%	0%	7%	-	-	13%	0%	-	*	-	-
	CWOD	45%	31%	35%	42%	25%	42%		-	*	-	40%	13%	-	35%	47%	43%	25%	-	-	*	-
	EL	34%	29%	47%	-	22%	*		-	*	-	50%	*	-	47%	47%	67%	17%	-	-	-	-
	Male	45%	32%	36%	40%	21%	44%		-	*	-	45%	0%	13%	43%	67%	36%	-	-	*	-	-
	Female	38%	26%	19%	20%	13%	40%		-	-	-	*	19%	17%	0%	25%	17%	-	19%	-	*	*
Grade 5																						
Reading	All Students	57%	49%	51%	36%	49%	63%	*	*	-	*	50%	53%	18%	58%	65%	54%	48%	-	*	-	-
	CWD	29%	22%	18%	*	14%	*	-	*	-	-	14%	*	18%	-	*	17%	20%	-	-	-	-
	CWOD	61%	52%	58%	44%	57%	71%	*	*	-	*	57%	64%	-	58%	67%	64%	54%	-	*	-	-
	EL	43%	44%	65%	-	57%	*	-	*	-	-	65%	-	*	67%	65%	50%	86%	-	-	-	-
	Male	53%	46%	54%	*	53%	*	*	-	-	-	50%	67%	17%	64%	50%	54%	-	-	*	-	-
	Female	60%	52%	48%	29%	44%	*	-	*	-	*	50%	44%	20%	54%	86%	-	48%	-	*	-	-
Mathematics	All Students	47%	36%	51%	27%	46%	88%	*	*	-	*	50%	53%	27%	56%	59%	61%	42%	-	*	-	-
	CWD	25%	17%	27%	*	14%	*	-	*	-	-	29%	*	27%	-	*	33%	20%	-	-	-	-
	CWOD	50%	38%	56%	33%	54%	86%	*	*	-	*	54%	64%	-	56%	60%	68%	46%	-	*	-	-
	EL	38%	35%	59%	-	50%	*	-	*	-	-	59%	-	*	60%	59%	50%	71%	-	-	-	-
	Male	48%	37%	61%	*	58%	*	*	-	-	-	59%	67%	33%	68%	50%	61%	-	-	*	-	-
	Female	46%	35%	42%	14%	31%	*	-	*	-	*	41%	44%	20%	46%	71%	-	42%	-	*	-	-
Science	All Students	38%	28%	17%	0%	17%	38%	*	*	-	*	20%	7%	18%	17%	24%	21%	13%	-	*	-	-
	CWD	23%	16%	18%	*	14%	*	-	*	-	-	29%	*	18%	-	*	33%	0%	-	-	-	-
	CWOD	40%	29%	17%	0%	18%	29%	*	*	-	*	19%	9%	-	17%	20%	18%	15%	-	*	-	-
	EL	24%	23%	24%	-	21%	*	-	*	-	-	24%	-	*	20%	24%	10%	43%	-	-	-	-
	Male	41%	31%	21%	*	16%	*	*	-	-	-	23%	17%	33%	18%	10%	21%	-	-	*	-	-
	Female	34%	24%	13%	0%	19%	*	-	*	-	*	18%	0%	0%	15%	43%	-	13%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	47%	41%	49%	50%	*	*	*	25%	43%	58%	18%	52%	39%	42%	50%	-	*	-	-
	CWD	21%	20%	18%	*	17%	*	-	-	-	*	14%	*	18%	-	*	29%	*	-	*	-	-
	CWOD	46%	45%	52%	43%	55%	56%	*	*	*	29%	47%	63%	-	52%	44%	46%	55%	-	*	-	-
	EL	24%	34%	39%	-	36%	*	-	*	-	-	31%	*	*	44%	39%	33%	44%	-	*	-	-
	Male	40%	40%	42%	50%	50%	*	-	*	*	0%	40%	50%	29%	46%	33%	42%	-	-	*	-	-
	Female	45%	44%	50%	36%	47%	50%	*	*	-	*	45%	58%	*	55%	44%	-	50%	-	*	-	-
Mathematics	All Students	38%	37%	40%	29%	43%	30%	*	*	*	38%	32%	63%	9%	45%	39%	45%	36%	-	*	-	-
	CWD	20%	21%	9%	*	17%	*	-	-	-	*	0%	*	9%	-	*	14%	*	-	*	-	-
	CWOD	41%	40%	45%	36%	48%	33%	*	*	*	43%	37%	69%	-	45%	44%	54%	39%	-	*	-	-
	EL	24%	35%	39%	-	36%	*	-	*	-	-	31%	*	*	44%	39%	44%	33%	-	*	-	-
	Male	40%	39%	45%	33%	56%	*	-	*	*	20%	44%	50%	14%	54%	44%	45%	-	-	*	-	-
	Female	36%	35%	36%	27%	32%	25%	*	*	-	*	23%	67%	*	39%	33%	-	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
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	12%	0%	21%	9%	-	-	-	*	7%	30%	0%	14%	18%	11%	13%	-	-	-	-
	CWD	12%	8%	0%	*	*	*	-	-	-	*	0%	*	0%	-	*	0%	-	-	-	-	-
	CWOD	32%	25%	14%	0%	24%	10%	-	-	-	*	8%	38%	-	14%	21%	14%	13%	-	-	-	-
	EL	19%	20%	18%	*	23%	*	-	-	-	-	15%	*	*	21%	18%	10%	29%	-	-	-	-
	Male	28%	21%	11%	0%	15%	13%	-	-	-	*	10%	14%	0%	14%	10%	11%	-	-	-	-	-
	Female	31%	25%	13%	0%	27%	*	-	-	-	*	5%	*	-	13%	29%	-	13%	-	-	-	-
Mathematics	All Students	20%	14%	10%	0%	8%	27%	-	-	-	*	7%	20%	14%	9%	12%	11%	9%	-	-	-	-
	CWD	10%	6%	14%	*	*	*	-	-	-	*	20%	*	14%	-	*	14%	-	-	-	-	-
	CWOD	22%	15%	9%	0%	5%	30%	-	-	-	*	6%	25%	-	9%	7%	10%	9%	-	-	-	-
	EL	15%	15%	12%	*	15%	*	-	-	-	-	8%	*	*	7%	12%	10%	14%	-	-	-	-
	Male	23%	16%	11%	0%	8%	25%	-	-	-	*	10%	14%	14%	10%	10%	11%	-	-	-	-	-
	Female	18%	12%	9%	0%	9%	*	-	-	-	*	5%	*	-	9%	14%	-	9%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	13%	27%	3%	14%	-	*	-	*	12%	15%	13%	13%	7%	17%	7%	-	*	*	-
	CWD	10%	7%	13%	*	0%	*	-	-	-	-	10%	20%	13%	-	-	13%	14%	-	*	-	-
	CWOD	31%	24%	13%	25%	5%	8%	-	*	-	*	13%	13%	-	13%	7%	18%	5%	-	-	*	-
	EL	18%	18%	7%	-	0%	*	-	*	-	-	7%	*	-	7%	7%	11%	0%	-	-	-	-
	Male	26%	22%	17%	20%	7%	22%	-	*	-	*	17%	14%	13%	18%	11%	17%	-	-	*	-	-
	Female	29%	22%	7%	40%	0%	0%	-	-	-	*	5%	17%	14%	5%	0%	-	7%	-	*	*	-
Mathematics	All Students	22%	14%	11%	20%	3%	21%	-	*	-	*	14%	0%	0%	15%	13%	17%	4%	-	*	*	-
	CWD	10%	6%	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	*	-	-
	CWOD	25%	15%	15%	25%	5%	25%	-	*	-	*	18%	0%	-	15%	13%	21%	5%	-	-	*	-
	EL	16%	14%	13%	-	0%	*	-	*	-	-	14%	*	-	13%	13%	22%	0%	-	-	-	-
	Male	25%	16%	17%	20%	7%	33%	-	*	-	*	21%	0%	0%	21%	22%	17%	-	-	*	-	-
	Female	19%	12%	4%	20%	0%	0%	-	-	-	*	5%	0%	0%	5%	0%	-	4%	-	*	*	-
Grade 5																						
Reading	All Students	36%	29%	24%	9%	26%	38%	*	*	-	*	20%	33%	9%	27%	35%	25%	23%	-	*	-	-
	CWD	12%	10%	9%	*	14%	*	-	*	-	-	14%	*	9%	-	*	17%	0%	-	-	-	-
	CWOD	40%	32%	27%	11%	29%	43%	*	*	-	*	22%	45%	-	27%	33%	27%	27%	-	*	-	-
	EL	23%	25%	35%	-	29%	*	-	*	-	-	35%	-	*	33%	35%	20%	57%	-	-	-	-
	Male	32%	27%	25%	*	26%	*	*	-	-	-	18%	50%	17%	27%	20%	25%	-	-	*	-	-
	Female	39%	31%	23%	0%	25%	*	-	*	-	*	23%	22%	0%	27%	57%	-	23%	-	*	-	-
Mathematics	All Students	24%	16%	25%	9%	29%	38%	*	*	-	*	25%	27%	9%	29%	35%	32%	19%	-	*	-	-
	CWD	9%	6%	9%	*	14%	*	-	*	-	-	14%	*	9%	-	*	17%	0%	-	-	-	-
	CWOD	26%	17%	29%	11%	32%	43%	*	*	-	*	27%	36%	-	29%	33%	36%	23%	-	*	-	-
	EL	17%	15%	35%	-	29%	*	-	*	-	-	35%	-	*	33%	35%	20%	57%	-	-	-	-
	Male	25%	17%	32%	*	37%	*	*	-	-	-	32%	33%	17%	36%	20%	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
Mathematics	Female	23%	14%	19%	14%	19%	*	-	*	-	*	18%	22%	0%	23%	57%	-	19%	-	*	-	-
Science	All Students	17%	12%	5%	0%	3%	13%	*	*	-	*	5%	7%	0%	6%	6%	7%	3%	-	*	-	-
	CWD	9%	6%	0%	*	0%	*	-	*	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	19%	12%	6%	0%	4%	14%	*	*	-	*	5%	9%	-	6%	7%	9%	4%	-	*	-	-
	EL	9%	8%	6%	-	0%	*	-	*	-	-	6%	-	*	7%	6%	0%	14%	-	-	-	-
	Male	20%	14%	7%	*	5%	*	*	-	-	-	5%	17%	0%	9%	0%	7%	-	-	*	-	-
	Female	15%	10%	3%	0%	0%	*	-	*	-	*	5%	0%	0%	4%	14%	-	3%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	16%	12%	14%	20%	*	*	*	0%	14%	21%	0%	19%	6%	15%	17%	-	*	-	-
	CWD	8%	7%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	25%	23%	19%	14%	17%	22%	*	*	*	0%	16%	25%	-	19%	6%	19%	18%	-	*	-	-
	EL	9%	15%	6%	-	7%	*	-	*	-	-	6%	*	*	6%	6%	0%	11%	-	*	-	-
	Male	21%	19%	15%	17%	19%	*	-	*	*	0%	8%	38%	0%	19%	0%	15%	-	-	*	-	-
	Female	25%	23%	17%	9%	11%	25%	*	*	-	*	19%	8%	*	18%	11%	-	17%	-	*	-	-
Mathematics	All Students	16%	16%	19%	12%	14%	20%	*	*	*	13%	16%	26%	0%	22%	22%	15%	21%	-	*	-	-
	CWD	8%	9%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	17%	17%	22%	14%	17%	22%	*	*	*	14%	18%	31%	-	22%	25%	19%	24%	-	*	-	-
	EL	7%	14%	22%	-	14%	*	-	*	-	-	19%	*	*	25%	22%	22%	22%	-	*	-	-
	Male	17%	18%	15%	0%	13%	*	-	*	*	0%	16%	13%	0%	19%	22%	15%	-	-	*	-	-
	Female	14%	13%	21%	18%	16%	13%	*	*	-	*	16%	33%	*	24%	22%	-	21%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	64%	47%	65%	76%	100%	95%	*	52%	63%	67%	40%	69%	66%	62%	65%	-	56%	*	-
	CWD	44%	36%	40%	27%	42%	45%	-	*	-	*	37%	47%	40%	-	38%	35%	49%	-	17%	-	-
	CWOD	77%	70%	69%	52%	71%	80%	100%	94%	*	56%	67%	74%	-	69%	69%	70%	68%	-	75%	*	-
	EL	59%	58%	66%	*	59%	100%	-	93%	-	-	66%	57%	38%	69%	66%	62%	71%	-	*	-	-
	Male	71%	63%	62%	46%	64%	70%	*	90%	*	44%	63%	58%	35%	70%	62%	62%	-	-	73%	-	-
	Female	75%	68%	65%	48%	65%	83%	*	100%	-	60%	62%	75%	49%	68%	71%	-	65%	-	29%	*	-
Reading	All Students	74%	67%	71%	62%	73%	76%	*	89%	*	53%	70%	75%	50%	75%	67%	64%	78%	-	63%	*	-
	CWD	43%	35%	50%	50%	54%	20%	-	*	-	*	41%	67%	50%	-	29%	39%	69%	-	*	-	-
	CWOD	78%	72%	75%	64%	79%	84%	*	88%	*	54%	75%	79%	-	75%	72%	71%	79%	-	80%	*	-
	EL	57%	57%	67%	*	62%	100%	-	83%	-	-	68%	57%	29%	72%	67%	61%	76%	-	*	-	-
	Male	70%	63%	64%	56%	66%	65%	*	80%	*	50%	65%	61%	39%	71%	61%	64%	-	-	80%	-	-
	Female	78%	73%	78%	67%	81%	89%	*	*	-	57%	74%	90%	69%	79%	76%	-	78%	-	*	*	-
Mathematics	All Students	71%	64%	60%	38%	60%	76%	*	100%	*	53%	59%	63%	34%	65%	66%	62%	58%	-	50%	*	-
	CWD	44%	36%	34%	10%	38%	60%	-	*	-	*	34%	33%	34%	-	43%	32%	38%	-	*	-	-
	CWOD	75%	67%	65%	44%	66%	78%	*	100%	*	62%	63%	74%	-	65%	68%	70%	61%	-	80%	*	-
	EL	61%	61%	66%	*	58%	100%	-	100%	-	-	67%	57%	43%	68%	66%	68%	62%	-	*	-	-
	Male	71%	63%	62%	40%	65%	74%	*	100%	*	38%	63%	57%	32%	70%	68%	62%	-	-	60%	-	-

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Mathematics	Female	71%	64%	58%	37%	56%	79%	*	*	-	71%	54%	69%	38%	61%	62%	-	58%	-	*	*	-
Science	All Students	74%	66%	49%	18%	49%	75%	*	*	-	*	50%	47%	27%	54%	59%	57%	42%	-	*	-	-
	CWD	47%	38%	27%	*	14%	*	-	*	-	-	29%	*	27%	-	*	33%	20%	-	-	-	-
	CWOD	78%	69%	54%	22%	57%	71%	*	*	-	*	54%	55%	-	54%	60%	64%	46%	-	*	-	-
	EL	58%	56%	59%	-	50%	*	-	*	-	-	59%	-	*	60%	59%	40%	86%	-	-	-	-
	Male	74%	65%	57%	*	58%	*	*	-	-	-	59%	50%	33%	64%	40%	57%	-	-	*	-	-
	Female	75%	66%	42%	14%	38%	*	-	*	-	*	41%	44%	20%	46%	86%	-	42%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	37%	26%	36%	51%	80%	71%	*	19%	37%	40%	18%	41%	42%	39%	36%	-	17%	*	-
	CWD	23%	18%	18%	18%	14%	36%	-	*	-	*	18%	18%	18%	-	31%	23%	11%	-	0%	-	-
	CWOD	50%	42%	41%	28%	42%	53%	80%	72%	*	22%	40%	47%	-	41%	43%	44%	40%	-	25%	*	-
	EL	29%	30%	42%	*	35%	74%	-	64%	-	-	42%	43%	31%	43%	42%	40%	45%	-	*	-	-
	Male	45%	38%	39%	33%	38%	50%	*	60%	*	6%	40%	35%	23%	44%	40%	39%	-	-	27%	-	-
	Female	48%	41%	36%	21%	34%	52%	*	82%	-	33%	33%	43%	11%	40%	45%	-	36%	-	0%	*	-
Reading	All Students	52%	45%	44%	35%	43%	57%	*	78%	*	20%	43%	46%	23%	49%	46%	42%	46%	-	13%	*	-
	CWD	24%	19%	23%	40%	15%	20%	-	*	-	*	21%	27%	23%	-	29%	25%	19%	-	*	-	-
	CWOD	56%	48%	49%	33%	50%	62%	*	75%	*	23%	48%	52%	-	49%	48%	46%	50%	-	20%	*	-
	EL	31%	33%	46%	*	38%	89%	-	67%	-	-	47%	43%	29%	48%	46%	42%	52%	-	*	-	-
	Male	47%	41%	42%	40%	40%	52%	*	60%	*	0%	41%	43%	25%	46%	42%	42%	-	-	20%	-	-
	Female	56%	49%	46%	30%	45%	63%	*	*	-	43%	46%	48%	19%	50%	52%	-	46%	-	*	*	-
Mathematics	All Students	41%	33%	35%	24%	34%	48%	*	78%	*	20%	34%	42%	14%	40%	42%	40%	31%	-	25%	*	-
	CWD	22%	17%	14%	0%	12%	40%	-	*	-	*	14%	13%	14%	-	29%	18%	6%	-	*	-	-
	CWOD	44%	35%	40%	29%	40%	49%	*	75%	*	23%	37%	52%	-	40%	43%	46%	35%	-	40%	*	-
	EL	29%	29%	42%	*	36%	67%	-	67%	-	-	42%	43%	29%	43%	42%	45%	38%	-	*	-	-
	Male	42%	34%	40%	32%	42%	43%	*	60%	*	13%	42%	32%	18%	46%	45%	40%	-	-	40%	-	-
	Female	40%	33%	31%	17%	26%	53%	*	*	-	29%	24%	52%	6%	35%	38%	-	31%	-	*	*	-
Science	All Students	46%	37%	17%	0%	17%	38%	*	*	-	*	20%	7%	18%	17%	24%	21%	13%	-	*	-	-
	CWD	23%	17%	18%	*	14%	*	-	*	-	-	29%	*	18%	-	*	33%	0%	-	-	-	-
	CWOD	49%	39%	17%	0%	18%	29%	*	*	-	*	19%	9%	-	17%	20%	18%	15%	-	*	-	-
	EL	25%	25%	24%	-	21%	*	-	*	-	-	24%	-	*	20%	24%	10%	43%	-	-	-	-
	Male	47%	37%	21%	*	16%	*	*	-	-	-	23%	17%	33%	18%	10%	21%	-	-	*	-	-
	Female	45%	36%	13%	0%	19%	*	-	*	-	*	18%	0%	0%	15%	43%	-	13%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						



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All Subjects	All Students	22%	17%	15%	11%	14%	22%	40%	33%	*	3%	14%	20%	5%	17%	17%	17%	14%	-	6%	*	-
	CWD	9%	6%	5%	5%	5%	9%	-	*	-	*	6%	3%	5%	-	19%	6%	3%	-	0%	-	-
	CWOD	24%	18%	17%	12%	16%	23%	40%	39%	*	4%	15%	26%	-	17%	17%	19%	15%	-	8%	*	-
	EL	12%	12%	17%	*	14%	32%	-	29%	-	-	17%	21%	19%	17%	17%	13%	23%	-	*	-	-
	Male	21%	16%	17%	11%	16%	26%	*	20%	*	0%	15%	21%	6%	19%	13%	17%	-	-	9%	-	-
	Female	23%	18%	14%	10%	11%	17%	*	45%	-	7%	12%	19%	3%	15%	23%	-	14%	-	0%	*	-
Reading	All Students	25%	20%	16%	13%	16%	19%	*	33%	*	0%	14%	25%	7%	18%	16%	17%	15%	-	0%	*	-
	CWD	9%	6%	7%	10%	4%	20%	-	*	-	*	7%	7%	7%	-	14%	7%	6%	-	*	-	-
	CWOD	27%	21%	18%	13%	19%	19%	*	38%	*	0%	15%	31%	-	18%	17%	20%	17%	-	0%	*	-
	EL	13%	14%	16%	*	16%	11%	-	33%	-	-	17%	14%	14%	17%	16%	11%	24%	-	*	-	-
	Male	22%	17%	17%	16%	18%	17%	*	20%	*	0%	13%	29%	7%	20%	11%	17%	-	-	0%	-	-
	Female	28%	22%	15%	10%	15%	21%	*	*	-	0%	14%	21%	6%	17%	24%	-	15%	-	*	*	-
Mathematics	All Students	20%	14%	17%	11%	15%	26%	*	33%	*	7%	16%	19%	5%	19%	21%	18%	15%	-	13%	*	-
	CWD	9%	6%	5%	0%	8%	0%	-	*	-	*	7%	0%	5%	-	29%	7%	0%	-	*	-	-
	CWOD	21%	16%	19%	13%	16%	30%	*	38%	*	8%	17%	26%	-	19%	20%	22%	17%	-	20%	*	-
	EL	12%	12%	21%	*	16%	56%	-	17%	-	-	20%	29%	29%	20%	21%	18%	24%	-	*	-	-
	Male	21%	15%	18%	8%	18%	35%	*	20%	*	0%	20%	14%	7%	22%	18%	18%	-	-	20%	-	-
	Female	19%	13%	15%	13%	11%	16%	*	*	-	14%	12%	24%	0%	17%	24%	-	15%	-	*	*	-
Science	All Students	20%	15%	5%	0%	3%	13%	*	*	-	*	5%	7%	0%	6%	6%	7%	3%	-	*	-	-
	CWD	8%	5%	0%	*	0%	*	-	*	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	22%	16%	6%	0%	4%	14%	*	*	-	*	5%	9%	-	6%	7%	9%	4%	-	*	-	-
	EL	7%	8%	6%	-	0%	*	-	*	-	-	6%	-	*	7%	6%	0%	14%	-	-	-	-
	Male	22%	15%	7%	*	5%	*	*	-	-	-	5%	17%	0%	9%	0%	7%	-	-	*	-	-
	Female	19%	14%	3%	0%	0%	*	-	*	-	*	5%	0%	0%	4%	14%	-	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)



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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	81	80	83	81	*	100	-	17	82	81	78
CWD	81	67	82	*	-	*	-	-	81	81	*
CWOD	81	83	84	78	*	100	-	17	82	-	79
EL ◇	78	-	73	*	-	100	-	-	78	*	78
Male	80	75	81	89	*	*	-	*	78	71	75
Female	81	85	85	72	*	*	-	*	85	92	83
<b>Mathematics</b>											
All Students	85	75	88	83	*	100	-	83	83	81	89
CWD	81	83	79	*	-	*	-	-	78	81	*
CWOD	86	73	90	84	*	100	-	83	84	-	91
EL ◇	89	-	87	*	-	100	-	-	89	*	89
Male	85	81	86	83	-	*	-	*	83	85	86
Female	86	69	90	83	*	*	-	*	84	77	94

- 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
113	10	9%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	39	28	38	50	73	66	*	25	38	21	42
<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	N					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	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	N
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	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											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%	98%	100%	100%	*	100%	100%	98%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	98%	100%	100%	*	100%	100%	98%	-	100%	100%	100%	99%	-
	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	99%	100%	100%	95%	*	100%	-	100%	100%	97%	100%	99%	100%	-	99%	-
<b>Reading</b>	All Students	100%	100%	100%	98%	*	100%	*	100%	100%	98%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	97%	*	100%	*	100%	100%	98%	-	100%	100%	100%	99%	-
	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	99%	100%	100%	95%	*	*	-	100%	100%	97%	100%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	100%	100%	100%	98%	*	100%	*	100%	100%	98%	100%	100%	100%	100%	99%	-
		100%	100%	100%	98%	*	100%	*	100%	100%	98%	100%	100%	100%	100%	99%	-
	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%	97%	*	100%	*	100%	100%	98%	-	100%	100%	100%	99%	-
		100%	100%	100%	97%	*	100%	*	100%	100%	98%	-	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%	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	99%	100%	100%	95%	*	*	-	100%	100%	97%	100%	99%	100%	-	99%	-
		99%	100%	100%	95%	*	*	-	100%	100%	97%	100%	99%	100%	-	99%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	2%	0%	0%	*	0%	0%	2%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	2%	0%	0%	*	0%	0%	2%	-	0%	0%	0%	1%	-
	EL	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%	0%	5%	*	0%	-	0%	0%	3%	0%	1%	0%	-	1%	-
Reading	All Students	0%	0%	0%	2%	*	0%	*	0%	0%	2%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	3%	*	0%	*	0%	0%	2%	-	0%	0%	0%	1%	-
	EL	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%	0%	5%	*	*	-	0%	0%	3%	0%	1%	0%	-	1%	-
Mathematics	All Students	0%	0%	0%	2%	*	0%	*	0%	0%	2%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	3%	*	0%	*	0%	0%	2%	-	0%	0%	0%	1%	-
	EL	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%	0%	5%	*	*	-	0%	0%	3%	0%	1%	0%	-	1%	-
Science	All Students	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%	-
	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%	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	17	6	5	5	0	1	0	0	1		
	Female	1	0	0	1	0	0	0	0	0		
	Total	18	6	5	6	0	1	0	0	1		
<b>Out-of-School Suspensions</b>												
	Male	17	5	3	7	0	1	0	1	1		
	Female	1	0	0	1	0	0	0	0	0		
	Total	18	5	3	8	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		

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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	6	1	3	2	0	0	0	0	1		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	1	3	2	0	0	0	0	1		2
<b>Out-of-School Suspensions</b>												
	Male	7	3	2	2	0	0	0	0	1		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	7	3	2	2	0	0	0	0	1		3
<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	45	13	21	6	-8	4	-8	1	10	8	-8
	Female	48	23	12	10	1	-8	-8	2	2	-8	-8
	Total	93	36	33	16	1	4	-8	3	12	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	1
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	34	6	15	8	0	3	0	2	15	3
	Female	39	9	15	11	0	4	0	0	16	1
	Total	73	15	30	19	0	7	0	2	31	4
<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	5.0	12.4%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.7%
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%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	37%	50%	41%	23%	50%	13%	-	30%	39%	36%	35%

- 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 and 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%	68%	56%	50%	57%	*	-	-	*	-	57%	40%	50%	56%	57%	51%	62%	-	-	-	-	
	CWD	52%	42%	50%	-	50%	*	-	-	-	-	50%	*	50%	-	43%	43%	60%	-	-	-	-	
	CWOD	80%	72%	56%	50%	58%	*	-	-	*	-	58%	38%	-	56%	59%	52%	63%	-	-	-	-	
	EL	66%	64%	57%	*	59%	*	-	-	*	-	59%	33%	43%	59%	57%	54%	61%	-	-	-	-	
	Male	74%	64%	51%	60%	50%	*	-	-	*	-	51%	*	43%	52%	54%	51%	-	-	-	-	-	
	Female	78%	71%	62%	*	67%	*	-	-	-	-	67%	33%	60%	63%	61%	-	62%	-	-	-	-	
Mathematics	All Students	70%	61%	45%	38%	47%	*	-	-	*	-	47%	30%	42%	46%	48%	49%	40%	-	-	-	-	
	CWD	46%	38%	42%	-	40%	*	-	-	-	-	40%	*	42%	-	29%	43%	40%	-	-	-	-	
	CWOD	74%	64%	46%	38%	48%	*	-	-	*	-	48%	25%	-	46%	49%	50%	40%	-	-	-	-	
	EL	64%	61%	48%	*	50%	*	-	-	*	-	50%	17%	29%	49%	48%	54%	39%	-	-	-	-	
	Male	72%	62%	49%	40%	52%	*	-	-	*	-	49%	*	43%	50%	54%	49%	-	-	-	-	-	
	Female	68%	59%	40%	*	41%	*	-	-	-	-	44%	17%	40%	40%	39%	-	40%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	68%	60%	83%	58%	*	-	*	-	*	59%	*	50%	61%	56%	54%	67%	-	*	-	-	
	CWD	48%	39%	50%	*	50%	-	-	-	-	-	50%	-	50%	-	*	50%	*	-	-	-	-	
	CWOD	81%	72%	61%	*	59%	*	-	*	-	*	60%	*	-	61%	57%	54%	68%	-	*	-	-	
	EL	66%	63%	56%	-	57%	-	-	*	-	-	56%	*	*	57%	56%	48%	67%	-	*	-	-	
	Male	73%	64%	54%	*	51%	*	-	-	-	*	52%	*	50%	54%	48%	54%	-	-	*	-	-	
	Female	79%	72%	67%	*	66%	-	-	*	-	-	67%	*	*	68%	67%	-	67%	-	*	-	-	
Mathematics	All Students	68%	56%	44%	83%	41%	*	-	*	-	*	43%	*	40%	45%	40%	37%	53%	-	*	-	-	
	CWD	42%	32%	40%	*	38%	-	-	-	-	-	40%	-	40%	-	*	33%	*	-	-	-	-	
	CWOD	73%	60%	45%	*	41%	*	-	*	-	*	43%	*	-	45%	41%	37%	54%	-	*	-	-	
	EL	63%	58%	40%	-	39%	-	-	*	-	-	39%	*	*	41%	40%	30%	52%	-	*	-	-	
	Male	70%	58%	37%	*	34%	*	-	-	-	*	34%	*	33%	37%	30%	37%	-	-	*	-	-	
	Female	67%	55%	53%	*	49%	-	-	*	-	-	53%	*	*	54%	52%	-	53%	-	*	-	-	
Grade 5																							
Reading	All Students	80%	75%	53%	*	51%	*	-	-	-	-	53%	57%	31%	57%	53%	47%	60%	-	*	-	-	
	CWD	50%	44%	31%	*	18%	-	-	-	-	-	33%	*	31%	-	0%	13%	60%	-	-	-	-	
	CWOD	85%	79%	57%	*	57%	*	-	-	-	-	56%	67%	-	57%	59%	54%	60%	-	*	-	-	
	EL	71%	72%	53%	-	52%	*	-	-	-	-	54%	*	0%	59%	53%	47%	61%	-	*	-	-	
	Male	77%	72%	47%	*	48%	-	-	-	-	-	46%	*	13%	54%	47%	47%	-	-	-	-	-	
	Female	83%	78%	60%	*	56%	*	-	-	-	-	59%	*	60%	60%	61%	-	60%	-	*	-	-	
Mathematics	All Students	76%	65%	44%	*	44%	*	-	-	-	-	42%	57%	31%	46%	40%	44%	43%	-	*	-	-	
	CWD	50%	38%	31%	*	27%	-	-	-	-	-	33%	*	31%	-	17%	25%	40%	-	-	-	-	
	CWOD	80%	69%	46%	*	46%	*	-	-	-	-	44%	67%	-	46%	43%	49%	43%	-	*	-	-	
	EL	70%	66%	40%	-	41%	*	-	-	-	-	41%	*	17%	43%	40%	44%	36%	-	*	-	-	
	Male	75%	65%	44%	*	45%	-	-	-	-	-	44%	*	25%	49%	44%	44%	-	-	-	-	-	
	Female	76%	66%	43%	*	42%	*	-	-	-	-	41%	*	40%	43%	36%	-	43%	-	*	-	-	

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Science	All Students	65%	54%	32%	*	31%	*	-	-	-	-	31%	43%	23%	33%	29%	31%	33%	-	*	-	-	
	CWD	40%	33%	23%	*	18%	-	-	-	-	-	25%	*	23%	-	0%	13%	40%	-	-	-	-	
	CWOD	69%	57%	33%	*	33%	*	-	-	-	-	32%	50%	-	33%	32%	35%	31%	-	*	-	-	
	EL	52%	49%	29%	-	30%	*	-	-	-	-	29%	*	0%	32%	29%	29%	29%	-	*	-	-	
	Male	67%	57%	31%	*	32%	-	-	-	-	-	32%	*	13%	35%	29%	31%	-	-	-	-	-	
	Female	63%	52%	33%	*	31%	*	-	-	-	-	30%	*	40%	31%	29%	-	33%	-	*	-	-	
Grade 6																							
Reading	All Students	69%	68%	57%	40%	58%	60%	-	-	-	-	57%	*	38%	61%	52%	54%	62%	-	*	-	*	
	CWD	38%	38%	38%	*	31%	*	-	-	-	-	38%	-	38%	-	11%	43%	*	-	*	-	-	
	CWOD	74%	73%	61%	*	63%	*	-	-	-	-	61%	*	-	61%	58%	58%	65%	-	-	-	*	
	EL	53%	61%	52%	*	54%	*	-	-	-	-	52%	*	11%	58%	52%	48%	58%	-	-	-	*	
	Male	66%	64%	54%	40%	55%	60%	-	-	-	-	54%	-	43%	58%	48%	54%	-	-	*	-	*	
	Female	72%	72%	62%	-	62%	-	-	-	-	-	62%	*	*	65%	58%	-	62%	-	-	-	-	-
Mathematics	All Students	72%	70%	61%	80%	61%	40%	-	-	-	-	61%	*	50%	63%	59%	63%	59%	-	*	-	*	
	CWD	47%	47%	50%	*	38%	*	-	-	-	-	50%	-	50%	-	33%	50%	*	-	*	-	-	
	CWOD	76%	74%	63%	*	65%	*	-	-	-	-	64%	*	-	63%	62%	67%	59%	-	-	-	*	
	EL	61%	69%	59%	*	59%	*	-	-	-	-	59%	*	33%	62%	59%	57%	61%	-	-	-	*	
	Male	73%	70%	63%	80%	63%	40%	-	-	-	-	63%	-	50%	67%	57%	63%	-	-	*	-	*	
	Female	72%	70%	59%	-	59%	-	-	-	-	-	59%	*	*	59%	61%	-	59%	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	28%	25%	30%	*	-	-	*	-	31%	0%	25%	29%	30%	26%	31%	-	-	-	-	
	CWD	30%	24%	25%	-	30%	*	-	-	-	-	30%	*	25%	-	14%	29%	20%	-	-	-	-	
	CWOD	54%	44%	29%	25%	30%	*	-	-	*	-	31%	0%	-	29%	32%	26%	33%	-	-	-	-	
	EL	37%	36%	30%	*	32%	*	-	-	*	-	33%	0%	14%	32%	30%	28%	33%	-	-	-	-	
	Male	49%	40%	26%	20%	28%	*	-	-	*	-	28%	*	29%	26%	28%	26%	-	-	-	-	-	
	Female	52%	43%	31%	*	33%	*	-	-	-	-	36%	0%	20%	33%	33%	-	31%	-	-	-	-	-
Mathematics	All Students	42%	32%	21%	25%	22%	*	-	-	*	-	22%	10%	25%	20%	22%	25%	16%	-	-	-	-	
	CWD	27%	19%	25%	-	30%	*	-	-	-	-	30%	*	25%	-	14%	29%	20%	-	-	-	-	
	CWOD	45%	34%	20%	25%	20%	*	-	-	*	-	21%	13%	-	20%	23%	24%	15%	-	-	-	-	
	EL	35%	32%	22%	*	23%	*	-	-	*	-	24%	0%	14%	23%	22%	28%	14%	-	-	-	-	
	Male	45%	35%	25%	20%	26%	*	-	-	*	-	25%	*	29%	24%	28%	25%	-	-	-	-	-	
	Female	39%	30%	16%	*	15%	*	-	-	-	-	18%	0%	20%	15%	14%	-	16%	-	-	-	-	-
Grade 4																							
Reading	All Students	53%	45%	34%	67%	31%	*	-	*	-	*	33%	*	30%	34%	30%	31%	38%	-	*	-	-	
	CWD	29%	21%	30%	*	25%	-	-	-	-	-	30%	-	30%	-	*	17%	*	-	-	-	-	
	CWOD	57%	48%	34%	*	31%	*	-	*	-	*	34%	*	-	34%	31%	33%	37%	-	*	-	-	
	EL	41%	40%	30%	-	31%	-	-	*	-	-	30%	*	*	31%	30%	28%	33%	-	*	-	-	
	Male	51%	43%	31%	*	28%	*	-	-	-	*	28%	*	17%	33%	28%	31%	-	-	*	-	-	

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Reading	Female	55%	46%	38%	*	34%	-	-	*	-	-	40%	*	*	37%	33%	-	38%	-	*	-	-
Mathematics	All Students	42%	29%	16%	50%	15%	*	-	*	-	*	16%	*	10%	17%	12%	17%	16%	-	*	-	-
	CWD	25%	18%	10%	*	13%	-	-	-	-	-	10%	-	10%	-	*	0%	*	-	-	-	-
	CWOD	45%	31%	17%	*	15%	*	-	*	-	*	17%	*	-	17%	13%	20%	15%	-	*	-	-
	EL	34%	29%	12%	-	13%	-	-	*	-	-	13%	*	*	13%	12%	15%	9%	-	*	-	-
	Male	45%	32%	17%	*	17%	*	-	-	-	*	16%	*	0%	20%	15%	17%	-	-	*	-	-
	Female	38%	26%	16%	*	12%	-	-	*	-	-	16%	*	*	15%	9%	-	16%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	28%	*	28%	*	-	-	-	-	27%	43%	15%	31%	26%	29%	28%	-	*	-	-
	CWD	29%	22%	15%	*	9%	-	-	-	-	-	17%	*	15%	-	0%	0%	40%	-	-	-	-
	CWOD	61%	52%	31%	*	30%	*	-	-	-	-	29%	50%	-	31%	29%	35%	26%	-	*	-	-
	EL	43%	44%	26%	-	26%	*	-	-	-	-	25%	*	0%	29%	26%	29%	21%	-	*	-	-
	Male	53%	46%	29%	*	30%	-	-	-	-	-	29%	*	0%	35%	29%	29%	-	-	-	-	-
	Female	60%	52%	28%	*	25%	*	-	-	-	-	24%	*	40%	26%	21%	-	28%	-	*	-	-
Mathematics	All Students	47%	36%	16%	*	16%	*	-	-	-	-	15%	29%	23%	15%	10%	22%	10%	-	*	-	-
	CWD	25%	17%	23%	*	18%	-	-	-	-	-	25%	*	23%	-	0%	13%	40%	-	-	-	-
	CWOD	50%	38%	15%	*	16%	*	-	-	-	-	14%	33%	-	15%	11%	24%	6%	-	*	-	-
	EL	38%	35%	10%	-	10%	*	-	-	-	-	10%	*	0%	11%	10%	18%	0%	-	*	-	-
	Male	48%	37%	22%	*	23%	-	-	-	-	-	24%	*	13%	24%	18%	22%	-	-	-	-	-
	Female	46%	35%	10%	*	8%	*	-	-	-	-	5%	*	40%	6%	0%	-	10%	-	*	-	-
Science	All Students	38%	28%	11%	*	10%	*	-	-	-	-	12%	0%	15%	10%	8%	16%	5%	-	*	-	-
	CWD	23%	16%	15%	*	9%	-	-	-	-	-	17%	*	15%	-	0%	0%	40%	-	-	-	-
	CWOD	40%	29%	10%	*	10%	*	-	-	-	-	11%	0%	-	10%	9%	19%	0%	-	*	-	-
	EL	24%	23%	8%	-	8%	*	-	-	-	-	8%	*	0%	9%	8%	15%	0%	-	*	-	-
	Male	41%	31%	16%	*	16%	-	-	-	-	-	17%	*	0%	19%	15%	16%	-	-	-	-	-
	Female	34%	24%	5%	*	3%	*	-	-	-	-	5%	*	40%	0%	0%	-	5%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	26%	20%	26%	20%	-	-	-	-	26%	*	25%	26%	23%	29%	21%	-	*	-	*
	CWD	21%	20%	25%	*	23%	*	-	-	-	-	25%	-	25%	-	11%	29%	*	-	*	-	-
	CWOD	46%	45%	26%	*	27%	*	-	-	-	-	26%	*	-	26%	24%	29%	22%	-	-	-	*
	EL	24%	34%	23%	*	23%	*	-	-	-	-	23%	*	11%	24%	23%	24%	21%	-	-	-	*
	Male	40%	40%	29%	20%	31%	20%	-	-	-	-	29%	-	29%	29%	24%	29%	-	-	*	-	*
	Female	45%	44%	21%	-	21%	-	-	-	-	-	22%	*	*	22%	21%	-	21%	-	-	-	-
Mathematics	All Students	38%	37%	28%	20%	28%	20%	-	-	-	-	27%	*	31%	27%	27%	31%	23%	-	*	-	*
	CWD	20%	21%	31%	*	31%	*	-	-	-	-	31%	-	31%	-	22%	29%	*	-	*	-	-
	CWOD	41%	40%	27%	*	28%	*	-	-	-	-	26%	*	-	27%	27%	31%	22%	-	-	-	*
	EL	24%	35%	27%	*	27%	*	-	-	-	-	26%	*	22%	27%	27%	26%	27%	-	-	-	*
	Male	40%	39%	31%	20%	33%	20%	-	-	-	-	31%	-	29%	31%	26%	31%	-	-	*	-	*
	Female	36%	35%	23%	-	23%	-	-	-	-	-	22%	*	*	22%	27%	-	23%	-	-	-	-

Texas Education Agency  
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THORNTON EL (220901114) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	16%	13%	17%	*	-	-	*	-	18%	0%	8%	17%	20%	13%	20%	-	-	-	-
	CWD	12%	8%	8%	-	10%	*	-	-	-	-	10%	*	8%	-	14%	14%	0%	-	-	-	-
	CWOD	32%	25%	17%	13%	18%	*	-	-	*	-	19%	0%	-	17%	20%	13%	23%	-	-	-	-
	EL	19%	20%	20%	*	21%	*	-	-	*	-	21%	0%	14%	20%	20%	17%	22%	-	-	-	-
	Male	28%	21%	13%	0%	15%	*	-	-	*	-	14%	*	14%	13%	17%	13%	-	-	-	-	-
	Female	31%	25%	20%	*	21%	*	-	-	-	-	23%	0%	0%	23%	22%	-	20%	-	-	-	-
Mathematics	All Students	20%	14%	9%	0%	11%	*	-	-	*	-	10%	0%	0%	11%	12%	11%	7%	-	-	-	-
	CWD	10%	6%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	15%	11%	0%	12%	*	-	-	*	-	12%	0%	-	11%	13%	13%	8%	-	-	-	-
	EL	15%	15%	12%	*	13%	*	-	-	*	-	13%	0%	0%	13%	12%	15%	8%	-	-	-	-
	Male	23%	16%	11%	0%	13%	*	-	-	*	-	12%	*	0%	13%	15%	11%	-	-	-	-	-
	Female	18%	12%	7%	*	8%	*	-	-	-	-	8%	0%	0%	8%	8%	-	7%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	9%	17%	9%	*	-	*	-	*	9%	*	0%	10%	10%	8%	11%	-	*	-	-
	CWD	10%	7%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	31%	24%	10%	*	10%	*	-	*	-	*	10%	*	-	10%	10%	9%	12%	-	*	-	-
	EL	18%	18%	10%	-	10%	-	-	*	-	-	10%	*	*	10%	10%	5%	15%	-	*	-	-
	Male	26%	22%	8%	*	6%	*	-	-	-	*	6%	*	0%	9%	5%	8%	-	-	*	-	-
	Female	29%	22%	11%	*	12%	-	-	*	-	-	12%	*	*	12%	15%	-	11%	-	*	-	-
Mathematics	All Students	22%	14%	7%	0%	8%	*	-	*	-	*	8%	*	0%	8%	8%	12%	2%	-	*	-	-
	CWD	10%	6%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	15%	8%	*	9%	*	-	*	-	*	8%	*	-	8%	9%	13%	2%	-	*	-	-
	EL	16%	14%	8%	-	8%	-	-	*	-	-	9%	*	*	9%	8%	13%	3%	-	*	-	-
	Male	25%	16%	12%	*	13%	*	-	-	-	*	12%	*	0%	13%	13%	12%	-	-	*	-	-
	Female	19%	12%	2%	*	2%	-	-	*	-	-	2%	*	*	2%	3%	-	2%	-	*	-	-
Grade 5																						
Reading	All Students	36%	29%	9%	*	9%	*	-	-	-	-	8%	29%	0%	11%	5%	7%	13%	-	*	-	-
	CWD	12%	10%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	40%	32%	11%	*	10%	*	-	-	-	-	9%	33%	-	11%	5%	8%	14%	-	*	-	-
	EL	23%	25%	5%	-	5%	*	-	-	-	-	5%	*	0%	5%	5%	3%	7%	-	*	-	-
	Male	32%	27%	7%	*	7%	-	-	-	-	-	7%	*	0%	8%	3%	7%	-	-	-	-	-
	Female	39%	31%	13%	*	11%	*	-	-	-	-	8%	*	0%	14%	7%	-	13%	-	*	-	-
Mathematics	All Students	24%	16%	5%	*	5%	*	-	-	-	-	4%	14%	0%	6%	3%	7%	3%	-	*	-	-
	CWD	9%	6%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	26%	17%	6%	*	6%	*	-	-	-	-	5%	17%	-	6%	4%	8%	3%	-	*	-	-
	EL	17%	15%	3%	-	3%	*	-	-	-	-	3%	*	0%	4%	3%	6%	0%	-	*	-	-
	Male	25%	17%	7%	*	7%	-	-	-	-	-	7%	*	0%	8%	6%	7%	-	-	-	-	-

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	23%	14%	3%	*	3%	*	-	-	-	-	0%	*	0%	3%	0%	-	3%	-	*	-	-
Science	All Students	17%	12%	4%	*	4%	*	-	-	-	-	4%	0%	0%	4%	3%	7%	0%	-	*	-	-
	CWD	9%	6%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	19%	12%	4%	*	4%	*	-	-	-	-	5%	0%	-	4%	4%	8%	0%	-	*	-	-
	EL	9%	8%	3%	-	3%	*	-	-	-	-	3%	*	0%	4%	3%	6%	0%	-	*	-	-
	Male	20%	14%	7%	*	7%	-	-	-	-	-	7%	*	0%	8%	6%	7%	-	-	-	-	-
	Female	15%	10%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	-	0%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	11%	20%	11%	0%	-	-	-	-	11%	*	6%	12%	8%	10%	13%	-	*	-	*
	CWD	8%	7%	6%	*	0%	*	-	-	-	-	6%	-	6%	-	0%	7%	*	-	*	-	-
	CWOD	25%	23%	12%	*	13%	*	-	-	-	-	13%	*	-	12%	9%	11%	14%	-	-	-	*
	EL	9%	15%	8%	*	8%	*	-	-	-	-	8%	*	0%	9%	8%	5%	12%	-	-	-	*
	Male	21%	19%	10%	20%	10%	0%	-	-	-	-	10%	-	7%	11%	5%	10%	-	-	*	-	*
	Female	25%	23%	13%	-	13%	-	-	-	-	-	14%	*	*	14%	12%	-	13%	-	-	-	-
Mathematics	All Students	16%	16%	10%	0%	11%	0%	-	-	-	-	10%	*	13%	10%	12%	14%	5%	-	*	-	*
	CWD	8%	9%	13%	*	15%	*	-	-	-	-	13%	-	13%	-	11%	7%	*	-	*	-	-
	CWOD	17%	17%	10%	*	11%	*	-	-	-	-	10%	*	-	10%	12%	16%	3%	-	-	-	*
	EL	7%	14%	12%	*	13%	*	-	-	-	-	12%	*	11%	12%	12%	17%	6%	-	-	-	*
	Male	17%	18%	14%	0%	16%	0%	-	-	-	-	14%	-	7%	16%	17%	14%	-	-	*	-	*
	Female	14%	13%	5%	-	5%	-	-	-	-	-	5%	*	*	3%	6%	-	5%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	51%	57%	50%	54%	-	*	*	*	51%	49%	39%	52%	49%	48%	53%	-	56%	-	*
	CWD	44%	36%	39%	64%	34%	67%	-	-	-	-	40%	29%	39%	-	20%	36%	46%	-	*	-	-
	CWOD	77%	70%	52%	55%	52%	50%	-	*	*	*	52%	52%	-	52%	52%	51%	54%	-	50%	-	*
	EL	59%	58%	49%	17%	49%	36%	-	*	*	-	49%	39%	20%	52%	49%	46%	52%	-	56%	-	*
	Male	71%	63%	48%	52%	48%	57%	-	-	*	*	48%	54%	36%	51%	46%	48%	-	-	63%	-	*
	Female	75%	68%	53%	67%	53%	50%	-	*	-	-	54%	45%	46%	54%	52%	-	53%	-	50%	-	-
Reading	All Students	74%	67%	56%	59%	56%	67%	-	*	*	*	57%	52%	41%	59%	55%	52%	63%	-	71%	-	*
	CWD	43%	35%	41%	67%	36%	*	-	-	-	-	42%	*	41%	-	20%	37%	50%	-	*	-	-
	CWOD	78%	72%	59%	56%	59%	67%	-	*	*	*	59%	55%	-	59%	58%	54%	64%	-	67%	-	*
	EL	57%	57%	55%	*	56%	60%	-	*	*	-	55%	43%	20%	58%	55%	49%	62%	-	*	-	*
	Male	70%	63%	52%	50%	51%	71%	-	-	*	*	51%	60%	37%	54%	49%	52%	-	-	*	-	*
	Female	78%	73%	63%	75%	63%	60%	-	*	-	-	64%	46%	50%	64%	62%	-	63%	-	*	-	-
Mathematics	All Students	71%	64%	49%	59%	48%	42%	-	*	*	*	49%	48%	41%	50%	47%	49%	49%	-	43%	-	*
	CWD	44%	36%	41%	67%	36%	*	-	-	-	-	42%	*	41%	-	24%	40%	44%	-	*	-	-
	CWOD	75%	67%	50%	56%	50%	33%	-	*	*	*	50%	50%	-	50%	49%	51%	49%	-	33%	-	*
	EL	61%	61%	47%	*	48%	20%	-	*	*	-	47%	36%	24%	49%	47%	47%	47%	-	*	-	*
	Male	71%	63%	49%	57%	49%	43%	-	-	*	*	48%	60%	40%	51%	47%	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	Female	71%	64%	49%	63%	48%	40%	-	*	-	-	49%	38%	44%	49%	47%	-	49%	-	*	-	-
Science	All Students	74%	66%	32%	*	31%	*	-	-	-	-	31%	43%	23%	33%	29%	31%	33%	-	*	-	-
	CWD	47%	38%	23%	*	18%	-	-	-	-	-	25%	*	23%	-	0%	13%	40%	-	-	-	-
	CWOD	78%	69%	33%	*	33%	*	-	-	-	-	32%	50%	-	33%	32%	35%	31%	-	*	-	-
	EL	58%	56%	29%	-	30%	*	-	-	-	-	29%	*	0%	32%	29%	29%	29%	-	*	-	-
	Male	74%	65%	31%	*	32%	-	-	-	-	-	32%	*	13%	35%	29%	31%	-	-	-	-	-
	Female	75%	66%	33%	*	31%	*	-	-	-	-	30%	*	40%	31%	29%	-	33%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	23%	34%	23%	15%	-	*	*	*	24%	19%	23%	23%	21%	25%	21%	-	19%	-	*
	CWD	23%	18%	23%	43%	21%	0%	-	-	-	-	24%	0%	23%	-	9%	18%	32%	-	*	-	-
	CWOD	50%	42%	23%	30%	23%	20%	-	*	*	*	24%	22%	-	23%	23%	27%	20%	-	21%	-	*
	EL	29%	30%	21%	0%	22%	18%	-	*	*	-	22%	10%	9%	23%	21%	24%	18%	-	22%	-	*
	Male	45%	38%	25%	21%	26%	21%	-	-	*	*	25%	21%	18%	27%	24%	25%	-	-	25%	-	*
	Female	48%	41%	21%	56%	20%	8%	-	*	-	-	21%	17%	32%	20%	18%	-	21%	-	13%	-	-
Reading	All Students	52%	45%	29%	36%	29%	25%	-	*	*	*	29%	22%	24%	30%	27%	29%	30%	-	43%	-	*
	CWD	24%	19%	24%	50%	21%	*	-	-	-	-	25%	*	24%	-	8%	20%	31%	-	*	-	-
	CWOD	56%	48%	30%	31%	30%	33%	-	*	*	*	30%	25%	-	30%	29%	30%	29%	-	50%	-	*
	EL	31%	33%	27%	*	28%	20%	-	*	*	-	28%	14%	8%	29%	27%	27%	28%	-	*	-	*
	Male	47%	41%	29%	21%	29%	29%	-	-	*	*	29%	30%	20%	30%	27%	29%	-	-	*	-	*
	Female	56%	49%	30%	63%	28%	20%	-	*	-	-	31%	15%	31%	29%	28%	-	30%	-	*	-	-
Mathematics	All Students	41%	33%	20%	32%	20%	8%	-	*	*	*	20%	22%	24%	20%	18%	24%	16%	-	0%	-	*
	CWD	22%	17%	24%	33%	24%	*	-	-	-	-	25%	*	24%	-	12%	20%	31%	-	*	-	-
	CWOD	44%	35%	20%	31%	20%	11%	-	*	*	*	20%	25%	-	20%	19%	25%	14%	-	0%	-	*
	EL	29%	29%	18%	*	18%	20%	-	*	*	-	19%	7%	12%	19%	18%	22%	13%	-	*	-	*
	Male	42%	34%	24%	21%	25%	14%	-	-	*	*	24%	20%	20%	25%	22%	24%	-	-	*	-	*
	Female	40%	33%	16%	50%	15%	0%	-	*	-	-	15%	23%	31%	14%	13%	-	16%	-	*	-	-
Science	All Students	46%	37%	11%	*	10%	*	-	-	-	-	12%	0%	15%	10%	8%	16%	5%	-	*	-	-
	CWD	23%	17%	15%	*	9%	-	-	-	-	-	17%	*	15%	-	0%	0%	40%	-	-	-	-
	CWOD	49%	39%	10%	*	10%	*	-	-	-	-	11%	0%	-	10%	9%	19%	0%	-	*	-	-
	EL	25%	25%	8%	-	8%	*	-	-	-	-	8%	*	0%	9%	8%	15%	0%	-	*	-	-
	Male	47%	37%	16%	*	16%	-	-	-	-	-	17%	*	0%	19%	15%	16%	-	-	-	-	-
	Female	45%	36%	5%	*	3%	*	-	-	-	-	5%	*	40%	0%	0%	-	5%	-	*	-	-
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%	17%	9%	6%	10%	4%	-	*	*	*	9%	8%	3%	10%	9%	10%	8%	-	6%	-	*
	CWD	9%	6%	3%	7%	3%	0%	-	-	-	-	4%	0%	3%	-	4%	4%	3%	-	*	-	-
	CWOD	24%	18%	10%	6%	11%	5%	-	*	*	*	10%	9%	-	10%	10%	11%	9%	-	7%	-	*
	EL	12%	12%	9%	0%	10%	0%	-	*	*	-	10%	0%	4%	10%	9%	10%	9%	-	11%	-	*
	Male	21%	16%	10%	7%	11%	0%	-	-	*	*	10%	4%	4%	11%	10%	10%	-	-	13%	-	*
	Female	23%	18%	8%	6%	8%	8%	-	*	-	-	8%	10%	3%	9%	9%	-	8%	-	0%	-	-
Reading	All Students	25%	20%	12%	14%	12%	8%	-	*	*	*	12%	13%	4%	13%	11%	10%	14%	-	14%	-	*
	CWD	9%	6%	4%	17%	2%	*	-	-	-	-	4%	*	4%	-	4%	6%	0%	-	*	-	-
	CWOD	27%	21%	13%	13%	13%	11%	-	*	*	*	13%	15%	-	13%	12%	10%	16%	-	17%	-	*
	EL	13%	14%	11%	*	11%	0%	-	*	*	-	12%	0%	4%	12%	11%	8%	15%	-	*	-	*
	Male	22%	17%	10%	14%	10%	0%	-	-	*	*	10%	10%	6%	10%	8%	10%	-	-	*	-	*
	Female	28%	22%	14%	13%	14%	20%	-	*	-	-	14%	15%	0%	16%	15%	-	14%	-	*	-	-
Mathematics	All Students	20%	14%	8%	0%	9%	0%	-	*	*	*	8%	4%	4%	9%	9%	11%	4%	-	0%	-	*
	CWD	9%	6%	4%	0%	5%	*	-	-	-	-	4%	*	4%	-	4%	3%	6%	-	*	-	-
	CWOD	21%	16%	9%	0%	9%	0%	-	*	*	*	9%	5%	-	9%	10%	13%	4%	-	0%	-	*
	EL	12%	12%	9%	*	10%	0%	-	*	*	-	10%	0%	4%	10%	9%	13%	5%	-	*	-	*
	Male	21%	15%	11%	0%	12%	0%	-	-	*	*	12%	0%	3%	13%	13%	11%	-	-	*	-	*
	Female	19%	13%	4%	0%	5%	0%	-	*	-	-	4%	8%	6%	4%	5%	-	4%	-	*	-	-
Science	All Students	20%	15%	4%	*	4%	*	-	-	-	-	4%	0%	0%	4%	3%	7%	0%	-	*	-	-
	CWD	8%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	16%	4%	*	4%	*	-	-	-	-	5%	0%	-	4%	4%	8%	0%	-	*	-	-
	EL	7%	8%	3%	-	3%	*	-	-	-	-	3%	*	0%	4%	3%	6%	0%	-	*	-	-
	Male	22%	15%	7%	*	7%	-	-	-	-	-	7%	*	0%	8%	6%	7%	-	-	-	-	-
	Female	19%	14%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	-	0%	-	*	-	-

- Indicates there are no students in the group.

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

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

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

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	74	83	73	83	-	*	-	-	73	77	71
CWD	77	83	75	*	-	-	-	-	77	77	71
CWOD	74	83	73	80	-	*	-	-	73	-	71
EL ◇	71	*	71	*	-	*	-	-	71	71	71
Male	69	71	68	*	-	-	-	-	68	72	66
Female	80	100	79	*	-	*	-	-	79	100	77
<b>Mathematics</b>											
All Students	72	88	72	40	-	*	-	-	71	64	74
CWD	64	75	62	-	-	-	-	-	63	64	63
CWOD	73	100	73	40	-	*	-	-	73	-	75
EL ◇	74	*	74	*	-	*	-	-	74	63	74
Male	70	86	70	*	-	-	-	-	69	64	72
Female	75	90	74	*	-	*	-	-	74	64	76

- Indicates there are no students in the group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<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
510	23	5%

- 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	32	28	24	-	*	*	*	28	22	26
<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	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
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>											
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%	-
	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%	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%	-
	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%	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%	-
	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%	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%	-	-
	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%	-
	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%	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%	-
	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%	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%	-
	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%	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%	-
Science	All Students	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	-	0%	-

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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	23	0	22	1	0	0	0	0	15		
	Female	15	1	13	1	0	0	0	0	11		
	Total	38	1	35	2	0	0	0	0	26		
<b>Out-of-School Suspensions</b>												
	Male	10	1	9	0	0	0	0	0	7		
	Female	7	0	7	0	0	0	0	0	5		
	Total	17	1	16	0	0	0	0	0	12		
<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	1	0	1	0	0	0	0	0	3		0
	Female	2	0	2	0	0	0	0	0	1		0
	Total	3	0	3	0	0	0	0	0	4		0
<b>Out-of-School Suspensions</b>												
	Male	5	0	5	0	0	0	0	0	2		1
	Female	4	0	4	0	0	0	0	0	2		0
	Total	9	0	9	0	0	0	0	0	4		1
<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	54	7	42	5	-8	-8	-8	-8	24	7	-8
	Female	43	5	35	3	-8	-8	-8	-8	29	4	-8
	Total	97	12	77	8	-8	-8	-8	-8	53	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	3
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	48	1	45	2	0	0	0	0	42	0
	Female	52	5	44	3	0	0	0	0	42	1
	Total	100	6	89	5	0	0	0	0	84	1
<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	1.0	1.7%
Teachers Teaching with Emergency or Provisional Credentials	2.0	3.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.8	1.4%

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



## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	*	2%
Mathematics	6,587	2%	48	1%	*	2%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	1%
Mathematics	6,408	2%	49	1%	*	1%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	2%
Mathematics	6,205	2%	32	1%	*	2%
Science	6,200	2%	32	1%	*	2%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	5	5%
Mathematics	6,177	2%	59	1%	5	5%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	22	3%
Reading	48,805	1%	354	1%	10	3%
Mathematics	43,293	1%	319	1%	10	3%
Science	17,856	1%	118	1%	*	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	29%	28%	28%	48%	*	*	-	-	30%	21%	26%

- 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 and 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%	68%	80%	67%	75%	80%	*	*	-	*	76%	79%	45%	86%	*	80%	79%	-	-	-	-
	CWD	52%	42%	45%	-	*	43%	-	-	-	-	*	50%	45%	-	*	50%	40%	-	-	-	-
	CWOD	80%	72%	86%	67%	88%	91%	*	*	-	*	83%	88%	-	86%	*	83%	93%	-	-	-	-
	EL	66%	64%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	74%	64%	80%	*	67%	79%	*	*	-	*	71%	82%	50%	83%	*	80%	-	-	-	-	-
	Female	78%	71%	79%	*	*	75%	-	*	-	-	86%	75%	40%	93%	*	-	79%	-	-	-	-
Mathematics	All Students	70%	61%	72%	67%	67%	70%	*	*	-	*	71%	71%	27%	82%	*	71%	74%	-	-	-	-
	CWD	46%	38%	27%	-	*	29%	-	-	-	-	*	38%	27%	-	*	17%	40%	-	-	-	-
	CWOD	74%	64%	82%	67%	88%	83%	*	*	-	*	83%	81%	-	82%	*	80%	86%	-	-	-	-
	EL	64%	61%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	72%	62%	71%	*	56%	68%	*	*	-	*	71%	68%	17%	80%	*	71%	-	-	-	-	-
	Female	68%	59%	74%	*	*	67%	-	*	-	-	71%	75%	40%	86%	*	-	74%	-	-	-	-
Grade 4																						
Reading	All Students	76%	68%	81%	56%	77%	89%	-	*	*	*	73%	87%	69%	85%	50%	77%	85%	-	-	-	-
	CWD	48%	39%	69%	*	*	100%	-	-	-	*	56%	86%	69%	-	*	64%	80%	-	-	-	-
	CWOD	81%	72%	85%	60%	91%	86%	-	*	*	*	82%	87%	-	85%	*	84%	86%	-	-	-	-
	EL	66%	63%	50%	-	*	*	-	-	-	-	*	*	*	*	50%	*	*	-	-	-	-
	Male	73%	64%	77%	57%	*	94%	-	-	-	*	64%	88%	64%	84%	*	77%	-	-	-	-	-
	Female	79%	72%	85%	*	89%	85%	-	*	*	*	83%	86%	80%	86%	*	-	85%	-	-	-	-
Mathematics	All Students	68%	56%	67%	44%	69%	73%	-	*	*	*	54%	76%	44%	75%	50%	70%	65%	-	-	-	-
	CWD	42%	32%	44%	*	*	56%	-	-	-	*	33%	57%	44%	-	*	55%	20%	-	-	-	-
	CWOD	73%	60%	75%	40%	82%	79%	-	*	*	*	65%	81%	-	75%	*	79%	72%	-	-	-	-
	EL	63%	58%	50%	-	*	*	-	-	-	-	*	*	*	*	50%	*	*	-	-	-	-
	Male	70%	58%	70%	57%	*	82%	-	-	-	*	57%	81%	55%	79%	*	70%	-	-	-	-	-
	Female	67%	55%	65%	*	78%	65%	-	*	*	*	50%	73%	20%	72%	*	-	65%	-	-	-	-
Grade 5																						
Reading	All Students	80%	75%	82%	75%	70%	90%	*	*	-	*	82%	82%	53%	91%	67%	74%	91%	-	*	-	*
	CWD	50%	44%	53%	*	50%	57%	-	-	-	*	71%	40%	53%	-	-	57%	*	-	-	-	*
	CWOD	85%	79%	91%	100%	79%	97%	*	*	-	*	85%	96%	-	91%	67%	84%	97%	-	*	-	*
	EL	71%	72%	67%	-	*	*	-	*	-	-	67%	-	-	67%	67%	*	*	-	-	-	-
	Male	77%	72%	74%	*	56%	83%	-	*	-	*	79%	70%	57%	84%	*	74%	-	-	*	-	*
	Female	83%	78%	91%	80%	82%	100%	*	-	-	*	87%	94%	*	97%	*	-	91%	-	-	-	-
Mathematics	All Students	76%	65%	93%	88%	80%	100%	*	*	-	*	97%	89%	82%	96%	100%	92%	94%	-	*	-	*
	CWD	50%	38%	82%	*	50%	100%	-	-	-	*	100%	70%	82%	-	-	86%	*	-	-	-	*
	CWOD	80%	69%	96%	80%	93%	100%	*	*	-	*	96%	96%	-	96%	100%	96%	97%	-	*	-	*
	EL	70%	66%	100%	-	*	*	-	*	-	-	100%	-	-	100%	100%	*	*	-	-	-	-
	Male	75%	65%	92%	*	67%	100%	-	*	-	*	100%	85%	86%	96%	*	92%	-	-	*	-	*
	Female	76%	66%	94%	80%	91%	100%	*	-	-	*	93%	94%	*	97%	*	-	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%	54%	79%	63%	70%	90%	*	*	-	*	68%	89%	65%	84%	67%	77%	82%	-	*	-	*
	CWD	40%	33%	65%	*	50%	86%	-	-	-	*	57%	70%	65%	-	-	71%	*	-	-	-	*
	CWOD	69%	57%	84%	60%	79%	91%	*	*	-	*	70%	96%	-	84%	67%	80%	87%	-	*	-	*
	EL	52%	49%	67%	-	*	*	-	*	-	-	67%	-	-	67%	67%	*	*	-	-	-	-
	Male	67%	57%	77%	*	56%	88%	-	*	-	*	74%	80%	71%	80%	*	77%	-	-	*	-	*
	Female	63%	52%	82%	40%	82%	93%	*	-	-	*	60%	100%	*	87%	*	-	82%	-	-	-	-
<b>Grade 6</b>																						
Reading	All Students	69%	68%	82%	*	80%	84%	-	*	*	80%	83%	82%	57%	88%	67%	84%	81%	-	*	-	-
	CWD	38%	38%	57%	*	*	55%	-	-	-	*	*	58%	57%	-	*	71%	43%	-	-	-	-
	CWOD	74%	73%	88%	*	84%	94%	-	*	*	*	88%	88%	-	88%	80%	87%	90%	-	*	-	-
	EL	53%	61%	67%	*	*	*	-	*	-	-	*	*	*	80%	67%	*	*	-	-	-	-
	Male	66%	64%	84%	*	80%	90%	-	*	*	*	86%	83%	71%	87%	*	84%	-	-	*	-	-
	Female	72%	72%	81%	*	80%	78%	-	-	-	*	82%	80%	43%	90%	*	-	81%	-	-	-	-
Mathematics	All Students	72%	70%	89%	*	80%	93%	-	*	*	80%	94%	87%	79%	92%	100%	89%	89%	-	*	-	-
	CWD	47%	47%	79%	*	*	82%	-	-	-	*	*	75%	79%	-	*	71%	86%	-	-	-	-
	CWOD	76%	74%	92%	*	84%	97%	-	*	*	*	94%	91%	-	92%	100%	93%	90%	-	*	-	-
	EL	61%	69%	100%	*	*	*	-	*	-	-	*	*	*	100%	100%	*	*	-	-	-	-
	Male	73%	70%	89%	*	80%	95%	-	*	*	*	100%	87%	71%	93%	*	89%	-	-	*	-	-
	Female	72%	70%	89%	*	80%	91%	-	-	-	*	91%	88%	86%	90%	*	-	89%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	50%	41%	56%	67%	50%	57%	*	*	-	*	52%	56%	27%	61%	*	57%	53%	-	-	-	-
	CWD	30%	24%	27%	-	*	14%	-	-	-	-	*	38%	27%	-	*	33%	20%	-	-	-	-
	CWOD	54%	44%	61%	67%	50%	70%	*	*	-	*	61%	62%	-	61%	*	60%	64%	-	-	-	-
	EL	37%	36%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	49%	40%	57%	*	56%	58%	*	*	-	*	50%	59%	33%	60%	*	57%	-	-	-	-	-
	Female	52%	43%	53%	*	*	50%	-	*	-	-	57%	50%	20%	64%	*	-	53%	-	-	-	-
Mathematics	All Students	42%	32%	35%	17%	42%	33%	*	*	-	*	33%	35%	18%	39%	*	43%	21%	-	-	-	-
	CWD	27%	19%	18%	-	*	14%	-	-	-	-	*	25%	18%	-	*	17%	20%	-	-	-	-
	CWOD	45%	34%	39%	17%	50%	39%	*	*	-	*	39%	38%	-	39%	*	47%	21%	-	-	-	-
	EL	35%	32%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	45%	35%	43%	*	33%	42%	*	*	-	*	43%	41%	17%	47%	*	43%	-	-	-	-	-
	Female	39%	30%	21%	*	*	17%	-	*	-	-	14%	25%	20%	21%	*	-	21%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	53%	45%	61%	33%	62%	70%	-	*	*	*	50%	68%	44%	67%	50%	60%	62%	-	-	-	-
	CWD	29%	21%	44%	*	*	56%	-	-	-	*	44%	43%	44%	-	*	55%	20%	-	-	-	-
	CWOD	57%	48%	67%	20%	73%	75%	-	*	*	*	53%	74%	-	67%	*	63%	69%	-	-	-	-
	EL	41%	40%	50%	-	*	*	-	-	-	-	*	*	*	*	50%	*	*	-	-	-	-
	Male	51%	43%	60%	43%	*	82%	-	-	-	*	57%	63%	55%	63%	*	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
Reading	Female	55%	46%	62%	*	78%	60%	-	*	*	*	42%	73%	20%	69%	*	-	62%	-	-	-	-
Mathematics	All Students	42%	29%	50%	44%	46%	57%	-	*	*	*	31%	63%	38%	54%	50%	63%	38%	-	-	-	-
	CWD	25%	18%	38%	*	*	44%	-	-	-	*	33%	43%	38%	-	*	45%	20%	-	-	-	-
	CWOD	45%	31%	54%	40%	55%	61%	-	*	*	*	29%	68%	-	54%	*	74%	41%	-	-	-	-
	EL	34%	29%	50%	-	*	*	-	-	-	-	*	*	*	*	50%	*	*	-	-	-	-
	Male	45%	32%	63%	57%	*	76%	-	-	-	*	50%	75%	45%	74%	*	63%	-	-	-	-	-
	Female	38%	26%	38%	*	56%	40%	-	*	*	*	8%	55%	20%	41%	*	-	38%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	50%	38%	45%	54%	*	*	-	*	44%	55%	12%	62%	33%	41%	61%	-	*	-	*
	CWD	29%	22%	12%	*	17%	14%	-	-	-	*	14%	10%	12%	-	-	14%	*	-	-	-	*
	CWOD	61%	52%	62%	60%	57%	63%	*	*	-	*	52%	71%	-	62%	33%	56%	67%	-	*	-	*
	EL	43%	44%	33%	-	*	*	-	*	-	-	33%	-	-	33%	33%	*	*	-	-	-	-
	Male	53%	46%	41%	*	33%	46%	-	*	-	*	42%	40%	14%	56%	*	41%	-	-	*	-	*
	Female	60%	52%	61%	40%	55%	67%	*	-	-	*	47%	72%	*	67%	*	-	61%	-	-	-	-
Mathematics	All Students	47%	36%	58%	50%	55%	62%	*	*	-	*	53%	63%	24%	69%	67%	56%	61%	-	*	-	*
	CWD	25%	17%	24%	*	17%	29%	-	-	-	*	29%	20%	24%	-	-	29%	*	-	-	-	*
	CWOD	50%	38%	69%	60%	71%	69%	*	*	-	*	59%	79%	-	69%	67%	72%	67%	-	*	-	*
	EL	38%	35%	67%	-	*	*	-	*	-	-	67%	-	-	67%	67%	*	*	-	-	-	-
	Male	48%	37%	56%	*	44%	63%	-	*	-	*	63%	50%	29%	72%	*	56%	-	-	*	-	*
	Female	46%	35%	61%	40%	64%	60%	*	-	-	*	40%	78%	*	67%	*	-	61%	-	-	-	-
Science	All Students	38%	28%	51%	13%	45%	64%	*	*	-	*	38%	63%	24%	60%	50%	46%	58%	-	*	-	*
	CWD	23%	16%	24%	*	17%	43%	-	-	-	*	14%	30%	24%	-	-	29%	*	-	-	-	*
	CWOD	40%	29%	60%	20%	57%	69%	*	*	-	*	44%	75%	-	60%	50%	56%	63%	-	*	-	*
	EL	24%	23%	50%	-	*	*	-	*	-	-	50%	-	-	50%	50%	*	*	-	-	-	-
	Male	41%	31%	46%	*	33%	58%	-	*	-	*	42%	50%	29%	56%	*	46%	-	-	*	-	*
	Female	34%	24%	58%	20%	55%	73%	*	-	-	*	33%	78%	*	63%	*	-	58%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	64%	*	55%	67%	-	*	*	60%	67%	64%	21%	75%	67%	57%	72%	-	*	-	-
	CWD	21%	20%	21%	*	*	18%	-	-	-	*	*	25%	21%	-	*	14%	29%	-	-	-	-
	CWOD	46%	45%	75%	*	58%	84%	-	*	*	*	75%	74%	-	75%	80%	67%	83%	-	*	-	-
	EL	24%	34%	67%	*	*	*	-	*	-	-	*	*	*	80%	67%	*	*	-	-	-	-
	Male	40%	40%	57%	*	40%	65%	-	*	*	*	71%	53%	14%	67%	*	57%	-	-	*	-	-
	Female	45%	44%	72%	*	70%	70%	-	-	-	*	64%	76%	29%	83%	*	-	72%	-	-	-	-
Mathematics	All Students	38%	37%	63%	*	55%	67%	-	*	*	60%	56%	65%	29%	71%	67%	59%	67%	-	*	-	-
	CWD	20%	21%	29%	*	*	27%	-	-	-	*	*	33%	29%	-	*	29%	29%	-	-	-	-
	CWOD	41%	40%	71%	*	58%	81%	-	*	*	*	63%	74%	-	71%	80%	67%	76%	-	*	-	-
	EL	24%	35%	67%	*	*	*	-	*	-	-	*	*	*	80%	67%	*	*	-	-	-	-
	Male	40%	39%	59%	*	40%	75%	-	*	*	*	57%	60%	29%	67%	*	59%	-	-	*	-	-
	Female	36%	35%	67%	*	70%	61%	-	-	-	*	55%	72%	29%	76%	*	-	67%	-	-	-	-

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STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	37%	0%	50%	40%	*	*	-	*	24%	44%	27%	39%	*	40%	32%	-	-	-	-
	CWD	12%	8%	27%	-	*	14%	-	-	-	-	*	38%	27%	-	*	33%	20%	-	-	-	-
	CWOD	32%	25%	39%	0%	50%	48%	*	*	-	*	28%	46%	-	39%	*	40%	36%	-	-	-	-
	EL	19%	20%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	28%	21%	40%	*	56%	37%	*	*	-	*	29%	45%	33%	40%	*	40%	-	-	-	-	-
	Female	31%	25%	32%	*	*	42%	-	*	-	-	14%	42%	20%	36%	*	-	32%	-	-	-	-
Mathematics	All Students	20%	14%	20%	0%	33%	23%	*	*	-	*	10%	26%	18%	20%	*	23%	16%	-	-	-	-
	CWD	10%	6%	18%	-	*	14%	-	-	-	-	*	25%	18%	-	*	17%	20%	-	-	-	-
	CWOD	22%	15%	20%	0%	38%	26%	*	*	-	*	11%	27%	-	20%	*	23%	14%	-	-	-	-
	EL	15%	15%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	23%	16%	23%	*	22%	32%	*	*	-	*	7%	32%	17%	23%	*	23%	-	-	-	-	-
	Female	18%	12%	16%	*	*	8%	-	*	-	-	14%	17%	20%	14%	*	-	16%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	42%	11%	31%	57%	-	*	*	*	31%	50%	25%	48%	50%	43%	41%	-	-	-	-
	CWD	10%	7%	25%	*	*	44%	-	-	-	*	11%	43%	25%	-	*	27%	20%	-	-	-	-
	CWOD	31%	24%	48%	20%	36%	61%	-	*	*	*	41%	52%	-	48%	*	53%	45%	-	-	-	-
	EL	18%	18%	50%	-	*	*	-	-	-	-	*	*	*	*	50%	*	*	-	-	-	-
	Male	26%	22%	43%	14%	*	71%	-	-	-	*	36%	50%	27%	53%	*	43%	-	-	-	-	-
	Female	29%	22%	41%	*	44%	45%	-	*	*	*	25%	50%	20%	45%	*	-	41%	-	-	-	-
Mathematics	All Students	22%	14%	22%	0%	23%	30%	-	*	*	*	15%	26%	0%	29%	33%	27%	18%	-	-	-	-
	CWD	10%	6%	0%	*	*	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	25%	15%	29%	0%	27%	39%	-	*	*	*	24%	32%	-	29%	*	42%	21%	-	-	-	-
	EL	16%	14%	33%	-	*	*	-	-	-	-	*	*	*	*	33%	*	*	-	-	-	-
	Male	25%	16%	27%	0%	*	41%	-	-	-	*	21%	31%	0%	42%	*	27%	-	-	-	-	-
	Female	19%	12%	18%	*	22%	20%	-	*	*	*	8%	23%	0%	21%	*	-	18%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	31%	0%	40%	31%	*	*	-	*	18%	42%	0%	40%	33%	21%	42%	-	*	-	*
	CWD	12%	10%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	*	-	-	-	*
	CWOD	40%	32%	40%	0%	57%	38%	*	*	-	*	22%	57%	-	40%	33%	32%	47%	-	*	-	*
	EL	23%	25%	33%	-	*	*	-	*	-	-	33%	-	-	33%	33%	*	*	-	-	-	-
	Male	32%	27%	21%	*	22%	21%	-	*	-	*	16%	25%	0%	32%	*	21%	-	-	*	-	*
	Female	39%	31%	42%	0%	55%	47%	*	-	-	*	20%	61%	*	47%	*	-	42%	-	-	-	-
Mathematics	All Students	24%	16%	24%	0%	15%	33%	*	*	-	*	9%	37%	0%	31%	17%	21%	27%	-	*	-	*
	CWD	9%	6%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	*	-	-	-	*
	CWOD	26%	17%	31%	0%	21%	41%	*	*	-	*	11%	50%	-	31%	17%	32%	30%	-	*	-	*
	EL	17%	15%	17%	-	*	*	-	*	-	-	17%	-	-	17%	17%	*	*	-	-	-	-
	Male	25%	17%	21%	*	0%	29%	-	*	-	*	11%	30%	0%	32%	*	21%	-	-	*	-	*

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Mathematics	Female	23%	14%	27%	0%	27%	40%	*	-	-	*	7%	44%	*	30%	*	-	27%	-	-	-	-
Science	All Students	17%	12%	22%	0%	30%	23%	*	*	-	*	15%	29%	18%	24%	33%	23%	21%	-	*	-	*
	CWD	9%	6%	18%	*	17%	29%	-	-	-	*	14%	20%	18%	-	-	21%	*	-	-	-	*
	CWOD	19%	12%	24%	0%	36%	22%	*	*	-	*	15%	32%	-	24%	33%	24%	23%	-	*	-	*
	EL	9%	8%	33%	-	*	*	-	*	-	-	33%	-	-	33%	33%	*	*	-	-	-	-
	Male	20%	14%	23%	*	22%	25%	-	*	-	*	21%	25%	21%	24%	*	23%	-	-	*	-	*
	Female	15%	10%	21%	0%	36%	20%	*	-	-	*	7%	33%	*	23%	*	-	21%	-	-	-	-
Grade 6																						
Reading	All Students	23%	21%	41%	*	25%	47%	-	*	*	60%	39%	42%	14%	47%	17%	46%	36%	-	*	-	-
	CWD	8%	7%	14%	*	*	9%	-	-	-	*	*	17%	14%	-	*	14%	14%	-	-	-	-
	CWOD	25%	23%	47%	*	26%	59%	-	*	*	*	44%	49%	-	47%	20%	53%	41%	-	*	-	-
	EL	9%	15%	17%	*	*	*	-	*	-	-	*	*	*	20%	17%	*	*	-	-	-	-
	Male	21%	19%	46%	*	30%	55%	-	*	*	*	57%	43%	14%	53%	*	46%	-	-	*	-	-
	Female	25%	23%	36%	*	20%	39%	-	-	-	*	27%	40%	14%	41%	*	-	36%	-	-	-	-
Mathematics	All Students	16%	16%	29%	*	15%	37%	-	*	*	20%	11%	35%	7%	34%	0%	35%	22%	-	*	-	-
	CWD	8%	9%	7%	*	*	0%	-	-	-	*	*	8%	7%	-	*	0%	14%	-	-	-	-
	CWOD	17%	17%	34%	*	16%	50%	-	*	*	*	13%	42%	-	34%	0%	43%	24%	-	*	-	-
	EL	7%	14%	0%	*	*	*	-	*	-	-	*	*	*	0%	0%	*	*	-	-	-	-
	Male	17%	18%	35%	*	10%	55%	-	*	*	*	14%	40%	0%	43%	*	35%	-	-	*	-	-
	Female	14%	13%	22%	*	20%	22%	-	-	-	*	9%	28%	14%	24%	*	-	22%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	81%	68%	75%	87%	100%	79%	*	77%	78%	83%	60%	87%	68%	80%	83%	-	100%	-	100%
	CWD	44%	36%	60%	63%	38%	70%	-	-	-	57%	57%	62%	60%	-	25%	65%	51%	-	-	-	*
	CWOD	77%	70%	87%	71%	85%	91%	100%	79%	*	83%	83%	89%	-	87%	82%	85%	88%	-	100%	-	*
	EL	59%	58%	68%	*	70%	69%	-	40%	-	-	60%	100%	25%	82%	68%	54%	86%	-	-	-	-
	Male	71%	63%	80%	71%	64%	89%	*	70%	*	70%	77%	81%	65%	85%	54%	80%	-	-	100%	-	100%
	Female	75%	68%	83%	66%	84%	84%	*	*	*	100%	78%	85%	51%	88%	86%	-	83%	-	-	-	-
Reading	All Students	74%	67%	81%	69%	75%	86%	*	67%	*	79%	79%	83%	58%	88%	59%	79%	84%	-	*	-	*
	CWD	43%	35%	58%	50%	38%	67%	-	-	-	*	57%	58%	58%	-	17%	62%	50%	-	-	-	*
	CWOD	78%	72%	88%	78%	85%	92%	*	67%	*	82%	85%	90%	-	88%	75%	85%	91%	-	*	-	*
	EL	57%	57%	59%	*	67%	57%	-	*	-	-	47%	100%	17%	75%	59%	42%	80%	-	-	-	-
	Male	70%	63%	79%	64%	66%	88%	*	*	*	73%	74%	82%	62%	85%	42%	79%	-	-	*	-	*
	Female	78%	73%	84%	75%	85%	84%	*	*	*	*	84%	84%	50%	91%	80%	-	84%	-	-	-	-
Mathematics	All Students	71%	64%	81%	69%	75%	86%	*	100%	*	79%	80%	82%	61%	87%	77%	82%	81%	-	*	-	*
	CWD	44%	36%	61%	75%	31%	70%	-	-	-	*	57%	64%	61%	-	33%	65%	55%	-	-	-	*
	CWOD	75%	67%	87%	67%	87%	90%	*	100%	*	82%	86%	88%	-	87%	94%	88%	86%	-	*	-	*
	EL	61%	61%	77%	*	67%	86%	-	*	-	-	71%	100%	33%	94%	77%	67%	90%	-	-	-	-
	Male	71%	63%	82%	71%	66%	90%	*	*	*	73%	81%	82%	65%	88%	67%	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%	64%	81%	67%	85%	81%	*	*	*	*	78%	83%	55%	86%	90%	-	81%	-	-	-	-
Science	All Students	74%	66%	79%	63%	70%	90%	*	*	-	*	68%	89%	65%	84%	67%	77%	82%	-	*	-	*
	CWD	47%	38%	65%	*	50%	86%	-	-	-	*	57%	70%	65%	-	-	71%	*	-	-	-	*
	CWOD	78%	69%	84%	60%	79%	91%	*	*	-	*	70%	96%	-	84%	67%	80%	87%	-	*	-	*
	EL	58%	56%	67%	-	*	*	-	*	-	-	67%	-	-	67%	67%	*	*	-	-	-	-
	Male	74%	65%	77%	*	56%	88%	-	*	-	*	74%	80%	71%	80%	*	77%	-	-	*	-	*
	Female	75%	66%	82%	40%	82%	93%	*	-	-	*	60%	100%	*	87%	*	-	82%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	55%	42%	51%	60%	100%	43%	*	40%	46%	60%	27%	63%	54%	53%	57%	-	60%	-	83%
	CWD	23%	18%	27%	37%	19%	30%	-	-	-	0%	22%	29%	27%	-	17%	31%	19%	-	-	-	*
	CWOD	50%	42%	63%	44%	59%	69%	100%	43%	*	52%	52%	69%	-	63%	66%	62%	64%	-	60%	-	*
	EL	29%	30%	54%	*	59%	56%	-	0%	-	-	43%	100%	17%	66%	54%	39%	73%	-	-	-	-
	Male	45%	38%	53%	45%	38%	63%	*	40%	*	30%	51%	55%	31%	62%	39%	53%	-	-	60%	-	83%
	Female	48%	41%	57%	38%	62%	57%	*	*	*	71%	40%	67%	19%	64%	73%	-	57%	-	-	-	-
Reading	All Students	52%	45%	58%	50%	52%	63%	*	50%	*	43%	52%	62%	26%	67%	50%	53%	63%	-	*	-	*
	CWD	24%	19%	26%	38%	23%	27%	-	-	-	*	24%	28%	26%	-	17%	30%	20%	-	-	-	*
	CWOD	56%	48%	67%	56%	60%	73%	*	50%	*	55%	59%	71%	-	67%	63%	62%	72%	-	*	-	*
	EL	31%	33%	50%	*	50%	57%	-	*	-	-	35%	100%	17%	63%	50%	33%	70%	-	-	-	-
	Male	47%	41%	53%	50%	41%	63%	*	*	*	27%	52%	54%	30%	62%	33%	53%	-	-	*	-	*
	Female	56%	49%	63%	50%	64%	63%	*	*	*	*	51%	70%	20%	72%	70%	-	63%	-	-	-	-
Mathematics	All Students	41%	33%	53%	42%	51%	57%	*	33%	*	43%	43%	59%	28%	60%	59%	55%	50%	-	*	-	*
	CWD	22%	17%	28%	50%	15%	30%	-	-	-	*	24%	31%	28%	-	17%	32%	20%	-	-	-	*
	CWOD	44%	35%	60%	39%	60%	64%	*	33%	*	55%	49%	66%	-	60%	75%	63%	56%	-	*	-	*
	EL	29%	29%	59%	*	67%	57%	-	*	-	-	47%	100%	17%	75%	59%	42%	80%	-	-	-	-
	Male	42%	34%	55%	50%	38%	65%	*	*	*	36%	54%	56%	32%	63%	42%	55%	-	-	*	-	*
	Female	40%	33%	50%	33%	64%	47%	*	*	*	*	31%	61%	20%	56%	80%	-	50%	-	-	-	-
Science	All Students	46%	37%	51%	13%	45%	64%	*	*	-	*	38%	63%	24%	60%	50%	46%	58%	-	*	-	*
	CWD	23%	17%	24%	*	17%	43%	-	-	-	*	14%	30%	24%	-	-	29%	*	-	-	-	*
	CWOD	49%	39%	60%	20%	57%	69%	*	*	-	*	44%	75%	-	60%	50%	56%	63%	-	*	-	*
	EL	25%	25%	50%	-	*	*	-	*	-	-	50%	-	-	50%	50%	*	*	-	-	-	-
	Male	47%	37%	46%	*	33%	58%	-	*	-	*	42%	50%	29%	56%	*	46%	-	-	*	-	*
	Female	45%	36%	58%	20%	55%	73%	*	-	-	*	33%	78%	*	63%	*	-	58%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	30%	5%	28%	36%	40%	29%	*	17%	18%	37%	11%	35%	28%	31%	29%	-	0%	-	0%
	CWD	9%	6%	11%	11%	13%	12%	-	-	-	0%	4%	16%	11%	-	17%	11%	12%	-	-	-	*
	CWOD	24%	18%	35%	2%	32%	43%	40%	29%	*	22%	22%	43%	-	35%	32%	38%	32%	-	0%	-	*
	EL	12%	12%	28%	*	22%	50%	-	0%	-	-	23%	50%	17%	32%	28%	21%	36%	-	-	-	-
	Male	21%	16%	31%	3%	22%	40%	*	30%	*	17%	21%	37%	11%	38%	21%	31%	-	-	0%	-	0%
	Female	23%	18%	29%	7%	34%	32%	*	*	*	14%	14%	38%	12%	32%	36%	-	29%	-	-	-	-
Reading	All Students	25%	20%	38%	8%	35%	44%	*	33%	*	29%	26%	45%	16%	44%	36%	37%	39%	-	*	-	*
	CWD	9%	6%	16%	13%	15%	18%	-	-	-	*	5%	22%	16%	-	17%	16%	15%	-	-	-	*
	CWOD	27%	21%	44%	6%	40%	51%	*	33%	*	36%	32%	51%	-	44%	44%	44%	43%	-	*	-	*
	EL	13%	14%	36%	*	33%	57%	-	*	-	-	29%	60%	17%	44%	36%	33%	40%	-	-	-	-
	Male	22%	17%	37%	7%	31%	45%	*	*	*	27%	30%	41%	16%	44%	33%	37%	-	-	*	-	*
	Female	28%	22%	39%	8%	39%	43%	*	*	*	*	22%	48%	15%	43%	40%	-	39%	-	-	-	-
Mathematics	All Students	20%	14%	24%	4%	20%	32%	*	17%	*	7%	11%	32%	5%	29%	18%	26%	21%	-	*	-	*
	CWD	9%	6%	5%	13%	8%	3%	-	-	-	*	0%	8%	5%	-	17%	3%	10%	-	-	-	*
	CWOD	21%	16%	29%	0%	23%	40%	*	17%	*	9%	14%	38%	-	29%	19%	35%	24%	-	*	-	*
	EL	12%	12%	18%	*	8%	43%	-	*	-	-	12%	40%	17%	19%	18%	8%	30%	-	-	-	-
	Male	21%	15%	26%	0%	13%	40%	*	*	*	9%	13%	34%	3%	35%	8%	26%	-	-	*	-	*
	Female	19%	13%	21%	8%	27%	23%	*	*	*	*	9%	29%	10%	24%	30%	-	21%	-	-	-	-
Science	All Students	20%	15%	22%	0%	30%	23%	*	*	-	*	15%	29%	18%	24%	33%	23%	21%	-	*	-	*
	CWD	8%	5%	18%	*	17%	29%	-	-	-	*	14%	20%	18%	-	-	21%	*	-	-	-	*
	CWOD	22%	16%	24%	0%	36%	22%	*	*	-	*	15%	32%	-	24%	33%	24%	23%	-	*	-	*
	EL	7%	8%	33%	-	*	*	-	*	-	-	33%	-	-	33%	33%	*	*	-	-	-	-
	Male	22%	15%	23%	*	22%	25%	-	*	-	*	21%	25%	21%	24%	*	23%	-	-	*	-	*
	Female	19%	14%	21%	0%	36%	20%	*	-	-	*	7%	33%	*	23%	*	-	21%	-	-	-	-

- 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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<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	86	91	76	89	-	*	*	93	90	81	76
CWD	81	86	56	89	-	-	-	*	79	81	*
CWOD	87	94	81	89	-	*	*	92	93	-	86
EL ◇	76	*	81	83	-	*	-	-	73	*	76
Male	80	86	73	82	-	*	*	*	87	78	75
Female	92	94	79	97	-	*	*	*	92	87	78
<b>Mathematics</b>											
All Students	84	94	82	85	-	*	*	86	85	80	82
CWD	80	86	78	78	-	-	-	*	82	80	*
CWOD	86	100	83	87	-	*	*	83	86	-	93
EL ◇	82	*	75	83	-	*	-	-	77	*	82
Male	87	86	84	91	-	*	*	*	87	82	75
Female	82	100	81	79	-	*	*	*	83	77	89

- 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
37	12	32%

- 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	51	61	80	50	*	45	47	33	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	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	N	N	N	N					N	N	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	N					Y	Y	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	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	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											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	99%	100%	100%	98%	100%	100%	*	100%	100%	98%	98%	99%	100%	98%	100%	-
	CWD	98%	100%	100%	97%	-	-	-	100%	100%	98%	98%	-	100%	98%	100%	-
	CWOD	99%	100%	100%	98%	100%	100%	*	100%	100%	99%	-	99%	100%	98%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	98%	100%	100%	97%	*	100%	*	100%	100%	97%	98%	98%	100%	98%	-	-
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	99%	100%	100%	98%	*	100%	*	100%	100%	98%	98%	99%	100%	98%	100%	-
	CWD	98%	100%	100%	97%	-	-	-	*	100%	97%	98%	-	100%	97%	100%	-
	CWOD	99%	100%	100%	98%	*	100%	*	100%	100%	98%	-	99%	100%	98%	100%	-
	EL	100%	*	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	98%	100%	100%	96%	*	*	*	100%	100%	97%	97%	98%	100%	98%	-	-
	Female	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	99%	100%	100%	98%	*	100%	*	100%	100%	98%	98%	99%	100%	98%	100%	-
		99%	100%	100%	98%	*	100%	*	100%	100%	98%	98%	99%	100%	98%	100%	-
	CWD	98%	100%	100%	97%	-	-	-	*	100%	97%	98%	-	100%	97%	100%	-
		98%	100%	100%	97%	-	-	-	*	100%	97%	98%	-	100%	97%	100%	-
	CWOD	99%	100%	100%	98%	*	100%	*	100%	100%	98%	-	99%	100%	98%	100%	-
		99%	100%	100%	98%	*	100%	*	100%	100%	98%	-	99%	100%	98%	100%	-
	EL	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	Male	98%	100%	100%	96%	*	*	*	100%	100%	97%	97%	98%	100%	98%	-	-
		98%	100%	100%	96%	*	*	*	100%	100%	97%	97%	98%	100%	98%	-	-
	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	1%	0%	0%	2%	0%	0%	*	0%	0%	2%	2%	1%	0%	2%	0%	-
	CWD	2%	0%	0%	3%	-	-	-	0%	0%	2%	2%	-	0%	2%	0%	-
	CWOD	1%	0%	0%	2%	0%	0%	*	0%	0%	1%	-	1%	0%	2%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	2%	0%	0%	3%	*	0%	*	0%	0%	3%	2%	2%	0%	2%	-	-
	Female	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	1%	0%	0%	2%	*	0%	*	0%	0%	2%	2%	1%	0%	2%	0%	-
	CWD	2%	0%	0%	3%	-	-	-	*	0%	3%	2%	-	0%	3%	0%	-
	CWOD	1%	0%	0%	2%	*	0%	*	0%	0%	2%	-	1%	0%	2%	0%	-
	EL	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	2%	0%	0%	4%	*	*	*	0%	0%	3%	3%	2%	0%	2%	-	-
	Female	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	0%	0%	2%	*	0%	*	0%	0%	2%	2%	1%	0%	2%	0%	-
	CWD	2%	0%	0%	3%	-	-	-	*	0%	3%	2%	-	0%	3%	0%	-
	CWOD	1%	0%	0%	2%	*	0%	*	0%	0%	2%	-	1%	0%	2%	0%	-
	EL	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	2%	0%	0%	4%	*	*	*	0%	0%	3%	3%	2%	0%	2%	-	-
	Female	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	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%	-	-
	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
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	12	1	4	6	0	0	0	1	0		
	Female	5	1	1	3	0	0	0	0	0		
	Total	17	2	5	9	0	0	0	1	0		
<b>Out-of-School Suspensions</b>												
	Male	4	1	1	2	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	1	1	2	0	0	0	0	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		

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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	7	1	2	3	0	0	0	1	0		3
	Female	1	0	0	1	0	0	0	0	0		1
	Total	8	1	2	4	0	0	0	1	0		4
<b>Out-of-School Suspensions</b>												
	Male	3	0	1	2	0	0	0	0	0		0
	Female	2	2	0	0	0	0	0	0	0		0
	Total	5	2	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>												

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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	3	11	-8	-8	-8	1	-8	6	-8
	Female	6	1	1	3	-8	-8	-8	1	-8	1	-8
	Total	26	6	4	14	-8	-8	-8	2	-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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		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	3.0	8.7%
Teachers Teaching with Emergency or Provisional Credentials	0.9	2.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.7	5.3%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	3%
Mathematics	6,408	2%	49	1%	*	3%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	1%
Mathematics	6,205	2%	32	1%	*	1%
Science	6,200	2%	32	1%	*	1%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	7	1%
Reading	48,805	1%	354	1%	*	1%
Mathematics	43,293	1%	319	1%	*	1%
Science	17,856	1%	118	1%	*	1%



- Indicates there are no students in the group.

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

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	12%	26%	14%	9%	*	0%	*	14%	20%	9%	12%

- 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 and 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%	68%	58%	71%	55%	*	-	*	-	-	59%	*	*	62%	63%	52%	64%	-	*	-	-
	CWD	52%	42%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	80%	72%	62%	83%	58%	*	-	*	-	-	63%	*	-	62%	67%	59%	64%	-	*	-	-
	EL	66%	64%	63%	*	60%	-	-	*	-	-	65%	*	*	67%	63%	40%	82%	-	*	-	-
	Male	74%	64%	52%	*	50%	-	-	*	-	-	54%	*	*	59%	40%	52%	-	-	*	-	-
	Female	78%	71%	64%	*	60%	*	-	*	-	-	64%	-	-	64%	82%	-	64%	-	-	-	-
Mathematics	All Students	70%	61%	52%	43%	53%	*	-	*	-	-	51%	*	*	55%	59%	52%	52%	-	*	-	-
	CWD	46%	38%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	74%	64%	55%	50%	55%	*	-	*	-	-	54%	*	-	55%	63%	59%	52%	-	*	-	-
	EL	64%	61%	59%	*	57%	-	-	*	-	-	58%	*	*	63%	59%	53%	65%	-	*	-	-
	Male	72%	62%	52%	*	55%	-	-	*	-	-	50%	*	*	59%	53%	52%	-	-	*	-	-
	Female	68%	59%	52%	*	50%	*	-	*	-	-	52%	-	-	52%	65%	-	52%	-	-	-	-
Grade 4																						
Reading	All Students	76%	68%	57%	*	53%	*	*	*	*	*	54%	75%	29%	60%	53%	55%	59%	-	*	-	-
	CWD	48%	39%	29%	-	29%	-	-	-	-	-	20%	*	29%	-	33%	*	*	-	-	-	-
	CWOD	81%	72%	60%	*	58%	*	*	*	*	*	57%	83%	-	60%	57%	55%	67%	-	*	-	-
	EL	66%	63%	53%	-	53%	-	-	*	-	-	53%	*	33%	57%	53%	57%	46%	-	*	-	-
	Male	73%	64%	55%	-	50%	*	-	*	*	-	54%	60%	*	55%	57%	55%	-	-	*	-	-
	Female	79%	72%	59%	*	58%	*	*	*	-	*	54%	*	*	67%	46%	-	59%	-	-	-	-
Mathematics	All Students	68%	56%	52%	*	51%	*	*	*	*	*	50%	63%	29%	55%	53%	55%	48%	-	*	-	-
	CWD	42%	32%	29%	-	29%	-	-	-	-	-	20%	*	29%	-	33%	*	*	-	-	-	-
	CWOD	73%	60%	55%	*	55%	*	*	*	*	*	53%	67%	-	55%	57%	55%	54%	-	*	-	-
	EL	63%	58%	53%	-	53%	-	-	*	-	-	53%	*	33%	57%	53%	61%	38%	-	*	-	-
	Male	70%	58%	55%	-	50%	*	-	*	*	-	54%	60%	*	55%	61%	55%	-	-	*	-	-
	Female	67%	55%	48%	*	53%	*	*	*	-	*	46%	*	*	54%	38%	-	48%	-	-	-	-
Grade 5																						
Reading	All Students	80%	75%	75%	100%	75%	57%	-	*	*	*	76%	67%	29%	79%	69%	71%	78%	-	*	-	-
	CWD	50%	44%	29%	-	29%	-	-	-	-	-	*	*	29%	-	33%	*	*	-	-	-	-
	CWOD	85%	79%	79%	100%	80%	57%	-	*	*	*	80%	75%	-	79%	74%	77%	81%	-	*	-	-
	EL	71%	72%	69%	-	71%	40%	-	*	-	-	72%	60%	33%	74%	69%	67%	71%	-	-	-	-
	Male	77%	72%	71%	*	68%	*	-	*	*	-	68%	*	*	77%	67%	71%	-	-	-	-	-
	Female	83%	78%	78%	*	79%	*	-	*	-	*	83%	56%	*	81%	71%	-	78%	-	*	-	-
Mathematics	All Students	76%	65%	56%	80%	54%	43%	-	*	*	*	55%	58%	29%	58%	47%	59%	53%	-	*	-	-
	CWD	50%	38%	29%	-	29%	-	-	-	-	-	*	*	29%	-	17%	*	*	-	-	-	-
	CWOD	80%	69%	58%	80%	57%	43%	-	*	*	*	55%	88%	-	58%	51%	60%	57%	-	*	-	-
	EL	70%	66%	47%	-	45%	40%	-	*	-	-	46%	50%	17%	51%	47%	50%	45%	-	-	-	-
	Male	75%	65%	59%	*	56%	*	-	*	*	-	58%	*	*	60%	50%	59%	-	-	-	-	-
	Female	76%	66%	53%	*	53%	*	-	*	-	*	53%	56%	*	57%	45%	-	53%	-	*	-	-

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Science	All Students	65%	54%	37%	80%	33%	14%	-	*	*	*	34%	50%	0%	40%	27%	38%	36%	-	*	-	-	
	CWD	40%	33%	0%	-	0%	-	-	-	-	-	*	*	0%	-	0%	*	*	-	-	-	-	
	CWOD	69%	57%	40%	80%	38%	14%	-	*	*	*	36%	75%	-	40%	30%	43%	38%	-	*	-	-	
	EL	52%	49%	27%	-	26%	0%	-	*	-	-	23%	40%	0%	30%	27%	33%	23%	-	-	-	-	
	Male	67%	57%	38%	*	32%	*	-	*	*	-	35%	*	*	43%	33%	38%	-	-	-	-	-	
	Female	63%	52%	36%	*	34%	*	-	*	-	*	33%	44%	*	38%	23%	-	36%	-	*	-	-	
Grade 6																							
Reading	All Students	69%	68%	71%	*	70%	*	-	*	-	*	67%	92%	0%	76%	64%	66%	77%	-	*	-	-	
	CWD	38%	38%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	
	CWOD	74%	73%	76%	*	75%	*	-	*	-	*	73%	92%	-	76%	67%	73%	80%	-	*	-	-	
	EL	53%	61%	64%	-	64%	*	-	*	-	-	60%	86%	*	67%	64%	62%	67%	-	-	-	-	
	Male	66%	64%	66%	*	66%	-	-	*	-	*	61%	100%	*	73%	62%	66%	-	-	*	-	-	
	Female	72%	72%	77%	*	76%	*	-	*	-	*	75%	86%	*	80%	67%	-	77%	-	-	-	-	
Mathematics	All Students	72%	70%	71%	*	67%	*	-	*	-	*	67%	92%	20%	75%	64%	63%	81%	-	*	-	-	
	CWD	47%	47%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-	
	CWOD	76%	74%	75%	*	70%	*	-	*	-	*	71%	92%	-	75%	67%	68%	83%	-	*	-	-	
	EL	61%	69%	64%	-	61%	*	-	*	-	-	60%	86%	*	67%	64%	54%	76%	-	-	-	-	
	Male	73%	70%	63%	*	60%	-	-	*	-	*	61%	80%	*	68%	54%	63%	-	-	*	-	-	
	Female	72%	70%	81%	*	76%	*	-	*	-	*	75%	100%	*	83%	76%	-	81%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	32%	43%	30%	*	-	*	-	-	33%	*	*	34%	31%	40%	24%	-	*	-	-	
	CWD	30%	24%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	54%	44%	34%	50%	32%	*	-	*	-	-	35%	*	-	34%	33%	45%	24%	-	*	-	-	
	EL	37%	36%	31%	*	30%	-	-	*	-	-	32%	*	*	33%	31%	33%	29%	-	*	-	-	
	Male	49%	40%	40%	*	40%	-	-	*	-	-	42%	*	*	45%	33%	40%	-	-	*	-	-	
	Female	52%	43%	24%	*	20%	*	-	*	-	-	24%	-	-	24%	29%	-	24%	-	-	-	-	
Mathematics	All Students	42%	32%	28%	43%	23%	*	-	*	-	-	29%	*	*	30%	31%	32%	24%	-	*	-	-	
	CWD	27%	19%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	45%	34%	30%	50%	24%	*	-	*	-	-	30%	*	-	30%	33%	36%	24%	-	*	-	-	
	EL	35%	32%	31%	*	27%	-	-	*	-	-	32%	*	*	33%	31%	33%	29%	-	*	-	-	
	Male	45%	35%	32%	*	30%	-	-	*	-	-	33%	*	*	36%	33%	32%	-	-	*	-	-	
	Female	39%	30%	24%	*	15%	*	-	*	-	-	24%	-	-	24%	29%	-	24%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	45%	35%	*	34%	*	*	*	*	*	31%	63%	29%	36%	31%	30%	41%	-	*	-	-	
	CWD	29%	21%	29%	-	29%	-	-	-	-	-	20%	*	29%	-	33%	*	*	-	-	-	-	
	CWOD	57%	48%	36%	*	35%	*	*	*	*	*	32%	67%	-	36%	30%	28%	46%	-	*	-	-	
	EL	41%	40%	31%	-	29%	-	-	*	-	-	28%	*	33%	30%	31%	30%	31%	-	*	-	-	
	Male	51%	43%	30%	-	25%	*	-	*	*	-	25%	60%	*	28%	30%	30%	-	-	*	-	-	



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Reading	Female	55%	46%	41%	*	47%	*	*	*	-	*	38%	*	*	46%	31%	-	41%	-	-	-	-
Mathematics	All Students	42%	29%	22%	*	17%	*	*	*	*	*	19%	38%	29%	21%	17%	27%	15%	-	*	-	-
	CWD	25%	18%	29%	-	29%	-	-	-	-	-	20%	*	29%	-	33%	*	*	-	-	-	-
	CWOD	45%	31%	21%	*	15%	*	*	*	*	*	19%	33%	-	21%	13%	24%	17%	-	*	-	-
	EL	34%	29%	17%	-	15%	-	-	*	-	-	16%	*	33%	13%	17%	26%	0%	-	*	-	-
	Male	45%	32%	27%	-	18%	*	-	*	*	-	25%	40%	*	24%	26%	27%	-	-	*	-	-
	Female	38%	26%	15%	*	16%	*	*	*	-	*	13%	*	*	17%	0%	-	15%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	47%	80%	49%	14%	-	*	*	*	46%	50%	0%	51%	39%	41%	51%	-	*	-	-
	CWD	29%	22%	0%	-	0%	-	-	-	-	-	*	*	0%	-	0%	*	*	-	-	-	-
	CWOD	61%	52%	51%	80%	55%	14%	-	*	*	*	48%	75%	-	51%	44%	47%	55%	-	*	-	-
	EL	43%	44%	39%	-	43%	0%	-	*	-	-	38%	40%	0%	44%	39%	33%	42%	-	-	-	-
	Male	53%	46%	41%	*	36%	*	-	*	*	-	39%	*	*	47%	33%	41%	-	-	-	-	-
	Female	60%	52%	51%	*	58%	*	-	*	-	*	53%	44%	*	55%	42%	-	51%	-	*	-	-
Mathematics	All Students	47%	36%	23%	40%	21%	14%	-	*	*	*	19%	42%	0%	25%	20%	21%	24%	-	*	-	-
	CWD	25%	17%	0%	-	0%	-	-	-	-	-	*	*	0%	-	0%	*	*	-	-	-	-
	CWOD	50%	38%	25%	40%	23%	14%	-	*	*	*	20%	63%	-	25%	23%	23%	26%	-	*	-	-
	EL	38%	35%	20%	-	19%	0%	-	*	-	-	18%	30%	0%	23%	20%	22%	19%	-	-	-	-
	Male	48%	37%	21%	*	16%	*	-	*	*	-	19%	*	*	23%	22%	21%	-	-	-	-	-
	Female	46%	35%	24%	*	24%	*	-	*	-	*	19%	44%	*	26%	19%	-	24%	-	*	-	-
Science	All Students	38%	28%	16%	40%	13%	14%	-	*	*	*	15%	25%	0%	18%	10%	15%	18%	-	*	-	-
	CWD	23%	16%	0%	-	0%	-	-	-	-	-	*	*	0%	-	0%	*	*	-	-	-	-
	CWOD	40%	29%	18%	40%	14%	14%	-	*	*	*	16%	38%	-	18%	12%	17%	19%	-	*	-	-
	EL	24%	23%	10%	-	10%	0%	-	*	-	-	10%	10%	0%	12%	10%	11%	10%	-	-	-	-
	Male	41%	31%	15%	*	8%	*	-	*	*	-	16%	*	*	17%	11%	15%	-	-	-	-	-
	Female	34%	24%	18%	*	16%	*	-	*	-	*	14%	33%	*	19%	10%	-	18%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	40%	*	35%	*	-	*	-	*	37%	58%	0%	43%	28%	27%	58%	-	*	-	-
	CWD	21%	20%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	46%	45%	43%	*	38%	*	-	*	-	*	40%	58%	-	43%	29%	30%	60%	-	*	-	-
	EL	24%	34%	28%	-	25%	*	-	*	-	-	25%	43%	*	29%	28%	15%	43%	-	-	-	-
	Male	40%	40%	27%	*	20%	-	-	*	-	*	28%	20%	*	30%	15%	27%	-	-	*	-	-
	Female	45%	44%	58%	*	56%	*	-	*	-	*	50%	86%	*	60%	43%	-	58%	-	-	-	-
Mathematics	All Students	38%	37%	36%	*	28%	*	-	*	-	*	30%	67%	0%	39%	19%	32%	42%	-	*	-	-
	CWD	20%	21%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	41%	40%	39%	*	30%	*	-	*	-	*	33%	67%	-	39%	20%	35%	43%	-	*	-	-
	EL	24%	35%	19%	-	16%	*	-	*	-	-	15%	43%	*	20%	19%	15%	24%	-	-	-	-
	Male	40%	39%	32%	*	26%	-	-	*	-	*	28%	60%	*	35%	15%	32%	-	-	*	-	-
	Female	36%	35%	42%	*	32%	*	-	*	-	*	33%	71%	*	43%	24%	-	42%	-	-	-	-

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

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Mathematics	Female	23%	14%	7%	*	8%	*	-	*	-	*	3%	22%	*	7%	3%	-	7%	-	*	-	-
Science	All Students	17%	12%	9%	20%	6%	14%	-	*	*	*	6%	25%	0%	10%	6%	6%	11%	-	*	-	-
	CWD	9%	6%	0%	-	0%	-	-	-	-	-	*	*	0%	-	0%	*	*	-	-	-	-
	CWOD	19%	12%	10%	20%	7%	14%	-	*	*	*	6%	38%	-	10%	7%	7%	12%	-	*	-	-
	EL	9%	8%	6%	-	5%	0%	-	*	-	-	5%	10%	0%	7%	6%	6%	6%	-	-	-	-
	Male	20%	14%	6%	*	0%	*	-	*	*	-	6%	*	*	7%	6%	6%	-	-	-	-	-
	Female	15%	10%	11%	*	11%	*	-	*	-	*	6%	33%	*	12%	6%	-	11%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	22%	*	18%	*	-	*	-	*	20%	33%	0%	24%	15%	17%	29%	-	*	-	-
	CWD	8%	7%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	25%	23%	24%	*	20%	*	-	*	-	*	22%	33%	-	24%	16%	19%	30%	-	*	-	-
	EL	9%	15%	15%	-	14%	*	-	*	-	-	15%	14%	*	16%	15%	8%	24%	-	-	-	-
	Male	21%	19%	17%	*	11%	-	-	*	-	*	17%	20%	*	19%	8%	17%	-	-	*	-	-
	Female	25%	23%	29%	*	28%	*	-	*	-	*	25%	43%	*	30%	24%	-	29%	-	-	-	-
Mathematics	All Students	16%	16%	13%	*	10%	*	-	*	-	*	8%	33%	0%	13%	4%	12%	13%	-	*	-	-
	CWD	8%	9%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	17%	17%	13%	*	11%	*	-	*	-	*	9%	33%	-	13%	4%	14%	13%	-	*	-	-
	EL	7%	14%	4%	-	2%	*	-	*	-	-	3%	14%	*	4%	4%	4%	5%	-	-	-	-
	Male	17%	18%	12%	*	11%	-	-	*	-	*	11%	20%	*	14%	4%	12%	-	-	*	-	-
	Female	14%	13%	13%	*	8%	*	-	*	-	*	4%	43%	*	13%	5%	-	13%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	59%	67%	57%	49%	*	92%	40%	78%	57%	71%	18%	63%	55%	57%	60%	-	33%	-	-
	CWD	44%	36%	18%	*	19%	-	-	-	-	-	14%	25%	18%	-	18%	24%	6%	-	-	-	-
	CWOD	77%	70%	63%	74%	61%	49%	*	92%	40%	78%	60%	82%	-	63%	59%	62%	64%	-	33%	-	-
	EL	59%	58%	55%	*	54%	29%	-	88%	-	-	54%	59%	18%	59%	55%	54%	56%	-	*	-	-
	Male	71%	63%	57%	70%	55%	56%	-	100%	40%	*	55%	74%	24%	62%	54%	57%	-	-	50%	-	-
	Female	75%	68%	60%	65%	60%	41%	*	85%	-	86%	59%	68%	6%	64%	56%	-	60%	-	*	-	-
Reading	All Students	74%	67%	66%	74%	65%	57%	*	91%	*	*	65%	76%	18%	71%	63%	62%	71%	-	*	-	-
	CWD	43%	35%	18%	*	20%	-	-	-	-	-	6%	50%	18%	-	25%	20%	14%	-	-	-	-
	CWOD	78%	72%	71%	82%	69%	57%	*	91%	*	*	69%	81%	-	71%	67%	67%	74%	-	*	-	-
	EL	57%	57%	63%	*	63%	33%	-	86%	-	-	63%	64%	25%	67%	63%	57%	68%	-	*	-	-
	Male	70%	63%	62%	70%	59%	71%	-	100%	*	*	60%	79%	20%	67%	57%	62%	-	-	*	-	-
	Female	78%	73%	71%	78%	71%	43%	*	83%	-	*	71%	74%	14%	74%	68%	-	71%	-	*	-	-
Mathematics	All Students	71%	64%	58%	58%	57%	57%	*	91%	*	*	56%	73%	23%	62%	55%	58%	59%	-	*	-	-
	CWD	44%	36%	23%	*	25%	-	-	-	-	-	25%	17%	23%	-	19%	33%	0%	-	-	-	-
	CWOD	75%	67%	62%	65%	60%	57%	*	91%	*	*	58%	85%	-	62%	59%	61%	62%	-	*	-	-
	EL	61%	61%	55%	*	54%	50%	-	86%	-	-	54%	64%	19%	59%	55%	55%	56%	-	*	-	-
	Male	71%	63%	58%	60%	56%	57%	-	100%	*	*	56%	71%	33%	61%	55%	58%	-	-	*	-	-

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Mathematics	Female	71%	64%	59%	56%	58%	57%	*	83%	-	*	56%	74%	0%	62%	56%	-	59%	-	*	-	-	
Science	All Students	74%	66%	37%	80%	33%	14%	-	*	*	*	34%	50%	0%	40%	27%	38%	36%	-	*	-	-	
	CWD	47%	38%	0%	-	0%	-	-	-	-	-	*	*	0%	-	0%	*	*	-	-	-	-	
	CWOD	78%	69%	40%	80%	38%	14%	-	*	*	*	36%	75%	-	40%	30%	43%	38%	-	*	-	-	
	EL	58%	56%	27%	-	26%	0%	-	*	-	-	23%	40%	0%	30%	27%	33%	23%	-	-	-	-	
	Male	74%	65%	38%	*	32%	*	-	*	*	-	35%	*	*	43%	33%	38%	-	-	-	-	-	
	Female	75%	66%	36%	*	34%	*	-	*	-	*	33%	44%	*	38%	23%	-	36%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	39%	31%	47%	28%	23%	*	79%	40%	33%	29%	47%	8%	33%	25%	29%	33%	-	11%	-	-	
	CWD	23%	18%	8%	*	9%	-	-	-	-	-	6%	13%	8%	-	11%	12%	0%	-	-	-	-	
	CWOD	50%	42%	33%	51%	30%	23%	*	79%	40%	33%	30%	56%	-	33%	26%	31%	35%	-	11%	-	-	
	EL	29%	30%	25%	*	23%	0%	-	69%	-	-	24%	31%	11%	26%	25%	24%	26%	-	*	-	-	
	Male	45%	38%	29%	48%	24%	33%	-	100%	40%	*	28%	39%	12%	31%	24%	29%	-	-	17%	-	-	
	Female	48%	41%	33%	45%	32%	12%	*	62%	-	43%	30%	53%	0%	35%	26%	-	33%	-	*	-	-	
Reading	All Students	52%	45%	39%	53%	38%	21%	*	73%	*	*	37%	55%	9%	42%	32%	34%	45%	-	*	-	-	
	CWD	24%	19%	9%	*	10%	-	-	-	-	-	6%	17%	9%	-	13%	13%	0%	-	-	-	-	
	CWOD	56%	48%	42%	59%	41%	21%	*	73%	*	*	40%	63%	-	42%	34%	36%	48%	-	*	-	-	
	EL	31%	33%	32%	*	32%	0%	-	57%	-	-	31%	41%	13%	34%	32%	27%	38%	-	*	-	-	
	Male	47%	41%	34%	60%	29%	29%	-	100%	*	*	33%	43%	13%	36%	27%	34%	-	-	*	-	-	
	Female	56%	49%	45%	44%	48%	14%	*	50%	-	*	42%	63%	0%	48%	38%	-	45%	-	*	-	-	
Mathematics	All Students	41%	33%	27%	42%	22%	29%	*	91%	*	*	24%	48%	9%	29%	21%	28%	27%	-	*	-	-	
	CWD	22%	17%	9%	*	10%	-	-	-	-	-	6%	17%	9%	-	13%	13%	0%	-	-	-	-	
	CWOD	44%	35%	29%	47%	24%	29%	*	91%	*	*	25%	56%	-	29%	22%	30%	28%	-	*	-	-	
	EL	29%	29%	21%	*	19%	0%	-	86%	-	-	20%	32%	13%	22%	21%	23%	20%	-	*	-	-	
	Male	42%	34%	28%	40%	22%	43%	-	100%	*	*	26%	43%	13%	30%	23%	28%	-	-	*	-	-	
	Female	40%	33%	27%	44%	23%	14%	*	83%	-	*	22%	53%	0%	28%	20%	-	27%	-	*	-	-	
Science	All Students	46%	37%	16%	40%	13%	14%	-	*	*	*	15%	25%	0%	18%	10%	15%	18%	-	*	-	-	
	CWD	23%	17%	0%	-	0%	-	-	-	-	-	*	*	0%	-	0%	*	*	-	-	-	-	
	CWOD	49%	39%	18%	40%	14%	14%	-	*	*	*	16%	38%	-	18%	12%	17%	19%	-	*	-	-	
	EL	25%	25%	10%	-	10%	0%	-	*	-	-	10%	10%	0%	12%	10%	11%	10%	-	-	-	-	
	Male	47%	37%	15%	*	8%	*	-	*	*	-	16%	*	*	17%	11%	15%	-	-	-	-	-	
	Female	45%	36%	18%	*	16%	*	-	*	-	*	14%	33%	*	19%	10%	-	18%	-	*	-	-	
STAAR Percent at Masters Grade Level																							
All Grades																							

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All Subjects	All Students	22%	17%	14%	26%	11%	14%	*	54%	40%	0%	12%	24%	2%	15%	9%	12%	15%	-	0%	-	-
	CWD	9%	6%	2%	*	2%	-	-	-	-	-	3%	0%	2%	-	3%	3%	0%	-	-	-	-
	CWOD	24%	18%	15%	28%	11%	14%	*	54%	40%	0%	13%	31%	-	15%	10%	13%	16%	-	0%	-	-
	EL	12%	12%	9%	*	8%	0%	-	38%	-	-	10%	7%	3%	10%	9%	8%	11%	-	*	-	-
	Male	21%	16%	12%	17%	7%	28%	-	82%	40%	*	12%	13%	3%	13%	8%	12%	-	-	0%	-	-
	Female	23%	18%	15%	35%	14%	0%	*	31%	-	0%	12%	32%	0%	16%	11%	-	15%	-	*	-	-
Reading	All Students	25%	20%	19%	37%	16%	14%	*	64%	*	*	18%	27%	5%	21%	14%	17%	22%	-	*	-	-
	CWD	9%	6%	5%	*	5%	-	-	-	-	-	6%	0%	5%	-	6%	7%	0%	-	-	-	-
	CWOD	27%	21%	21%	41%	17%	14%	*	64%	*	*	19%	33%	-	21%	15%	18%	23%	-	*	-	-
	EL	13%	14%	14%	*	13%	0%	-	43%	-	-	15%	9%	6%	15%	14%	12%	16%	-	*	-	-
	Male	22%	17%	17%	30%	10%	29%	-	100%	*	*	17%	14%	7%	18%	12%	17%	-	-	*	-	-
	Female	28%	22%	22%	44%	22%	0%	*	33%	-	*	19%	37%	0%	23%	16%	-	22%	-	*	-	-
Mathematics	All Students	20%	14%	10%	16%	7%	14%	*	45%	*	*	8%	21%	0%	10%	5%	9%	10%	-	*	-	-
	CWD	9%	6%	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	21%	16%	10%	18%	7%	14%	*	45%	*	*	8%	26%	-	10%	6%	10%	11%	-	*	-	-
	EL	12%	12%	5%	*	4%	0%	-	29%	-	-	6%	5%	0%	6%	5%	4%	7%	-	*	-	-
	Male	21%	15%	9%	10%	5%	29%	-	60%	*	*	8%	14%	0%	10%	4%	9%	-	-	*	-	-
	Female	19%	13%	10%	22%	9%	0%	*	33%	-	*	7%	26%	0%	11%	7%	-	10%	-	*	-	-
Science	All Students	20%	15%	9%	20%	6%	14%	-	*	*	*	6%	25%	0%	10%	6%	6%	11%	-	*	-	-
	CWD	8%	5%	0%	-	0%	-	-	-	-	-	*	*	0%	-	0%	*	*	-	-	-	-
	CWOD	22%	16%	10%	20%	7%	14%	-	*	*	*	6%	38%	-	10%	7%	7%	12%	-	*	-	-
	EL	7%	8%	6%	-	5%	0%	-	*	-	-	5%	10%	0%	7%	6%	6%	6%	-	-	-	-
	Male	22%	15%	6%	*	0%	*	-	*	*	-	6%	*	*	7%	6%	6%	-	-	-	-	-
	Female	19%	14%	11%	*	11%	*	-	*	-	*	6%	33%	*	12%	6%	-	11%	-	*	-	-

- Indicates there are no students in the group.

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

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

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

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	83	83	83	79	*	89	*	*	84	64	82
CWD	64	*	69	-	-	-	-	-	56	64	80
CWOD	85	94	85	79	*	89	*	*	86	-	83
EL ◇	82	-	83	75	-	83	-	-	83	80	82
Male	81	70	80	83	-	*	*	*	82	50	83
Female	86	*	87	75	*	80	-	*	88	*	82
<b>Mathematics</b>											
All Students	76	89	73	85	*	100	*	*	75	67	72
CWD	67	*	64	-	-	-	-	-	60	67	64
CWOD	76	88	74	85	*	100	*	*	77	-	73
EL ◇	72	-	70	83	-	100	-	-	72	64	72
Male	74	100	70	86	-	*	*	*	75	80	66
Female	77	*	77	83	*	100	-	*	76	40	78

- 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
267	29	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	35	47	32	29	*	75	40	37	33	9	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)

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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		Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
<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											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%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	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%	-
	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%	-
	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%	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%	100%	-
		100%	100%	100%	100%	*	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-

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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%	-
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%	-
	CWOD	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	0%	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	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%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	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%	-
Science	All Students	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%	-
	EL	0%	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	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
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	17	7	8	2	0	0	0	0	3		
	Female	6	2	4	0	0	0	0	0	3		
	Total	23	9	12	2	0	0	0	0	6		
<b>Out-of-School Suspensions</b>												
	Male	3	2	1	0	0	0	0	0	0		
	Female	3	1	0	1	0	1	0	0	0		
	Total	6	3	1	1	0	1	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	1	1	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	1	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	6	4	1	1	0	0	0	0	2		5
	Female	2	0	2	0	0	0	0	0	1		0
	Total	8	4	3	1	0	0	0	0	3		5
<b>Out-of-School Suspensions</b>												
	Male	2	0	2	0	0	0	0	0	2		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	2		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	23	3	17	3	-8	-8	-8	-8	9	4	-8
	Female	15	4	9	1	-8	1	-8	-8	4	2	-8
	Total	38	7	26	4	-8	1	-8	-8	13	6	-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	30	2	26	1	0	1	0	0	21	0
	Female	20	8	11	0	0	1	0	0	12	0
	Total	50	10	37	1	0	2	0	0	33	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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	10.5	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	1.8	5.1%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	3%
Mathematics	6,408	2%	49	1%	*	3%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	*	1%
Reading	48,805	1%	354	1%	*	1%
Mathematics	43,293	1%	319	1%	*	1%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	32%	44%	31%	39%	*	19%	60%	9%	34%	43%	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 and 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%	68%	65%	47%	56%	93%	-	*	-	*	58%	86%	44%	68%	45%	65%	64%	-	*	-	-	
	CWD	52%	42%	44%	*	*	*	-	-	-	-	33%	*	44%	-	*	17%	*	-	-	-	-	
	CWOD	80%	72%	68%	54%	58%	100%	-	*	-	*	62%	91%	-	68%	50%	74%	59%	-	*	-	-	
	EL	66%	64%	45%	-	40%	-	-	*	-	-	50%	*	*	50%	45%	50%	*	-	-	-	-	
	Male	74%	64%	65%	56%	59%	88%	-	-	-	*	60%	86%	17%	74%	50%	65%	-	-	*	-	-	
	Female	78%	71%	64%	33%	50%	100%	-	*	-	*	56%	86%	*	59%	*	-	64%	-	*	-	-	
Mathematics	All Students	70%	61%	44%	33%	37%	60%	-	*	-	*	35%	71%	22%	47%	36%	49%	36%	-	*	-	-	
	CWD	46%	38%	22%	*	*	*	-	-	-	-	0%	*	22%	-	*	17%	*	-	-	-	-	
	CWOD	74%	64%	47%	38%	42%	64%	-	*	-	*	40%	73%	-	47%	40%	55%	36%	-	*	-	-	
	EL	64%	61%	36%	-	30%	-	-	*	-	-	30%	*	*	40%	36%	25%	*	-	-	-	-	
	Male	72%	62%	49%	44%	47%	50%	-	-	-	*	43%	71%	17%	55%	25%	49%	-	-	*	-	-	
	Female	68%	59%	36%	17%	20%	71%	-	*	-	*	22%	71%	*	36%	*	-	36%	-	*	-	-	
Grade 4																							
Reading	All Students	76%	68%	65%	67%	64%	86%	-	*	-	*	64%	71%	23%	75%	56%	64%	67%	-	*	*	-	
	CWD	48%	39%	23%	*	*	*	-	*	-	*	10%	*	23%	-	*	22%	*	-	-	*	-	
	CWOD	81%	72%	75%	82%	69%	100%	-	-	-	*	76%	73%	-	75%	60%	77%	73%	-	*	-	-	
	EL	66%	63%	56%	-	56%	-	-	-	-	-	50%	*	*	60%	56%	50%	60%	-	-	-	-	
	Male	73%	64%	64%	60%	55%	100%	-	*	-	-	65%	63%	22%	77%	50%	64%	-	-	*	*	-	
	Female	79%	72%	67%	80%	75%	67%	-	-	-	*	63%	83%	*	73%	60%	-	67%	-	-	-	-	
Mathematics	All Students	68%	56%	49%	33%	44%	86%	-	*	-	*	45%	64%	54%	48%	50%	51%	47%	-	*	*	-	
	CWD	42%	32%	54%	*	*	*	-	*	-	*	50%	*	54%	-	*	67%	*	-	-	*	-	
	CWOD	73%	60%	48%	36%	41%	91%	-	-	-	*	44%	64%	-	48%	47%	47%	50%	-	*	-	-	
	EL	63%	58%	50%	-	50%	-	-	-	-	-	50%	*	*	47%	50%	50%	50%	-	-	-	-	
	Male	70%	58%	51%	40%	40%	88%	-	*	-	-	45%	75%	67%	47%	50%	51%	-	-	*	*	-	
	Female	67%	55%	47%	20%	50%	83%	-	-	-	*	46%	50%	*	50%	50%	-	47%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	75%	64%	56%	55%	88%	-	-	-	*	60%	81%	50%	66%	45%	69%	59%	-	-	-	-	
	CWD	50%	44%	50%	*	*	*	-	-	-	-	33%	*	50%	-	*	*	*	-	-	-	-	
	CWOD	85%	79%	66%	63%	54%	92%	-	-	-	*	63%	79%	-	66%	42%	74%	57%	-	-	-	-	
	EL	71%	72%	45%	-	45%	-	-	-	-	-	47%	*	*	42%	45%	40%	50%	-	-	-	-	
	Male	77%	72%	69%	64%	56%	92%	-	-	-	*	61%	91%	*	74%	40%	69%	-	-	-	-	-	
	Female	83%	78%	59%	43%	55%	*	-	-	-	*	59%	60%	*	57%	50%	-	59%	-	-	-	-	
Mathematics	All Students	76%	65%	66%	50%	71%	69%	-	-	-	*	62%	81%	38%	69%	65%	67%	65%	-	-	-	-	
	CWD	50%	38%	38%	*	*	*	-	-	-	-	33%	*	38%	-	*	*	*	-	-	-	-	
	CWOD	80%	69%	69%	56%	71%	77%	-	-	-	*	65%	86%	-	69%	63%	74%	63%	-	-	-	-	
	EL	70%	66%	65%	-	65%	-	-	-	-	-	63%	*	*	63%	65%	60%	70%	-	-	-	-	
	Male	75%	65%	67%	55%	67%	75%	-	-	-	*	61%	82%	*	74%	60%	67%	-	-	-	-	-	
	Female	76%	66%	65%	43%	75%	*	-	-	-	*	62%	80%	*	63%	70%	-	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%	54%	47%	39%	35%	81%	-	-	-	*	42%	63%	38%	48%	35%	50%	42%	-	-	-	-
	CWD	40%	33%	38%	*	*	*	-	-	-	-	33%	*	38%	-	*	*	*	-	-	-	-
	CWOD	69%	57%	48%	44%	35%	85%	-	-	-	*	43%	64%	-	48%	32%	55%	38%	-	-	-	-
	EL	52%	49%	35%	-	35%	-	-	-	-	-	37%	*	*	32%	35%	30%	40%	-	-	-	-
	Male	67%	57%	50%	36%	33%	83%	-	-	-	*	45%	64%	*	55%	30%	50%	-	-	-	-	-
	Female	63%	52%	42%	43%	37%	*	-	-	-	*	39%	60%	*	38%	40%	-	42%	-	-	-	-
Grade 6																						
Reading	All Students	69%	68%	71%	69%	72%	71%	*	-	-	63%	68%	82%	58%	73%	75%	67%	74%	-	*	-	-
	CWD	38%	38%	58%	*	*	*	-	-	-	*	50%	*	58%	-	*	50%	*	-	*	-	-
	CWOD	74%	73%	73%	89%	69%	80%	*	-	-	67%	72%	78%	-	73%	73%	73%	74%	-	-	-	-
	EL	53%	61%	75%	-	74%	-	*	-	-	-	78%	*	*	73%	75%	78%	73%	-	-	-	-
	Male	66%	64%	67%	50%	81%	*	-	-	-	*	62%	*	50%	73%	78%	67%	-	-	*	-	-
	Female	72%	72%	74%	86%	65%	*	*	-	-	*	74%	71%	*	74%	73%	-	74%	-	-	-	-
Mathematics	All Students	72%	70%	84%	77%	85%	100%	*	-	-	75%	86%	73%	67%	88%	88%	87%	82%	-	*	-	-
	CWD	47%	47%	67%	*	*	*	-	-	-	*	60%	*	67%	-	*	63%	*	-	*	-	-
	CWOD	76%	74%	88%	100%	83%	100%	*	-	-	83%	91%	67%	-	88%	86%	95%	82%	-	-	-	-
	EL	61%	69%	88%	-	87%	-	*	-	-	-	91%	*	*	86%	88%	100%	80%	-	-	-	-
	Male	73%	70%	87%	67%	94%	*	-	-	-	*	85%	*	63%	95%	100%	87%	-	-	*	-	-
	Female	72%	70%	82%	86%	78%	*	*	-	-	*	87%	57%	*	82%	80%	-	82%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	37%	27%	30%	47%	-	*	-	*	31%	57%	22%	40%	27%	35%	40%	-	*	-	-
	CWD	30%	24%	22%	*	*	*	-	-	-	-	0%	*	22%	-	*	17%	*	-	-	-	-
	CWOD	54%	44%	40%	31%	33%	45%	-	*	-	*	36%	55%	-	40%	30%	39%	41%	-	*	-	-
	EL	37%	36%	27%	-	20%	-	-	*	-	-	30%	*	*	30%	27%	25%	*	-	-	-	-
	Male	49%	40%	35%	33%	29%	38%	-	-	-	*	27%	71%	17%	39%	25%	35%	-	-	*	-	-
	Female	52%	43%	40%	17%	30%	57%	-	*	-	*	39%	43%	*	41%	*	-	40%	-	*	-	-
Mathematics	All Students	42%	32%	18%	13%	15%	20%	-	*	-	*	15%	29%	0%	21%	18%	24%	8%	-	*	-	-
	CWD	27%	19%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	45%	34%	21%	15%	17%	27%	-	*	-	*	17%	36%	-	21%	20%	29%	9%	-	*	-	-
	EL	35%	32%	18%	-	10%	-	-	*	-	-	20%	*	*	20%	18%	13%	*	-	-	-	-
	Male	45%	35%	24%	22%	24%	25%	-	-	-	*	20%	43%	0%	29%	13%	24%	-	-	*	-	-
	Female	39%	30%	8%	0%	0%	14%	-	*	-	*	6%	14%	*	9%	*	-	8%	-	*	-	-
Grade 4																						
Reading	All Students	53%	45%	42%	33%	39%	71%	-	*	-	*	44%	36%	8%	50%	39%	46%	37%	-	*	*	-
	CWD	29%	21%	8%	*	*	*	-	*	-	*	0%	*	8%	-	*	11%	*	-	-	*	-
	CWOD	57%	48%	50%	45%	44%	82%	-	-	-	*	53%	36%	-	50%	47%	57%	42%	-	*	-	-
	EL	41%	40%	39%	-	39%	-	-	-	-	-	38%	*	*	47%	39%	38%	40%	-	-	-	-
	Male	51%	43%	46%	30%	40%	88%	-	*	-	-	45%	50%	11%	57%	38%	46%	-	-	*	*	-

Texas Education Agency  
2022 Federal Report Card  
POPE EL (220901120) - ARLINGTON ISD - TARRANT 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%	46%	37%	40%	38%	50%	-	-	-	*	42%	17%	*	42%	40%	-	37%	-	-	-	-
Mathematics	All Students	42%	29%	19%	7%	11%	57%	-	*	-	*	15%	36%	31%	16%	17%	21%	17%	-	*	*	-
	CWD	25%	18%	31%	*	*	*	-	*	-	*	30%	*	31%	-	*	33%	*	-	-	*	-
	CWOD	45%	31%	16%	0%	9%	55%	-	-	-	*	11%	36%	-	16%	13%	17%	15%	-	*	-	-
	EL	34%	29%	17%	-	17%	-	-	-	-	-	19%	*	*	13%	17%	25%	10%	-	-	-	-
	Male	45%	32%	21%	10%	10%	63%	-	*	-	-	13%	50%	33%	17%	25%	21%	-	-	*	*	-
	Female	38%	26%	17%	0%	13%	50%	-	-	-	*	17%	17%	*	15%	10%	-	17%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	39%	33%	26%	69%	-	-	-	*	37%	50%	38%	40%	15%	40%	38%	-	-	-	-
	CWD	29%	22%	38%	*	*	*	-	-	-	-	33%	*	38%	-	*	*	*	-	-	-	-
	CWOD	61%	52%	40%	38%	26%	69%	-	-	-	*	37%	50%	-	40%	11%	45%	33%	-	-	-	-
	EL	43%	44%	15%	-	15%	-	-	-	-	-	16%	*	*	11%	15%	10%	20%	-	-	-	-
	Male	53%	46%	40%	36%	22%	67%	-	-	-	*	39%	45%	*	45%	10%	40%	-	-	-	-	-
	Female	60%	52%	38%	29%	30%	*	-	-	-	*	34%	60%	*	33%	20%	-	38%	-	-	-	-
Mathematics	All Students	47%	36%	28%	11%	32%	38%	-	-	-	*	23%	44%	0%	31%	20%	31%	24%	-	-	-	-
	CWD	25%	17%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	50%	38%	31%	13%	34%	46%	-	-	-	*	26%	50%	-	31%	21%	34%	27%	-	-	-	-
	EL	38%	35%	20%	-	20%	-	-	-	-	-	21%	*	*	21%	20%	20%	20%	-	-	-	-
	Male	48%	37%	31%	18%	33%	42%	-	-	-	*	26%	45%	*	34%	20%	31%	-	-	-	-	-
	Female	46%	35%	24%	0%	30%	*	-	-	-	*	21%	40%	*	27%	20%	-	24%	-	-	-	-
Science	All Students	38%	28%	17%	17%	5%	38%	-	-	-	*	12%	38%	0%	19%	0%	24%	9%	-	-	-	-
	CWD	23%	16%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	40%	29%	19%	19%	6%	46%	-	-	-	*	13%	43%	-	19%	0%	26%	10%	-	-	-	-
	EL	24%	23%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	41%	31%	24%	27%	6%	42%	-	-	-	*	19%	36%	*	26%	0%	24%	-	-	-	-	-
	Female	34%	24%	9%	0%	5%	*	-	-	-	*	4%	40%	*	10%	0%	-	9%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	41%	31%	41%	57%	*	-	-	38%	44%	27%	42%	41%	42%	43%	39%	-	*	-	-
	CWD	21%	20%	42%	*	*	*	-	-	-	*	40%	*	42%	-	*	38%	*	-	*	-	-
	CWOD	46%	45%	41%	33%	40%	60%	*	-	-	33%	45%	22%	-	41%	41%	45%	38%	-	-	-	-
	EL	24%	34%	42%	-	39%	-	*	-	-	-	43%	*	*	41%	42%	56%	33%	-	-	-	-
	Male	40%	40%	43%	17%	56%	*	-	-	-	*	46%	*	38%	45%	56%	43%	-	-	*	-	-
	Female	45%	44%	39%	43%	30%	*	*	-	-	*	42%	29%	*	38%	33%	-	39%	-	-	-	-
Mathematics	All Students	38%	37%	49%	31%	49%	57%	*	-	-	63%	53%	27%	42%	50%	54%	53%	45%	-	*	-	-
	CWD	20%	21%	42%	*	*	*	-	-	-	*	40%	*	42%	-	*	38%	*	-	*	-	-
	CWOD	41%	40%	50%	33%	49%	60%	*	-	-	67%	55%	22%	-	50%	55%	59%	44%	-	-	-	-
	EL	24%	35%	54%	-	52%	-	*	-	-	-	57%	*	*	55%	54%	78%	40%	-	-	-	-
	Male	40%	39%	53%	17%	63%	*	-	-	-	*	58%	*	38%	59%	78%	53%	-	-	*	-	-
	Female	36%	35%	45%	43%	39%	*	*	-	-	*	48%	29%	*	44%	40%	-	45%	-	-	-	-



Texas Education Agency  
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POPE EL (220901120) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	19%	20%	4%	27%	-	*	-	*	15%	36%	0%	23%	9%	19%	20%	-	*	-	-
	CWD	12%	8%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	32%	25%	23%	23%	4%	36%	-	*	-	*	17%	45%	-	23%	10%	23%	23%	-	*	-	-
	EL	19%	20%	9%	-	0%	-	-	*	-	-	10%	*	*	10%	9%	0%	*	-	-	-	-
	Male	28%	21%	19%	33%	0%	25%	-	-	-	*	10%	57%	0%	23%	0%	19%	-	-	*	-	-
	Female	31%	25%	20%	0%	10%	29%	-	*	-	*	22%	14%	*	23%	*	-	20%	-	*	-	-
Mathematics	All Students	20%	14%	6%	0%	7%	7%	-	*	-	*	4%	14%	0%	8%	9%	11%	0%	-	*	-	-
	CWD	10%	6%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	15%	8%	0%	8%	9%	-	*	-	*	5%	18%	-	8%	10%	13%	0%	-	*	-	-
	EL	15%	15%	9%	-	10%	-	-	*	-	-	10%	*	*	10%	9%	13%	*	-	-	-	-
	Male	23%	16%	11%	0%	12%	13%	-	-	-	*	7%	29%	0%	13%	13%	11%	-	-	*	-	-
	Female	18%	12%	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	*	-	0%	-	*	-	-
Grade 4																						
Reading	All Students	28%	22%	17%	20%	11%	36%	-	*	-	*	18%	14%	0%	21%	11%	21%	13%	-	*	*	-
	CWD	10%	7%	0%	*	*	*	-	*	-	*	0%	*	0%	-	*	0%	*	-	-	*	-
	CWOD	31%	24%	21%	27%	13%	45%	-	-	-	*	22%	18%	-	21%	13%	27%	15%	-	*	-	-
	EL	18%	18%	11%	-	11%	-	-	-	-	-	13%	*	*	13%	11%	13%	10%	-	-	-	-
	Male	26%	22%	21%	20%	10%	50%	-	*	-	-	19%	25%	0%	27%	13%	21%	-	-	*	*	-
	Female	29%	22%	13%	20%	13%	17%	-	-	-	*	17%	0%	*	15%	10%	-	13%	-	-	-	-
Mathematics	All Students	22%	14%	4%	0%	3%	14%	-	*	-	*	2%	14%	8%	4%	6%	8%	0%	-	*	*	-
	CWD	10%	6%	8%	*	*	*	-	*	-	*	0%	*	8%	-	*	11%	*	-	-	*	-
	CWOD	25%	15%	4%	0%	3%	9%	-	-	-	*	2%	9%	-	4%	7%	7%	0%	-	*	-	-
	EL	16%	14%	6%	-	6%	-	-	-	-	-	6%	*	*	7%	6%	13%	0%	-	-	-	-
	Male	25%	16%	8%	0%	5%	25%	-	*	-	-	3%	25%	11%	7%	13%	8%	-	-	*	*	-
	Female	19%	12%	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	24%	28%	13%	44%	-	-	-	*	18%	44%	25%	24%	5%	21%	26%	-	-	-	-
	CWD	12%	10%	25%	*	*	*	-	-	-	-	17%	*	25%	-	*	*	*	-	-	-	-
	CWOD	40%	32%	24%	31%	14%	38%	-	-	-	*	19%	43%	-	24%	5%	24%	23%	-	-	-	-
	EL	23%	25%	5%	-	5%	-	-	-	-	-	5%	*	*	5%	5%	0%	10%	-	-	-	-
	Male	32%	27%	21%	36%	6%	33%	-	-	-	*	16%	36%	*	24%	0%	21%	-	-	-	-	-
	Female	39%	31%	26%	14%	20%	*	-	-	-	*	21%	60%	*	23%	10%	-	26%	-	-	-	-
Mathematics	All Students	24%	16%	5%	0%	0%	25%	-	-	-	*	2%	19%	0%	6%	0%	7%	3%	-	-	-	-
	CWD	9%	6%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	26%	17%	6%	0%	0%	31%	-	-	-	*	2%	21%	-	6%	0%	8%	3%	-	-	-	-
	EL	17%	15%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	25%	17%	7%	0%	0%	25%	-	-	-	*	3%	18%	*	8%	0%	7%	-	-	-	-	-

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POPE EL (220901120) - ARLINGTON ISD - TARRANT 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%	14%	3%	0%	0%	*	-	-	-	*	0%	20%	*	3%	0%	-	3%	-	-	-	-
Science	All Students	17%	12%	7%	6%	3%	19%	-	-	-	*	2%	25%	0%	7%	0%	7%	6%	-	-	-	-
	CWD	9%	6%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	19%	12%	7%	6%	3%	23%	-	-	-	*	2%	29%	-	7%	0%	8%	7%	-	-	-	-
	EL	9%	8%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	20%	14%	7%	9%	0%	17%	-	-	-	*	3%	18%	*	8%	0%	7%	-	-	-	-	-
	Female	15%	10%	6%	0%	5%	*	-	-	-	*	0%	40%	*	7%	0%	-	6%	-	-	-	-
Grade 6																						
Reading	All Students	23%	21%	19%	23%	8%	57%	*	-	-	25%	19%	18%	25%	18%	13%	17%	21%	-	*	-	-
	CWD	8%	7%	25%	*	*	*	-	-	-	*	20%	*	25%	-	*	13%	*	-	*	-	-
	CWOD	25%	23%	18%	22%	9%	60%	*	-	-	17%	19%	11%	-	18%	14%	18%	18%	-	-	-	-
	EL	9%	15%	13%	-	9%	-	*	-	-	-	13%	*	*	14%	13%	0%	20%	-	-	-	-
	Male	21%	19%	17%	17%	6%	*	-	-	-	*	15%	*	13%	18%	0%	17%	-	-	*	-	-
	Female	25%	23%	21%	29%	9%	*	*	-	-	*	23%	14%	*	18%	20%	-	21%	-	-	-	-
Mathematics	All Students	16%	16%	24%	23%	15%	57%	*	-	-	38%	25%	18%	25%	23%	21%	23%	24%	-	*	-	-
	CWD	8%	9%	25%	*	*	*	-	-	-	*	20%	*	25%	-	*	13%	*	-	*	-	-
	CWOD	17%	17%	23%	22%	17%	60%	*	-	-	33%	26%	11%	-	23%	23%	27%	21%	-	-	-	-
	EL	7%	14%	21%	-	22%	-	*	-	-	-	22%	*	*	23%	21%	22%	20%	-	-	-	-
	Male	17%	18%	23%	17%	19%	*	-	-	-	*	23%	*	13%	27%	22%	23%	-	-	*	-	-
	Female	14%	13%	24%	29%	13%	*	*	-	-	*	26%	14%	*	21%	20%	-	24%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	62%	51%	59%	81%	*	*	-	60%	58%	75%	45%	65%	58%	62%	61%	-	63%	*	-
	CWD	44%	36%	45%	15%	58%	59%	-	*	-	33%	36%	73%	45%	-	67%	34%	62%	-	*	*	-
	CWOD	77%	70%	65%	60%	59%	87%	*	*	-	64%	62%	75%	-	65%	57%	68%	60%	-	50%	-	-
	EL	59%	58%	58%	-	57%	-	*	*	-	-	59%	45%	67%	57%	58%	54%	62%	-	-	-	-
	Male	71%	63%	62%	52%	58%	82%	-	*	-	71%	58%	79%	34%	68%	54%	62%	-	-	83%	*	-
	Female	75%	68%	61%	51%	59%	80%	*	*	-	52%	59%	69%	62%	60%	62%	-	61%	-	*	-	-
Reading	All Students	74%	67%	66%	59%	62%	87%	*	*	-	63%	63%	80%	43%	70%	58%	66%	66%	-	*	*	-
	CWD	43%	35%	43%	17%	57%	58%	-	*	-	*	31%	80%	43%	-	57%	30%	67%	-	*	*	-
	CWOD	78%	72%	70%	69%	63%	95%	*	*	-	69%	68%	80%	-	70%	58%	74%	66%	-	*	-	-
	EL	57%	57%	58%	-	56%	-	*	*	-	-	59%	40%	57%	58%	58%	54%	61%	-	-	-	-
	Male	70%	63%	66%	58%	62%	88%	-	*	-	63%	62%	83%	30%	74%	54%	66%	-	-	*	*	-
	Female	78%	73%	66%	60%	62%	85%	*	*	-	64%	64%	76%	67%	66%	61%	-	66%	-	*	-	-
Mathematics	All Students	71%	64%	61%	48%	61%	75%	*	*	-	58%	58%	73%	48%	64%	64%	62%	60%	-	*	*	-
	CWD	44%	36%	48%	17%	64%	58%	-	*	-	*	41%	70%	48%	-	71%	44%	53%	-	*	*	-
	CWOD	75%	67%	64%	55%	61%	80%	*	*	-	63%	61%	73%	-	64%	64%	66%	61%	-	*	-	-
	EL	61%	61%	64%	-	63%	-	*	*	-	-	65%	60%	71%	64%	64%	60%	68%	-	-	-	-
	Male	71%	63%	62%	50%	61%	75%	-	*	-	75%	58%	80%	44%	66%	60%	62%	-	-	*	*	-

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	71%	64%	60%	44%	62%	75%	*	*	-	45%	59%	64%	53%	61%	68%	-	60%	-	*	-	-
Science	All Students	74%	66%	47%	39%	35%	81%	-	-	-	*	42%	63%	38%	48%	35%	50%	42%	-	-	-	-
	CWD	47%	38%	38%	*	*	*	-	-	-	-	33%	*	38%	-	*	*	*	-	-	-	-
	CWOD	78%	69%	48%	44%	35%	85%	-	-	-	*	43%	64%	-	48%	32%	55%	38%	-	-	-	-
	EL	58%	56%	35%	-	35%	-	-	-	-	-	37%	*	*	32%	35%	30%	40%	-	-	-	-
	Male	74%	65%	50%	36%	33%	83%	-	-	-	*	45%	64%	*	55%	30%	50%	-	-	-	-	-
	Female	75%	66%	42%	43%	37%	*	-	-	-	*	39%	60%	*	38%	40%	-	42%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	32%	22%	28%	49%	*	*	-	43%	30%	39%	22%	34%	27%	35%	29%	-	50%	*	-
	CWD	23%	18%	22%	12%	19%	33%	-	*	-	33%	19%	32%	22%	-	27%	19%	26%	-	*	*	-
	CWOD	50%	42%	34%	25%	29%	54%	*	*	-	44%	32%	40%	-	34%	27%	38%	30%	-	33%	-	-
	EL	29%	30%	27%	-	25%	-	*	*	-	-	28%	9%	27%	27%	27%	29%	26%	-	-	-	-
	Male	45%	38%	35%	24%	31%	51%	-	*	-	53%	32%	45%	19%	38%	29%	35%	-	-	67%	*	-
	Female	48%	41%	29%	19%	25%	45%	*	*	-	36%	29%	31%	26%	30%	26%	-	29%	-	*	-	-
Reading	All Students	52%	45%	40%	31%	34%	62%	*	*	-	47%	39%	44%	26%	42%	32%	41%	39%	-	*	*	-
	CWD	24%	19%	26%	8%	21%	50%	-	*	-	*	19%	50%	26%	-	29%	19%	40%	-	*	*	-
	CWOD	56%	48%	42%	37%	36%	65%	*	*	-	50%	43%	42%	-	42%	32%	46%	38%	-	*	-	-
	EL	31%	33%	32%	-	30%	-	*	*	-	-	32%	20%	29%	32%	32%	31%	32%	-	-	-	-
	Male	47%	41%	41%	31%	37%	63%	-	*	-	50%	39%	50%	19%	46%	31%	41%	-	-	*	*	-
	Female	56%	49%	39%	32%	32%	60%	*	*	-	45%	39%	36%	40%	38%	32%	-	39%	-	*	-	-
Mathematics	All Students	41%	33%	28%	15%	28%	40%	*	*	-	37%	27%	35%	21%	30%	30%	31%	25%	-	*	*	-
	CWD	22%	17%	21%	17%	21%	25%	-	*	-	*	22%	20%	21%	-	29%	22%	20%	-	*	*	-
	CWOD	44%	35%	30%	14%	29%	45%	*	*	-	38%	28%	38%	-	30%	30%	33%	26%	-	*	-	-
	EL	29%	29%	30%	-	28%	-	*	*	-	-	32%	0%	29%	30%	30%	34%	26%	-	-	-	-
	Male	42%	34%	31%	17%	31%	44%	-	*	-	50%	28%	43%	22%	33%	34%	31%	-	-	*	*	-
	Female	40%	33%	25%	12%	25%	35%	*	*	-	27%	25%	24%	20%	26%	26%	-	25%	-	*	-	-
Science	All Students	46%	37%	17%	17%	5%	38%	-	-	-	*	12%	38%	0%	19%	0%	24%	9%	-	-	-	-
	CWD	23%	17%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	49%	39%	19%	19%	6%	46%	-	-	-	*	13%	43%	-	19%	0%	26%	10%	-	-	-	-
	EL	25%	25%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	47%	37%	24%	27%	6%	42%	-	-	-	*	19%	36%	*	26%	0%	24%	-	-	-	-	-
	Female	45%	36%	9%	0%	5%	*	-	-	-	*	4%	40%	*	10%	0%	-	9%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	14%	13%	7%	28%	*	*	-	24%	12%	23%	10%	15%	8%	14%	13%	-	38%	*	-
	CWD	9%	6%	10%	8%	0%	19%	-	*	-	33%	7%	18%	10%	-	0%	5%	18%	-	*	*	-
	CWOD	24%	18%	15%	14%	8%	31%	*	*	-	22%	12%	24%	-	15%	9%	16%	13%	-	17%	-	-
	EL	12%	12%	8%	-	7%	-	*	*	-	-	9%	0%	0%	9%	8%	6%	10%	-	-	-	-
	Male	21%	16%	14%	14%	6%	29%	-	*	-	29%	11%	28%	5%	16%	6%	14%	-	-	50%	*	-
	Female	23%	18%	13%	11%	8%	27%	*	*	-	20%	13%	16%	18%	13%	10%	-	13%	-	*	-	-
Reading	All Students	25%	20%	20%	23%	9%	38%	*	*	-	32%	18%	29%	12%	21%	10%	20%	20%	-	*	*	-
	CWD	9%	6%	12%	8%	0%	25%	-	*	-	*	9%	20%	12%	-	0%	4%	27%	-	*	*	-
	CWOD	27%	21%	21%	27%	10%	43%	*	*	-	31%	19%	31%	-	21%	11%	23%	20%	-	*	-	-
	EL	13%	14%	10%	-	7%	-	*	*	-	-	10%	0%	0%	11%	10%	3%	16%	-	-	-	-
	Male	22%	17%	20%	28%	6%	38%	-	*	-	38%	15%	37%	4%	23%	3%	20%	-	-	*	*	-
	Female	28%	22%	20%	16%	13%	40%	*	*	-	27%	21%	20%	27%	20%	16%	-	20%	-	*	-	-
Mathematics	All Students	20%	14%	10%	5%	6%	21%	*	*	-	21%	8%	16%	10%	10%	10%	11%	8%	-	*	*	-
	CWD	9%	6%	10%	8%	0%	17%	-	*	-	*	6%	20%	10%	-	0%	7%	13%	-	*	*	-
	CWOD	21%	16%	10%	4%	7%	23%	*	*	-	19%	9%	16%	-	10%	11%	12%	7%	-	*	-	-
	EL	12%	12%	10%	-	10%	-	*	*	-	-	10%	0%	0%	11%	10%	11%	8%	-	-	-	-
	Male	21%	15%	11%	3%	8%	25%	-	*	-	25%	8%	23%	7%	12%	11%	11%	-	-	*	*	-
	Female	19%	13%	8%	8%	4%	15%	*	*	-	18%	8%	8%	13%	7%	8%	-	8%	-	*	-	-
Science	All Students	20%	15%	7%	6%	3%	19%	-	-	-	*	2%	25%	0%	7%	0%	7%	6%	-	-	-	-
	CWD	8%	5%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	22%	16%	7%	6%	3%	23%	-	-	-	*	2%	29%	-	7%	0%	8%	7%	-	-	-	-
	EL	7%	8%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	22%	15%	7%	9%	0%	17%	-	-	-	*	3%	18%	*	8%	0%	7%	-	-	-	-	-
	Female	19%	14%	6%	0%	5%	*	-	-	-	*	0%	40%	*	7%	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	83	85	79	95	*	*	-	75	83	80	80
CWD	80	75	83	86	-	*	-	*	80	80	80
CWOD	84	88	78	98	*	-	-	79	84	-	80
EL ◇	80	-	80	-	*	-	-	-	81	80	80
Male	82	84	74	98	-	*	-	*	80	79	76
Female	85	87	83	90	*	-	-	79	86	82	84
<b>Mathematics</b>											
All Students	88	89	88	85	*	*	-	80	86	86	86
CWD	86	75	100	86	-	*	-	*	85	86	100
CWOD	88	94	87	85	*	-	-	86	86	-	84
EL ◇	86	-	86	-	*	-	-	-	85	100	86
Male	87	83	89	88	-	*	-	*	85	83	88
Female	89	100	88	80	*	-	-	86	87	91	84

- Indicates there are no students in the group.

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

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

This section provides information on high school graduation rates for the class of 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
107	13	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	36	29	31	53	*	*	-	42	33	26	31
<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	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					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<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											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%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	99%	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%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
<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%	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%	-



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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%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	1%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	1%	0%	3%	0%	-	-	-	*	2%	0%	0%	1%	0%	0%	3%	-
	CWD	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-
	CWOD	1%	0%	3%	0%	-	-	-	*	2%	0%	-	1%	0%	0%	3%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	0%	-	-
	Female	3%	0%	5%	*	-	-	-	*	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
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	30	11	9	5	0	0	0	5	4		
	Female	13	7	2	2	0	0	1	1	2		
	Total	43	18	11	7	0	0	1	6	6		
<b>Out-of-School Suspensions</b>												
	Male	6	1	3	0	0	0	0	2	1		
	Female	3	2	0	0	0	0	0	1	0		
	Total	9	3	3	0	0	0	0	3	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		

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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	18	7	6	4	0	0	0	1	3		7
	Female	0	0	0	0	0	0	0	0	0		0
	Total	18	7	6	4	0	0	0	1	3		7
<b>Out-of-School Suspensions</b>												
	Male	3	1	0	2	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	1	0	2	0	0	0	0	0		1
<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	18	1	7	6	-8	-8	-8	4	4	4	-8
	Female	17	8	5	2	-8	-8	-8	2	1	-8	-8
	Total	35	9	12	8	-8	-8	-8	6	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
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	26	3	18	2	0	0	0	3	5	1
	Female	16	3	9	3	0	0	0	1	6	0
	Total	42	6	27	5	0	0	0	4	11	1
<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	2.0	5.3%
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%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	3%
Mathematics	6,408	2%	49	1%	*	3%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	4%
Mathematics	6,177	2%	59	1%	*	4%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	10	2%
Reading	48,805	1%	354	1%	5	2%
Mathematics	43,293	1%	319	1%	5	2%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	45%	51%	44%	41%	*	*	-	44%	50%	48%	44%

- 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 and 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%	68%	55%	31%	60%	-	-	-	-	*	58%	29%	38%	57%	63%	43%	63%	-	*	-	-	
	CWD	52%	42%	38%	*	50%	-	-	-	-	-	43%	*	38%	-	50%	40%	*	-	-	-		
	CWOD	80%	72%	57%	36%	61%	-	-	-	-	*	59%	33%	-	57%	65%	44%	65%	-	*	-		
	EL	66%	64%	63%	-	63%	-	-	-	-	-	64%	*	50%	65%	63%	50%	71%	-	-	-		
	Male	74%	64%	43%	17%	48%	-	-	-	-	*	50%	*	40%	44%	50%	43%	-	-	*	-		
	Female	78%	71%	63%	40%	69%	-	-	-	-	*	63%	*	*	65%	71%	-	63%	-	-	-		
Mathematics	All Students	70%	61%	53%	44%	56%	-	-	-	-	*	55%	43%	25%	57%	59%	63%	47%	-	*	-		
	CWD	46%	38%	25%	*	33%	-	-	-	-	-	29%	*	25%	-	33%	40%	*	-	-	-		
	CWOD	74%	64%	57%	50%	59%	-	-	-	-	*	58%	50%	-	57%	63%	68%	50%	-	*	-		
	EL	64%	61%	59%	-	59%	-	-	-	-	-	59%	*	33%	63%	59%	67%	54%	-	-	-		
	Male	72%	62%	63%	50%	65%	-	-	-	-	*	69%	*	40%	68%	67%	63%	-	-	*	-		
	Female	68%	59%	47%	40%	50%	-	-	-	-	*	45%	*	*	50%	54%	-	47%	-	-	-		
Grade 4																							
Reading	All Students	76%	68%	54%	58%	54%	-	-	*	-	-	52%	*	14%	58%	51%	51%	56%	-	-	-		
	CWD	48%	39%	14%	*	0%	-	-	-	-	-	14%	-	14%	-	*	*	*	-	-	-		
	CWOD	81%	72%	58%	60%	59%	-	-	*	-	-	56%	*	-	58%	53%	56%	60%	-	-	-		
	EL	66%	63%	51%	*	51%	-	-	*	-	-	49%	*	*	53%	51%	59%	44%	-	-	-		
	Male	73%	64%	51%	20%	57%	-	-	-	-	-	51%	-	*	56%	59%	51%	-	-	-	-		
	Female	79%	72%	56%	86%	52%	-	-	*	-	-	53%	*	*	60%	44%	-	56%	-	-	-		
Mathematics	All Students	68%	56%	38%	25%	39%	-	-	*	-	-	39%	*	14%	40%	45%	57%	21%	-	-	-		
	CWD	42%	32%	14%	*	20%	-	-	-	-	-	14%	-	14%	-	*	*	*	-	-	-		
	CWOD	73%	60%	40%	30%	41%	-	-	*	-	-	42%	*	-	40%	47%	59%	23%	-	-	-		
	EL	63%	58%	45%	*	45%	-	-	*	-	-	47%	*	*	47%	45%	64%	30%	-	-	-		
	Male	70%	58%	57%	60%	57%	-	-	-	-	-	57%	-	*	59%	64%	57%	-	-	-	-		
	Female	67%	55%	21%	0%	23%	-	-	*	-	-	22%	*	*	23%	30%	-	21%	-	-	-		
Grade 5																							
Reading	All Students	80%	75%	72%	71%	74%	*	-	-	-	*	71%	*	40%	74%	78%	69%	76%	-	*	-		
	CWD	50%	44%	40%	*	*	-	-	-	-	*	40%	-	40%	-	-	*	*	-	-	-		
	CWOD	85%	79%	74%	77%	74%	*	-	-	-	*	73%	*	-	74%	78%	69%	80%	-	*	-		
	EL	71%	72%	78%	*	77%	*	-	-	-	-	77%	*	-	78%	78%	78%	79%	-	-	-		
	Male	77%	72%	69%	83%	68%	*	-	-	-	*	68%	*	*	69%	78%	69%	-	-	*	-		
	Female	83%	78%	76%	63%	81%	*	-	-	-	*	74%	*	*	80%	79%	-	76%	-	*	-		
Mathematics	All Students	76%	65%	54%	57%	52%	*	-	-	-	*	53%	*	20%	57%	59%	52%	57%	-	*	-		
	CWD	50%	38%	20%	*	*	-	-	-	-	*	20%	-	20%	-	-	*	*	-	-	-		
	CWOD	80%	69%	57%	62%	55%	*	-	-	-	*	56%	*	-	57%	59%	56%	57%	-	*	-		
	EL	70%	66%	59%	*	58%	*	-	-	-	-	58%	*	-	59%	59%	67%	50%	-	-	-		
	Male	75%	65%	52%	50%	50%	*	-	-	-	*	51%	*	*	56%	67%	52%	-	-	*	-		
	Female	76%	66%	57%	63%	56%	*	-	-	-	*	56%	*	*	57%	50%	-	57%	-	*	-		

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	65%	54%	33%	36%	33%	*	-	-	-	*	32%	*	0%	35%	35%	38%	27%	-	*	-	-	
	CWD	40%	33%	0%	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-	-	-	-	
	CWOD	69%	57%	35%	38%	34%	*	-	-	-	*	34%	*	-	35%	35%	41%	29%	-	*	-	-	
	EL	52%	49%	35%	*	33%	*	-	-	-	-	35%	*	-	35%	35%	44%	25%	-	-	-	-	
	Male	67%	57%	38%	67%	32%	*	-	-	-	*	37%	*	*	41%	44%	38%	-	-	*	-	-	
	Female	63%	52%	27%	13%	33%	*	-	-	-	*	26%	*	*	29%	25%	-	27%	-	*	-	-	
Grade 6																							
Reading	All Students	69%	68%	61%	78%	59%	*	*	*	-	*	61%	58%	33%	63%	58%	56%	65%	-	*	-	-	
	CWD	38%	38%	33%	*	29%	-	-	*	-	-	38%	*	33%	-	*	33%	*	-	-	-	-	
	CWOD	74%	73%	63%	88%	61%	*	*	*	-	*	63%	64%	-	63%	60%	59%	67%	-	*	-	-	
	EL	53%	61%	58%	-	58%	*	*	*	-	-	60%	*	*	60%	58%	58%	59%	-	*	-	-	
	Male	66%	64%	56%	*	55%	*	-	*	-	*	57%	50%	33%	59%	58%	56%	-	-	*	-	-	
	Female	72%	72%	65%	86%	62%	*	*	*	-	-	65%	67%	*	67%	59%	-	65%	-	-	-	-	
Mathematics	All Students	72%	70%	53%	44%	53%	*	*	*	-	*	54%	50%	44%	54%	52%	60%	47%	-	*	-	-	
	CWD	47%	47%	44%	*	43%	-	-	*	-	-	38%	*	44%	-	*	50%	*	-	-	-	-	
	CWOD	76%	74%	54%	50%	54%	*	*	*	-	*	55%	45%	-	54%	53%	61%	48%	-	*	-	-	
	EL	61%	69%	52%	-	51%	*	*	*	-	-	53%	*	*	53%	52%	63%	41%	-	*	-	-	
	Male	73%	70%	60%	*	60%	*	-	*	-	*	61%	50%	50%	61%	63%	60%	-	-	*	-	-	
	Female	72%	70%	47%	43%	47%	*	*	*	-	-	47%	50%	*	48%	41%	-	47%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	29%	25%	29%	-	-	-	-	*	29%	29%	13%	31%	33%	20%	35%	-	*	-	-	
	CWD	30%	24%	13%	*	17%	-	-	-	-	-	14%	*	13%	-	17%	20%	*	-	-	-	-	
	CWOD	54%	44%	31%	29%	31%	-	-	-	-	*	31%	33%	-	31%	35%	20%	38%	-	*	-	-	
	EL	37%	36%	33%	-	33%	-	-	-	-	-	32%	*	17%	35%	33%	22%	39%	-	-	-	-	
	Male	49%	40%	20%	17%	17%	-	-	-	-	*	23%	*	20%	20%	22%	20%	-	-	*	-	-	
	Female	52%	43%	35%	30%	38%	-	-	-	-	*	33%	*	*	38%	39%	-	35%	-	-	-	-	
Mathematics	All Students	42%	32%	23%	25%	22%	-	-	-	-	*	24%	14%	0%	26%	24%	20%	26%	-	*	-	-	
	CWD	27%	19%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-	
	CWOD	45%	34%	26%	29%	24%	-	-	-	-	*	27%	17%	-	26%	28%	24%	28%	-	*	-	-	
	EL	35%	32%	24%	-	24%	-	-	-	-	-	23%	*	0%	28%	24%	17%	29%	-	-	-	-	
	Male	45%	35%	20%	17%	17%	-	-	-	-	*	23%	*	0%	24%	17%	20%	-	-	*	-	-	
	Female	39%	30%	26%	30%	25%	-	-	-	-	*	25%	*	*	28%	29%	-	26%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	45%	20%	25%	20%	-	-	*	-	-	21%	*	14%	21%	18%	20%	21%	-	-	-	-	
	CWD	29%	21%	14%	*	0%	-	-	-	-	-	14%	-	14%	-	*	*	*	-	-	-	-	
	CWOD	57%	48%	21%	20%	21%	-	-	*	-	-	22%	*	-	21%	19%	22%	20%	-	-	-	-	
	EL	41%	40%	18%	*	17%	-	-	*	-	-	19%	*	*	19%	18%	27%	11%	-	-	-	-	
	Male	51%	43%	20%	0%	23%	-	-	-	-	-	20%	-	*	22%	27%	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	55%	46%	21%	43%	16%	-	-	*	-	-	22%	*	*	20%	11%	-	21%	-	-	-	-
Mathematics	All Students	42%	29%	7%	0%	8%	-	-	*	-	-	7%	*	0%	7%	10%	9%	5%	-	-	-	-
	CWD	25%	18%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	45%	31%	7%	0%	9%	-	-	*	-	-	8%	*	-	7%	11%	9%	6%	-	-	-	-
	EL	34%	29%	10%	*	11%	-	-	*	-	-	11%	*	*	11%	10%	14%	7%	-	-	-	-
	Male	45%	32%	9%	0%	10%	-	-	-	-	-	9%	-	*	9%	14%	9%	-	-	-	-	-
	Female	38%	26%	5%	0%	6%	-	-	*	-	-	6%	*	*	6%	7%	-	5%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	39%	57%	36%	*	-	-	-	*	37%	*	0%	42%	39%	31%	49%	-	*	-	-
	CWD	29%	22%	0%	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	61%	52%	42%	62%	38%	*	-	-	-	*	40%	*	-	42%	39%	33%	51%	-	*	-	-
	EL	43%	44%	39%	*	40%	*	-	-	-	-	38%	*	-	39%	39%	33%	46%	-	-	-	-
	Male	53%	46%	31%	50%	26%	*	-	-	-	*	29%	*	*	33%	33%	31%	-	-	*	-	-
	Female	60%	52%	49%	63%	48%	*	-	-	-	*	47%	*	*	51%	46%	-	49%	-	*	-	-
Mathematics	All Students	47%	36%	23%	21%	23%	*	-	-	-	*	23%	*	0%	24%	29%	26%	19%	-	*	-	-
	CWD	25%	17%	0%	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	50%	38%	24%	23%	24%	*	-	-	-	*	24%	*	-	24%	29%	28%	20%	-	*	-	-
	EL	38%	35%	29%	*	27%	*	-	-	-	-	29%	*	-	29%	29%	33%	25%	-	-	-	-
	Male	48%	37%	26%	33%	24%	*	-	-	-	*	24%	*	*	28%	33%	26%	-	-	*	-	-
	Female	46%	35%	19%	13%	22%	*	-	-	-	*	21%	*	*	20%	25%	-	19%	-	*	-	-
Science	All Students	38%	28%	9%	7%	8%	*	-	-	-	*	8%	*	0%	9%	14%	14%	3%	-	*	-	-
	CWD	23%	16%	0%	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	40%	29%	9%	8%	9%	*	-	-	-	*	9%	*	-	9%	14%	15%	3%	-	*	-	-
	EL	24%	23%	14%	*	10%	*	-	-	-	-	13%	*	-	14%	14%	22%	4%	-	-	-	-
	Male	41%	31%	14%	17%	12%	*	-	-	-	*	12%	*	*	15%	22%	14%	-	-	*	-	-
	Female	34%	24%	3%	0%	4%	*	-	-	-	*	3%	*	*	3%	4%	-	3%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	28%	44%	24%	*	*	*	-	*	27%	33%	33%	27%	21%	25%	30%	-	*	-	-
	CWD	21%	20%	33%	*	29%	-	-	*	-	-	38%	*	33%	-	*	33%	*	-	-	-	-
	CWOD	46%	45%	27%	50%	24%	*	*	*	-	*	26%	36%	-	27%	21%	24%	30%	-	*	-	-
	EL	24%	34%	21%	-	20%	*	*	*	-	-	22%	*	*	21%	21%	25%	16%	-	*	-	-
	Male	40%	40%	25%	*	23%	*	-	*	-	*	26%	17%	33%	24%	25%	25%	-	-	*	-	-
	Female	45%	44%	30%	57%	26%	*	*	*	-	-	27%	50%	*	30%	16%	-	30%	-	-	-	-
Mathematics	All Students	38%	37%	15%	11%	14%	*	*	*	-	*	13%	25%	33%	13%	14%	21%	9%	-	*	-	-
	CWD	20%	21%	33%	*	29%	-	-	*	-	-	38%	*	33%	-	*	33%	*	-	-	-	-
	CWOD	41%	40%	13%	13%	13%	*	*	*	-	*	11%	27%	-	13%	14%	20%	7%	-	*	-	-
	EL	24%	35%	14%	-	14%	*	*	*	-	-	14%	*	*	14%	14%	23%	5%	-	*	-	-
	Male	40%	39%	21%	*	21%	*	-	*	-	*	22%	17%	33%	20%	23%	21%	-	-	*	-	-
	Female	36%	35%	9%	14%	6%	*	*	*	-	-	6%	33%	*	7%	5%	-	9%	-	-	-	-

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



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	23%	14%	8%	0%	11%	*	-	-	-	*	9%	*	*	9%	13%	-	8%	-	*	-	-
Science	All Students	17%	12%	4%	0%	3%	*	-	-	-	*	3%	*	0%	4%	6%	5%	3%	-	*	-	-
	CWD	9%	6%	0%	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	19%	12%	4%	0%	3%	*	-	-	-	*	3%	*	-	4%	6%	5%	3%	-	*	-	-
	EL	9%	8%	6%	*	4%	*	-	-	-	-	4%	*	-	6%	6%	7%	4%	-	-	-	-
	Male	20%	14%	5%	0%	3%	*	-	-	-	*	2%	*	*	5%	7%	5%	-	-	*	-	-
	Female	15%	10%	3%	0%	4%	*	-	-	-	*	3%	*	*	3%	4%	-	3%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	6%	11%	6%	*	*	*	-	*	5%	17%	0%	7%	3%	2%	11%	-	*	-	-
	CWD	8%	7%	0%	*	0%	-	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	23%	7%	13%	7%	*	*	*	-	*	6%	18%	-	7%	3%	2%	11%	-	*	-	-
	EL	9%	15%	3%	-	3%	*	*	*	-	-	3%	*	*	3%	3%	0%	5%	-	*	-	-
	Male	21%	19%	2%	*	2%	*	-	*	-	*	0%	17%	0%	2%	0%	2%	-	-	*	-	-
	Female	25%	23%	11%	14%	11%	*	*	*	-	-	10%	17%	*	11%	5%	-	11%	-	-	-	-
Mathematics	All Students	16%	16%	4%	0%	4%	*	*	*	-	*	3%	8%	11%	3%	3%	8%	0%	-	*	-	-
	CWD	8%	9%	11%	*	14%	-	-	*	-	-	13%	*	11%	-	*	17%	*	-	-	-	-
	CWOD	17%	17%	3%	0%	3%	*	*	*	-	*	2%	9%	-	3%	3%	7%	0%	-	*	-	-
	EL	7%	14%	3%	-	3%	*	*	*	-	-	3%	*	*	3%	3%	5%	0%	-	*	-	-
	Male	17%	18%	8%	*	9%	*	-	*	-	*	7%	17%	17%	7%	5%	8%	-	-	*	-	-
	Female	14%	13%	0%	0%	0%	*	*	*	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	53%	48%	54%	40%	*	83%	-	58%	53%	54%	27%	55%	56%	55%	51%	-	60%	-	-
	CWD	44%	36%	27%	8%	29%	-	-	*	-	*	27%	*	27%	-	29%	32%	19%	-	-	-	-
	CWOD	77%	70%	55%	53%	56%	40%	*	*	-	67%	55%	56%	-	55%	57%	57%	54%	-	60%	-	-
	EL	59%	58%	56%	80%	55%	50%	*	*	-	-	56%	48%	29%	57%	56%	61%	50%	-	*	-	-
	Male	71%	63%	55%	50%	55%	60%	-	*	-	71%	55%	43%	32%	57%	61%	55%	-	-	58%	-	-
	Female	75%	68%	51%	47%	52%	20%	*	*	-	40%	51%	61%	19%	54%	50%	-	51%	-	*	-	-
Reading	All Students	74%	67%	61%	57%	61%	*	*	*	-	60%	61%	62%	31%	63%	62%	56%	65%	-	83%	-	-
	CWD	43%	35%	31%	17%	33%	-	-	*	-	*	33%	*	31%	-	33%	35%	25%	-	-	-	-
	CWOD	78%	72%	63%	62%	64%	*	*	*	-	*	63%	67%	-	63%	64%	58%	68%	-	83%	-	-
	EL	57%	57%	62%	*	62%	*	*	*	-	-	62%	64%	33%	64%	62%	62%	63%	-	*	-	-
	Male	70%	63%	56%	42%	57%	*	-	*	-	*	57%	36%	35%	58%	62%	56%	-	-	80%	-	-
	Female	78%	73%	65%	66%	65%	*	*	*	-	*	63%	80%	25%	68%	63%	-	65%	-	*	-	-
Mathematics	All Students	71%	64%	50%	43%	51%	*	*	*	-	80%	50%	46%	28%	52%	53%	58%	43%	-	50%	-	-
	CWD	44%	36%	28%	0%	29%	-	-	*	-	*	26%	*	28%	-	25%	35%	17%	-	-	-	-
	CWOD	75%	67%	52%	49%	52%	*	*	*	-	*	53%	46%	-	52%	55%	61%	45%	-	50%	-	-
	EL	61%	61%	53%	*	53%	*	*	*	-	-	54%	36%	25%	55%	53%	64%	43%	-	*	-	-
	Male	71%	63%	58%	53%	57%	*	-	*	-	*	59%	45%	35%	61%	64%	58%	-	-	40%	-	-

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Mathematics	Female	71%	64%	43%	38%	44%	*	*	*	-	*	43%	47%	17%	45%	43%	-	43%	-	*	-	-
Science	All Students	74%	66%	33%	36%	33%	*	-	-	-	*	32%	*	0%	35%	35%	38%	27%	-	*	-	-
	CWD	47%	38%	0%	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	78%	69%	35%	38%	34%	*	-	-	-	*	34%	*	-	35%	35%	41%	29%	-	*	-	-
	EL	58%	56%	35%	*	33%	*	-	-	-	-	35%	*	-	35%	35%	44%	25%	-	-	-	-
	Male	74%	65%	38%	67%	32%	*	-	-	-	*	37%	*	*	41%	44%	38%	-	-	*	-	-
	Female	75%	66%	27%	13%	33%	*	-	-	-	*	26%	*	*	29%	25%	-	27%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	21%	24%	20%	30%	*	67%	-	25%	21%	27%	13%	22%	22%	21%	22%	-	20%	-	-
	CWD	23%	18%	13%	8%	11%	-	-	*	-	*	14%	*	13%	-	13%	14%	12%	-	-	-	-
	CWOD	50%	42%	22%	26%	21%	30%	*	*	-	33%	22%	29%	-	22%	22%	22%	22%	-	20%	-	-
	EL	29%	30%	22%	60%	21%	38%	*	*	-	-	22%	28%	13%	22%	22%	24%	20%	-	*	-	-
	Male	45%	38%	21%	18%	20%	60%	-	*	-	43%	21%	22%	14%	22%	24%	21%	-	-	17%	-	-
	Female	48%	41%	22%	28%	21%	0%	*	*	-	0%	21%	30%	12%	22%	20%	-	22%	-	*	-	-
Reading	All Students	52%	45%	29%	37%	27%	*	*	*	-	40%	28%	35%	17%	30%	27%	25%	33%	-	33%	-	-
	CWD	24%	19%	17%	17%	14%	-	-	*	-	*	19%	*	17%	-	17%	18%	17%	-	-	-	-
	CWOD	56%	48%	30%	40%	28%	*	*	*	-	*	29%	38%	-	30%	27%	25%	34%	-	33%	-	-
	EL	31%	33%	27%	*	27%	*	*	*	-	-	27%	27%	17%	27%	27%	27%	27%	-	*	-	-
	Male	47%	41%	25%	21%	23%	*	-	*	-	*	25%	18%	18%	25%	27%	25%	-	-	20%	-	-
	Female	56%	49%	33%	47%	31%	*	*	*	-	*	32%	47%	17%	34%	27%	-	33%	-	*	-	-
Mathematics	All Students	41%	33%	17%	16%	16%	*	*	*	-	20%	17%	19%	10%	17%	19%	19%	14%	-	17%	-	-
	CWD	22%	17%	10%	0%	10%	-	-	*	-	*	11%	*	10%	-	8%	12%	8%	-	-	-	-
	CWOD	44%	35%	17%	18%	17%	*	*	*	-	*	17%	21%	-	17%	19%	20%	15%	-	17%	-	-
	EL	29%	29%	19%	*	18%	*	*	*	-	-	18%	27%	8%	19%	19%	22%	16%	-	*	-	-
	Male	42%	34%	19%	16%	19%	*	-	*	-	*	20%	18%	12%	20%	22%	19%	-	-	20%	-	-
	Female	40%	33%	14%	16%	14%	*	*	*	-	*	14%	20%	8%	15%	16%	-	14%	-	*	-	-
Science	All Students	46%	37%	9%	7%	8%	*	-	-	-	*	8%	*	0%	9%	14%	14%	3%	-	*	-	-
	CWD	23%	17%	0%	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	49%	39%	9%	8%	9%	*	-	-	-	*	9%	*	-	9%	14%	15%	3%	-	*	-	-
	EL	25%	25%	14%	*	10%	*	-	-	-	-	13%	*	-	14%	14%	22%	4%	-	-	-	-
	Male	47%	37%	14%	17%	12%	*	-	-	-	*	12%	*	*	15%	22%	14%	-	-	*	-	-
	Female	45%	36%	3%	0%	4%	*	-	-	-	*	3%	*	*	3%	4%	-	3%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	7%	5%	7%	30%	*	0%	-	8%	7%	13%	3%	8%	8%	7%	7%	-	0%	-	-
	CWD	9%	6%	3%	0%	4%	-	-	*	-	*	3%	*	3%	-	4%	5%	0%	-	-	-	-
	CWOD	24%	18%	8%	6%	8%	30%	*	*	-	11%	7%	13%	-	8%	8%	7%	8%	-	0%	-	-
	EL	12%	12%	8%	0%	8%	38%	*	*	-	-	7%	16%	4%	8%	8%	7%	8%	-	*	-	-
	Male	21%	16%	7%	5%	6%	60%	-	*	-	14%	6%	22%	5%	7%	7%	7%	-	-	0%	-	-
	Female	23%	18%	7%	6%	8%	0%	*	*	-	0%	8%	6%	0%	8%	8%	-	7%	-	*	-	-
Reading	All Students	25%	20%	11%	12%	10%	*	*	*	-	20%	10%	15%	3%	11%	10%	9%	12%	-	0%	-	-
	CWD	9%	6%	3%	0%	5%	-	-	*	-	*	4%	*	3%	-	8%	6%	0%	-	-	-	-
	CWOD	27%	21%	11%	13%	11%	*	*	*	-	*	11%	17%	-	11%	10%	10%	13%	-	0%	-	-
	EL	13%	14%	10%	*	10%	*	*	*	-	-	10%	18%	8%	10%	10%	9%	11%	-	*	-	-
	Male	22%	17%	9%	11%	8%	*	-	*	-	*	9%	18%	6%	10%	9%	9%	-	-	0%	-	-
	Female	28%	22%	12%	13%	12%	*	*	*	-	*	12%	13%	0%	13%	11%	-	12%	-	*	-	-
Mathematics	All Students	20%	14%	4%	0%	5%	*	*	*	-	0%	4%	8%	3%	5%	6%	5%	4%	-	0%	-	-
	CWD	9%	6%	3%	0%	5%	-	-	*	-	*	4%	*	3%	-	0%	6%	0%	-	-	-	-
	CWOD	21%	16%	5%	0%	5%	*	*	*	-	*	4%	8%	-	5%	6%	5%	4%	-	0%	-	-
	EL	12%	12%	6%	*	6%	*	*	*	-	-	6%	9%	0%	6%	6%	6%	6%	-	*	-	-
	Male	21%	15%	5%	0%	5%	*	-	*	-	*	4%	18%	6%	5%	6%	5%	-	-	0%	-	-
	Female	19%	13%	4%	0%	5%	*	*	*	-	*	4%	0%	0%	4%	6%	-	4%	-	*	-	-
Science	All Students	20%	15%	4%	0%	3%	*	-	-	-	*	3%	*	0%	4%	6%	5%	3%	-	*	-	-
	CWD	8%	5%	0%	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	22%	16%	4%	0%	3%	*	-	-	-	*	3%	*	-	4%	6%	5%	3%	-	*	-	-
	EL	7%	8%	6%	*	4%	*	-	-	-	-	4%	*	-	6%	6%	7%	4%	-	-	-	-
	Male	22%	15%	5%	0%	3%	*	-	-	-	*	2%	*	*	5%	7%	5%	-	-	*	-	-
	Female	19%	14%	3%	0%	4%	*	-	-	-	*	3%	*	*	3%	4%	-	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)

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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	80	75	81	*	*	*	-	*	80	67	85
CWD	67	*	67	-	-	*	-	*	65	67	*
CWOD	81	79	82	*	*	*	-	*	81	-	84
EL ◇	85	*	84	*	*	*	-	-	84	*	85
Male	77	64	78	*	-	*	-	*	78	70	84
Female	83	82	84	*	*	*	-	*	82	63	85
<b>Mathematics</b>											
All Students	77	63	78	*	*	*	-	*	77	78	81
CWD	78	*	90	-	-	*	-	*	77	78	*
CWOD	77	65	78	*	*	*	-	*	77	-	81
EL ◇	81	*	80	*	*	*	-	-	81	*	81
Male	79	50	81	*	-	*	-	*	79	89	84
Female	75	71	75	*	*	*	-	*	75	64	77

- 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
366	33	9%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	27	26	27	33	*	50	-	30	27	14	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	Y	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	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<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											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%	-
	CWOD	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%	-	-
	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%	-	100%	100%	100%	-
	CWOD	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%	-
<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%	-
	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
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%	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%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	*	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	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%	-
Mathematics	All Students	0%	0%	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	*	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	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%	-
Science	All Students	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-
	CWOD	0%	0%	0%	*	-	-	-	*	0%	*	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	Male	0%	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
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	39	22	14	3	0	0	0	0	17		
	Female	4	2	1	0	0	0	0	1	2		
	Total	43	24	15	3	0	0	0	1	19		
<b>Out-of-School Suspensions</b>												
	Male	8	5	2	1	0	0	0	0	2		
	Female	0	0	0	0	0	0	0	0	0		
	Total	8	5	2	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		

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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	6	2	4	0	0	0	0	0	2		4
	Female	1	1	0	0	0	0	0	0	0		1
	Total	7	3	4	0	0	0	0	0	2		5
<b>Out-of-School Suspensions</b>												
	Male	1	1	0	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	1	0	0	0	0	0	0	0		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
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	23	7	12	4	-8	-8	-8	-8	5	2	-8
	Female	20	6	12	1	-8	1	-8	-8	9	2	-8
	Total	43	13	24	5	-8	1	-8	-8	14	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
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	41	12	26	2	0	0	0	1	24	1
	Female	47	10	33	2	0	0	0	2	34	0
	Total	88	22	59	4	0	0	0	3	58	1
<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	3.7	8.6%
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	2.2	5.2%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	3%
Mathematics	6,177	2%	59	1%	*	3%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	6	1%
Reading	48,805	1%	354	1%	*	1%
Mathematics	43,293	1%	319	1%	*	1%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	17%	26%	14%	9%	*	0%	-	11%	16%	12%	12%

- 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 and 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%	68%	68%	82%	61%	63%	-	*	-	*	66%	78%	58%	72%	80%	67%	71%	-	*	-	-	
	CWD	52%	42%	58%	-	50%	*	-	-	-	-	56%	*	58%	-	*	50%	*	-	-	-	-	
	CWOD	80%	72%	72%	82%	67%	*	-	*	-	*	69%	83%	-	72%	78%	76%	67%	-	*	-	-	
	EL	66%	64%	80%	*	71%	*	-	*	-	-	75%	*	*	78%	80%	100%	60%	-	-	-	-	
	Male	74%	64%	67%	86%	50%	71%	-	*	-	-	68%	60%	50%	76%	100%	67%	-	-	*	-	-	
	Female	78%	71%	71%	*	73%	*	-	-	-	*	62%	*	*	67%	60%	-	71%	-	-	-	-	-
Mathematics	All Students	70%	61%	66%	73%	61%	63%	-	*	-	*	63%	78%	58%	69%	80%	63%	71%	-	*	-	-	
	CWD	46%	38%	58%	-	50%	*	-	-	-	-	56%	*	58%	-	*	60%	*	-	-	-	-	
	CWOD	74%	64%	69%	73%	67%	*	-	*	-	*	65%	83%	-	69%	78%	65%	73%	-	*	-	-	
	EL	64%	61%	80%	*	71%	*	-	*	-	-	75%	*	*	78%	80%	100%	60%	-	-	-	-	
	Male	72%	62%	63%	71%	50%	71%	-	*	-	-	64%	60%	60%	65%	100%	63%	-	-	*	-	-	
	Female	68%	59%	71%	*	73%	*	-	-	-	*	62%	*	*	73%	60%	-	71%	-	-	-	-	-
Grade 4																							
Reading	All Students	76%	68%	77%	67%	80%	92%	-	-	-	-	79%	67%	*	80%	60%	69%	89%	-	*	-	*	
	CWD	48%	39%	*	*	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	81%	72%	80%	74%	80%	91%	-	-	-	-	82%	67%	-	80%	60%	73%	89%	-	*	-	*	
	EL	66%	63%	60%	-	63%	*	-	-	-	-	67%	*	-	60%	60%	57%	*	-	-	-	-	
	Male	73%	64%	69%	45%	75%	90%	-	-	-	-	73%	*	*	73%	57%	69%	-	-	-	-	*	
	Female	79%	72%	89%	90%	86%	*	-	-	-	-	88%	*	-	89%	*	-	89%	-	*	-	-	-
Mathematics	All Students	68%	56%	50%	33%	53%	75%	-	-	-	-	50%	50%	*	53%	30%	48%	53%	-	*	-	*	
	CWD	42%	32%	*	*	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	73%	60%	53%	37%	53%	82%	-	-	-	-	54%	50%	-	53%	30%	54%	53%	-	*	-	*	
	EL	63%	58%	30%	-	38%	*	-	-	-	-	33%	*	-	30%	30%	29%	*	-	-	-	-	
	Male	70%	58%	48%	18%	63%	70%	-	-	-	-	50%	*	*	54%	29%	48%	-	-	-	-	*	
	Female	67%	55%	53%	50%	43%	*	-	-	-	-	50%	*	-	53%	*	-	53%	-	*	-	-	-
Grade 5																							
Reading	All Students	80%	75%	65%	50%	70%	83%	-	-	-	100%	64%	70%	43%	68%	43%	58%	75%	-	*	-	-	
	CWD	50%	44%	43%	*	*	-	-	-	-	-	40%	*	43%	-	*	40%	*	-	*	-	-	
	CWOD	85%	79%	68%	55%	71%	83%	-	-	-	100%	67%	75%	-	68%	50%	61%	77%	-	*	-	-	
	EL	71%	72%	43%	-	50%	*	-	-	-	-	60%	*	*	50%	43%	*	*	-	-	-	-	
	Male	77%	72%	58%	44%	67%	*	-	-	-	*	57%	60%	40%	61%	*	58%	-	-	*	-	-	
	Female	83%	78%	75%	60%	75%	*	-	-	-	*	74%	80%	*	77%	*	-	75%	-	-	-	-	-
Mathematics	All Students	76%	65%	53%	38%	60%	83%	-	-	-	60%	49%	70%	14%	58%	43%	48%	58%	-	*	-	-	
	CWD	50%	38%	14%	*	*	-	-	-	-	-	20%	*	14%	-	*	20%	*	-	*	-	-	
	CWOD	80%	69%	58%	41%	71%	83%	-	-	-	60%	52%	88%	-	58%	50%	54%	64%	-	*	-	-	
	EL	70%	66%	43%	-	50%	*	-	-	-	-	40%	*	*	50%	43%	*	*	-	-	-	-	
	Male	75%	65%	48%	38%	67%	*	-	-	-	*	46%	60%	20%	54%	*	48%	-	-	*	-	-	
	Female	76%	66%	58%	40%	50%	*	-	-	-	*	53%	80%	*	64%	*	-	58%	-	-	-	-	-

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Science	All Students	65%	54%	51%	38%	60%	50%	-	-	-	80%	49%	60%	14%	56%	29%	45%	58%	-	*	-	-
	CWD	40%	33%	14%	*	*	-	-	-	-	-	20%	*	14%	-	*	20%	*	-	*	-	-
	CWOD	69%	57%	56%	41%	71%	50%	-	-	-	80%	52%	75%	-	56%	33%	50%	64%	-	*	-	-
	EL	52%	49%	29%	-	33%	*	-	-	-	-	40%	*	*	33%	29%	*	*	-	-	-	-
	Male	67%	57%	45%	44%	58%	*	-	-	-	*	46%	40%	20%	50%	*	45%	-	-	*	-	-
	Female	63%	52%	58%	30%	63%	*	-	-	-	*	53%	80%	*	64%	*	-	58%	-	-	-	-
Grade 6																						
Reading	All Students	69%	68%	52%	53%	43%	80%	-	-	-	*	48%	70%	29%	56%	21%	48%	55%	-	*	-	-
	CWD	38%	38%	29%	*	*	*	-	-	-	*	40%	*	29%	-	-	40%	*	-	-	-	-
	CWOD	74%	73%	56%	60%	44%	*	-	-	-	*	49%	88%	-	56%	21%	50%	59%	-	*	-	-
	EL	53%	61%	21%	-	21%	-	-	-	-	-	21%	-	-	21%	21%	20%	22%	-	*	-	-
	Male	66%	64%	48%	50%	38%	*	-	-	-	*	41%	*	40%	50%	20%	48%	-	-	*	-	-
	Female	72%	72%	55%	55%	47%	*	-	-	-	*	52%	67%	*	59%	22%	-	55%	-	*	-	-
Mathematics	All Students	72%	70%	54%	59%	46%	80%	-	-	-	*	50%	70%	14%	60%	29%	43%	61%	-	*	-	-
	CWD	47%	47%	14%	*	*	*	-	-	-	*	20%	*	14%	-	-	20%	*	-	-	-	-
	CWOD	76%	74%	60%	67%	48%	*	-	-	-	*	54%	88%	-	60%	29%	50%	66%	-	*	-	-
	EL	61%	69%	29%	-	29%	-	-	-	-	-	29%	-	-	29%	29%	0%	44%	-	*	-	-
	Male	73%	70%	43%	50%	38%	*	-	-	-	*	35%	*	20%	50%	0%	43%	-	-	*	-	-
	Female	72%	70%	61%	64%	53%	*	-	-	-	*	60%	67%	*	66%	44%	-	61%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	43%	64%	35%	38%	-	*	-	*	43%	44%	33%	47%	60%	44%	41%	-	*	-	-
	CWD	30%	24%	33%	-	25%	*	-	-	-	-	33%	*	33%	-	*	30%	*	-	-	-	-
	CWOD	54%	44%	47%	64%	40%	*	-	*	-	*	46%	50%	-	47%	56%	53%	40%	-	*	-	-
	EL	37%	36%	60%	*	57%	*	-	*	-	-	63%	*	*	56%	60%	80%	40%	-	-	-	-
	Male	49%	40%	44%	57%	33%	43%	-	*	-	-	50%	20%	30%	53%	80%	44%	-	-	*	-	-
	Female	52%	43%	41%	*	36%	*	-	-	-	*	31%	*	*	40%	40%	-	41%	-	-	-	-
Mathematics	All Students	42%	32%	34%	55%	22%	25%	-	*	-	*	29%	56%	17%	41%	50%	37%	29%	-	*	-	-
	CWD	27%	19%	17%	-	13%	*	-	-	-	-	11%	*	17%	-	*	20%	*	-	-	-	-
	CWOD	45%	34%	41%	55%	27%	*	-	*	-	*	35%	67%	-	41%	56%	47%	33%	-	*	-	-
	EL	35%	32%	50%	*	43%	*	-	*	-	-	50%	*	*	56%	50%	60%	40%	-	-	-	-
	Male	45%	35%	37%	43%	33%	29%	-	*	-	-	36%	40%	20%	47%	60%	37%	-	-	*	-	-
	Female	39%	30%	29%	*	9%	*	-	-	-	*	15%	*	*	33%	40%	-	29%	-	-	-	-
Grade 4																						
Reading	All Students	53%	45%	48%	43%	40%	67%	-	-	-	-	50%	33%	*	51%	30%	52%	42%	-	*	-	*
	CWD	29%	21%	*	*	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	57%	48%	51%	47%	40%	73%	-	-	-	-	54%	33%	-	51%	30%	58%	42%	-	*	-	*
	EL	41%	40%	30%	-	25%	*	-	-	-	-	33%	*	-	30%	30%	43%	*	-	-	-	-
	Male	51%	43%	52%	27%	63%	70%	-	-	-	-	54%	*	*	58%	43%	52%	-	-	-	-	*

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Reading	Female	55%	46%	42%	60%	14%	*	-	-	-	-	44%	*	-	42%	*	-	42%	-	*	-	-
Mathematics	All Students	42%	29%	25%	24%	20%	33%	-	-	-	-	26%	17%	*	27%	10%	28%	21%	-	*	-	*
	CWD	25%	18%	*	*	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	45%	31%	27%	26%	20%	36%	-	-	-	-	28%	17%	-	27%	10%	31%	21%	-	*	-	*
	EL	34%	29%	10%	-	13%	*	-	-	-	-	11%	*	-	10%	10%	14%	*	-	-	-	-
	Male	45%	32%	28%	9%	38%	40%	-	-	-	-	27%	*	*	31%	14%	28%	-	-	-	-	*
	Female	38%	26%	21%	40%	0%	*	-	-	-	-	25%	*	-	21%	*	-	21%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	35%	19%	40%	67%	-	-	-	60%	32%	50%	0%	40%	14%	18%	58%	-	*	-	-
	CWD	29%	22%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	61%	52%	40%	23%	47%	67%	-	-	-	60%	36%	63%	-	40%	17%	21%	64%	-	*	-	-
	EL	43%	44%	14%	-	17%	*	-	-	-	-	20%	*	*	17%	14%	*	*	-	-	-	-
	Male	53%	46%	18%	6%	33%	*	-	-	-	*	18%	20%	0%	21%	*	18%	-	-	*	-	-
	Female	60%	52%	58%	40%	50%	*	-	-	-	*	53%	80%	*	64%	*	-	58%	-	-	-	-
Mathematics	All Students	47%	36%	37%	27%	40%	50%	-	-	-	60%	34%	50%	0%	42%	29%	24%	54%	-	*	-	-
	CWD	25%	17%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	50%	38%	42%	32%	47%	50%	-	-	-	60%	38%	63%	-	42%	33%	29%	59%	-	*	-	-
	EL	38%	35%	29%	-	33%	*	-	-	-	-	40%	*	*	33%	29%	*	*	-	-	-	-
	Male	48%	37%	24%	19%	42%	*	-	-	-	*	25%	20%	0%	29%	*	24%	-	-	*	-	-
	Female	46%	35%	54%	40%	38%	*	-	-	-	*	47%	80%	*	59%	*	-	54%	-	-	-	-
Science	All Students	38%	28%	16%	12%	25%	0%	-	-	-	20%	13%	30%	0%	18%	14%	12%	21%	-	*	-	-
	CWD	23%	16%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	40%	29%	18%	14%	29%	0%	-	-	-	20%	14%	38%	-	18%	17%	14%	23%	-	*	-	-
	EL	24%	23%	14%	-	17%	*	-	-	-	-	20%	*	*	17%	14%	*	*	-	-	-	-
	Male	41%	31%	12%	13%	17%	*	-	-	-	*	11%	20%	0%	14%	*	12%	-	-	*	-	-
	Female	34%	24%	21%	10%	38%	*	-	-	-	*	16%	40%	*	23%	*	-	21%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	31%	35%	21%	60%	-	-	-	*	21%	70%	0%	36%	14%	19%	39%	-	*	-	-
	CWD	21%	20%	0%	*	*	*	-	-	-	*	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	46%	45%	36%	40%	24%	*	-	-	-	*	24%	88%	-	36%	14%	25%	41%	-	*	-	-
	EL	24%	34%	14%	-	14%	-	-	-	-	-	14%	-	-	14%	14%	0%	22%	-	*	-	-
	Male	40%	40%	19%	17%	15%	*	-	-	-	*	6%	*	0%	25%	0%	19%	-	-	*	-	-
	Female	45%	44%	39%	45%	27%	*	-	-	-	*	32%	67%	*	41%	22%	-	39%	-	*	-	-
Mathematics	All Students	38%	37%	29%	29%	21%	60%	-	-	-	*	19%	70%	0%	33%	21%	19%	35%	-	*	-	-
	CWD	20%	21%	0%	*	*	*	-	-	-	*	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	41%	40%	33%	33%	24%	*	-	-	-	*	22%	88%	-	33%	21%	25%	38%	-	*	-	-
	EL	24%	35%	21%	-	21%	-	-	-	-	-	21%	-	-	21%	21%	0%	33%	-	*	-	-
	Male	40%	39%	19%	17%	15%	*	-	-	-	*	6%	*	0%	25%	0%	19%	-	-	*	-	-
	Female	36%	35%	35%	36%	27%	*	-	-	-	*	28%	67%	*	38%	33%	-	35%	-	*	-	-

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	32%	45%	30%	13%	-	*	-	*	31%	33%	17%	38%	60%	30%	35%	-	*	-	-
	CWD	12%	8%	17%	-	25%	*	-	-	-	-	11%	*	17%	-	*	10%	*	-	-	-	-
	CWOD	32%	25%	38%	45%	33%	*	-	*	-	*	38%	33%	-	38%	56%	41%	33%	-	*	-	-
	EL	19%	20%	60%	*	57%	*	-	*	-	-	63%	*	*	56%	60%	80%	40%	-	-	-	-
	Male	28%	21%	30%	43%	25%	14%	-	*	-	-	32%	20%	10%	41%	80%	30%	-	-	*	-	-
	Female	31%	25%	35%	*	36%	*	-	-	-	*	31%	*	*	33%	40%	-	35%	-	-	-	-
Mathematics	All Students	20%	14%	16%	27%	13%	13%	-	*	-	*	17%	11%	0%	22%	20%	22%	6%	-	*	-	-
	CWD	10%	6%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	15%	22%	27%	20%	*	-	*	-	*	23%	17%	-	22%	22%	35%	7%	-	*	-	-
	EL	15%	15%	20%	*	29%	*	-	*	-	-	25%	*	*	22%	20%	40%	0%	-	-	-	-
	Male	23%	16%	22%	29%	25%	14%	-	*	-	-	23%	20%	0%	35%	40%	22%	-	-	*	-	-
	Female	18%	12%	6%	*	0%	*	-	-	-	*	8%	*	*	7%	0%	-	6%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	25%	14%	20%	50%	-	-	-	-	26%	17%	*	27%	10%	31%	16%	-	*	-	*
	CWD	10%	7%	*	*	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	31%	24%	27%	16%	20%	55%	-	-	-	-	28%	17%	-	27%	10%	35%	16%	-	*	-	*
	EL	18%	18%	10%	-	13%	*	-	-	-	-	11%	*	-	10%	10%	14%	*	-	-	-	-
	Male	26%	22%	31%	9%	25%	60%	-	-	-	-	31%	*	*	35%	14%	31%	-	-	-	-	*
	Female	29%	22%	16%	20%	14%	*	-	-	-	-	19%	*	-	16%	*	-	16%	-	*	-	-
Mathematics	All Students	22%	14%	15%	14%	7%	25%	-	-	-	-	17%	0%	*	16%	10%	14%	16%	-	*	-	*
	CWD	10%	6%	*	*	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	25%	15%	16%	16%	7%	27%	-	-	-	-	18%	0%	-	16%	10%	15%	16%	-	*	-	*
	EL	16%	14%	10%	-	13%	*	-	-	-	-	11%	*	-	10%	10%	14%	*	-	-	-	-
	Male	25%	16%	14%	0%	13%	30%	-	-	-	-	15%	*	*	15%	14%	14%	-	-	-	-	*
	Female	19%	12%	16%	30%	0%	*	-	-	-	-	19%	*	-	16%	*	-	16%	-	*	-	-
Grade 5																						
Reading	All Students	36%	29%	23%	8%	30%	33%	-	-	-	60%	17%	50%	0%	26%	14%	12%	38%	-	*	-	-
	CWD	12%	10%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	40%	32%	26%	9%	35%	33%	-	-	-	60%	19%	63%	-	26%	17%	14%	41%	-	*	-	-
	EL	23%	25%	14%	-	17%	*	-	-	-	-	20%	*	*	17%	14%	*	*	-	-	-	-
	Male	32%	27%	12%	6%	25%	*	-	-	-	*	11%	20%	0%	14%	*	12%	-	-	*	-	-
	Female	39%	31%	38%	10%	38%	*	-	-	-	*	26%	80%	*	41%	*	-	38%	-	-	-	-
Mathematics	All Students	24%	16%	5%	4%	5%	0%	-	-	-	20%	2%	20%	0%	6%	0%	6%	4%	-	*	-	-
	CWD	9%	6%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	26%	17%	6%	5%	6%	0%	-	-	-	20%	2%	25%	-	6%	0%	7%	5%	-	*	-	-
	EL	17%	15%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	25%	17%	6%	6%	8%	*	-	-	-	*	4%	20%	0%	7%	*	6%	-	-	*	-	-

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Mathematics	Female	23%	14%	4%	0%	0%	*	-	-	-	*	0%	20%	*	5%	*	-	4%	-	-	-	-
Science	All Students	17%	12%	9%	8%	10%	0%	-	-	-	20%	6%	20%	0%	10%	0%	9%	8%	-	*	-	-
	CWD	9%	6%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	19%	12%	10%	9%	12%	0%	-	-	-	20%	7%	25%	-	10%	0%	11%	9%	-	*	-	-
	EL	9%	8%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	20%	14%	9%	6%	17%	*	-	-	-	*	7%	20%	0%	11%	*	9%	-	-	*	-	-
	Female	15%	10%	8%	10%	0%	*	-	-	-	*	5%	20%	*	9%	*	-	8%	-	-	-	-
Grade 6																						
Reading	All Students	23%	21%	13%	18%	7%	20%	-	-	-	*	10%	30%	0%	16%	14%	5%	19%	-	*	-	-
	CWD	8%	7%	0%	*	*	*	-	-	-	*	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	25%	23%	16%	20%	8%	*	-	-	-	*	11%	38%	-	16%	14%	6%	21%	-	*	-	-
	EL	9%	15%	14%	-	14%	-	-	-	-	-	14%	-	-	14%	14%	0%	22%	-	*	-	-
	Male	21%	19%	5%	0%	0%	*	-	-	-	*	0%	*	0%	6%	0%	5%	-	-	*	-	-
	Female	25%	23%	19%	27%	13%	*	-	-	-	*	16%	33%	*	21%	22%	-	19%	-	*	-	-
Mathematics	All Students	16%	16%	12%	6%	7%	40%	-	-	-	*	7%	30%	0%	13%	14%	5%	16%	-	*	-	-
	CWD	8%	9%	0%	*	*	*	-	-	-	*	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	17%	17%	13%	7%	8%	*	-	-	-	*	8%	38%	-	13%	14%	6%	17%	-	*	-	-
	EL	7%	14%	14%	-	14%	-	-	-	-	-	14%	-	-	14%	14%	0%	22%	-	*	-	-
	Male	17%	18%	5%	0%	0%	*	-	-	-	*	0%	*	0%	6%	0%	5%	-	-	*	-	-
	Female	14%	13%	16%	9%	13%	*	-	-	-	*	12%	33%	*	17%	22%	-	16%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	59%	51%	58%	75%	-	*	-	81%	57%	69%	35%	63%	45%	55%	65%	-	41%	-	*
	CWD	44%	36%	35%	15%	39%	58%	-	-	-	*	37%	31%	35%	-	40%	37%	29%	-	*	-	-
	CWOD	77%	70%	63%	56%	61%	79%	-	*	-	84%	60%	78%	-	63%	45%	59%	67%	-	50%	-	*
	EL	59%	58%	45%	*	43%	33%	-	*	-	-	45%	42%	40%	45%	45%	46%	44%	-	*	-	-
	Male	71%	63%	55%	46%	55%	71%	-	*	-	50%	54%	56%	37%	59%	46%	55%	-	-	38%	-	*
	Female	75%	68%	65%	58%	61%	83%	-	-	-	100%	61%	80%	29%	67%	44%	-	65%	-	*	-	-
Reading	All Students	74%	67%	65%	60%	60%	81%	-	*	-	100%	64%	71%	45%	69%	49%	61%	70%	-	57%	-	*
	CWD	43%	35%	45%	13%	50%	67%	-	-	-	*	45%	43%	45%	-	*	43%	50%	-	*	-	-
	CWOD	78%	72%	69%	66%	63%	84%	-	*	-	100%	67%	79%	-	69%	49%	66%	72%	-	67%	-	*
	EL	57%	57%	49%	*	46%	*	-	*	-	-	50%	40%	*	49%	49%	52%	45%	-	*	-	-
	Male	70%	63%	61%	53%	56%	81%	-	*	-	*	61%	59%	43%	66%	52%	61%	-	-	60%	-	*
	Female	78%	73%	70%	69%	66%	80%	-	-	-	100%	67%	83%	50%	72%	45%	-	70%	-	*	-	-
Mathematics	All Students	71%	64%	55%	47%	55%	74%	-	*	-	63%	52%	69%	31%	59%	44%	51%	60%	-	14%	-	*
	CWD	44%	36%	31%	13%	36%	50%	-	-	-	*	32%	29%	31%	-	*	35%	17%	-	*	-	-
	CWOD	75%	67%	59%	51%	58%	80%	-	*	-	71%	56%	79%	-	59%	44%	55%	64%	-	17%	-	*
	EL	61%	61%	44%	*	43%	*	-	*	-	-	42%	60%	*	44%	44%	43%	45%	-	*	-	-
	Male	71%	63%	51%	40%	53%	71%	-	*	-	*	49%	59%	35%	55%	43%	51%	-	-	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	71%	64%	60%	54%	56%	80%	-	-	-	100%	56%	78%	17%	64%	45%	-	60%	-	*	-	-
Science	All Students	74%	66%	51%	38%	60%	50%	-	-	-	80%	49%	60%	14%	56%	29%	45%	58%	-	*	-	-
	CWD	47%	38%	14%	*	*	-	-	-	-	-	20%	*	14%	-	*	20%	*	-	*	-	-
	CWOD	78%	69%	56%	41%	71%	50%	-	-	-	80%	52%	75%	-	56%	33%	50%	64%	-	*	-	-
	EL	58%	56%	29%	-	33%	*	-	-	-	-	40%	*	*	33%	29%	*	*	-	-	-	-
	Male	74%	65%	45%	44%	58%	*	-	-	-	*	46%	40%	20%	50%	*	45%	-	-	*	-	-
	Female	75%	66%	58%	30%	63%	*	-	-	-	*	53%	80%	*	64%	*	-	58%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	33%	30%	29%	44%	-	*	-	48%	29%	49%	9%	37%	27%	28%	38%	-	18%	-	*
	CWD	23%	18%	9%	0%	10%	25%	-	-	-	*	8%	13%	9%	-	20%	10%	7%	-	*	-	-
	CWOD	50%	42%	37%	34%	32%	48%	-	*	-	53%	32%	58%	-	37%	27%	33%	41%	-	21%	-	*
	EL	29%	30%	27%	*	25%	11%	-	*	-	-	29%	17%	20%	27%	27%	26%	28%	-	*	-	-
	Male	45%	38%	28%	20%	30%	42%	-	*	-	0%	27%	36%	10%	33%	26%	28%	-	-	15%	-	*
	Female	48%	41%	38%	43%	27%	48%	-	-	-	77%	33%	61%	7%	41%	28%	-	38%	-	*	-	-
Reading	All Students	52%	45%	39%	36%	33%	58%	-	*	-	50%	36%	51%	14%	43%	29%	34%	45%	-	29%	-	*
	CWD	24%	19%	14%	0%	14%	33%	-	-	-	*	14%	14%	14%	-	*	13%	17%	-	*	-	-
	CWOD	56%	48%	43%	40%	36%	64%	-	*	-	57%	40%	61%	-	43%	28%	39%	47%	-	33%	-	*
	EL	31%	33%	29%	*	26%	*	-	*	-	-	31%	20%	*	28%	29%	33%	25%	-	*	-	-
	Male	47%	41%	34%	23%	33%	57%	-	*	-	*	33%	35%	13%	39%	33%	34%	-	-	40%	-	*
	Female	56%	49%	45%	51%	32%	60%	-	-	-	80%	40%	67%	17%	47%	25%	-	45%	-	*	-	-
Mathematics	All Students	41%	33%	31%	31%	26%	39%	-	*	-	63%	27%	51%	7%	35%	27%	27%	36%	-	14%	-	*
	CWD	22%	17%	7%	0%	7%	17%	-	-	-	*	5%	14%	7%	-	*	9%	0%	-	*	-	-
	CWOD	44%	35%	35%	34%	29%	44%	-	*	-	71%	31%	61%	-	35%	28%	32%	39%	-	17%	-	*
	EL	29%	29%	27%	*	26%	*	-	*	-	-	28%	20%	*	28%	27%	24%	30%	-	*	-	-
	Male	42%	34%	27%	20%	31%	33%	-	*	-	*	25%	41%	9%	32%	24%	27%	-	-	0%	-	*
	Female	40%	33%	36%	43%	20%	50%	-	-	-	100%	30%	61%	0%	39%	30%	-	36%	-	*	-	-
Science	All Students	46%	37%	16%	12%	25%	0%	-	-	-	20%	13%	30%	0%	18%	14%	12%	21%	-	*	-	-
	CWD	23%	17%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	49%	39%	18%	14%	29%	0%	-	-	-	20%	14%	38%	-	18%	17%	14%	23%	-	*	-	-
	EL	25%	25%	14%	-	17%	*	-	-	-	-	20%	*	*	17%	14%	*	*	-	-	-	-
	Male	47%	37%	12%	13%	17%	*	-	-	-	*	11%	20%	0%	14%	*	12%	-	-	*	-	-
	Female	45%	36%	21%	10%	38%	*	-	-	-	*	16%	40%	*	23%	*	-	21%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	16%	13%	14%	24%	-	*	-	33%	14%	25%	3%	18%	17%	15%	17%	-	6%	-	*
	CWD	9%	6%	3%	0%	6%	0%	-	-	-	*	2%	6%	3%	-	20%	2%	7%	-	*	-	-
	CWOD	24%	18%	18%	15%	16%	29%	-	*	-	37%	16%	30%	-	18%	17%	18%	18%	-	7%	-	*
	EL	12%	12%	17%	*	17%	0%	-	*	-	-	18%	8%	20%	17%	17%	17%	16%	-	*	-	-
	Male	21%	16%	15%	9%	15%	29%	-	*	-	0%	14%	21%	2%	18%	17%	15%	-	-	0%	-	*
	Female	23%	18%	17%	18%	13%	13%	-	-	-	54%	15%	29%	7%	18%	16%	-	17%	-	*	-	-
Reading	All Students	25%	20%	23%	17%	21%	32%	-	*	-	50%	20%	34%	7%	26%	24%	20%	26%	-	0%	-	*
	CWD	9%	6%	7%	0%	14%	0%	-	-	-	*	5%	14%	7%	-	*	4%	17%	-	*	-	-
	CWOD	27%	21%	26%	19%	22%	40%	-	*	-	57%	23%	39%	-	26%	23%	24%	27%	-	0%	-	*
	EL	13%	14%	24%	*	23%	*	-	*	-	-	25%	20%	*	23%	24%	24%	25%	-	*	-	-
	Male	22%	17%	20%	13%	18%	38%	-	*	-	*	19%	24%	4%	24%	24%	20%	-	-	0%	-	*
	Female	28%	22%	26%	23%	24%	20%	-	-	-	80%	22%	44%	17%	27%	25%	-	26%	-	*	-	-
Mathematics	All Students	20%	14%	11%	11%	8%	19%	-	*	-	25%	10%	17%	0%	13%	12%	12%	11%	-	14%	-	*
	CWD	9%	6%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	21%	16%	13%	12%	10%	24%	-	*	-	29%	12%	21%	-	13%	13%	15%	12%	-	17%	-	*
	EL	12%	12%	12%	*	14%	*	-	*	-	-	14%	0%	*	13%	12%	14%	10%	-	*	-	-
	Male	21%	15%	12%	8%	11%	24%	-	*	-	*	11%	18%	0%	15%	14%	12%	-	-	0%	-	*
	Female	19%	13%	11%	14%	5%	10%	-	-	-	40%	10%	17%	0%	12%	10%	-	11%	-	*	-	-
Science	All Students	20%	15%	9%	8%	10%	0%	-	-	-	20%	6%	20%	0%	10%	0%	9%	8%	-	*	-	-
	CWD	8%	5%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	22%	16%	10%	9%	12%	0%	-	-	-	20%	7%	25%	-	10%	0%	11%	9%	-	*	-	-
	EL	7%	8%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	22%	15%	9%	6%	17%	*	-	-	-	*	7%	20%	0%	11%	*	9%	-	-	*	-	-
	Female	19%	14%	8%	10%	0%	*	-	-	-	*	5%	20%	*	9%	*	-	8%	-	-	-	-

- 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	81	80	77	86	-	-	-	100	80	71	67
CWD	71	50	83	*	-	-	-	*	70	71	*
CWOD	82	84	76	86	-	-	-	100	81	-	65
EL ◇	67	-	67	*	-	-	-	-	71	*	67
Male	77	78	68	92	-	-	-	*	79	70	57
Female	84	82	86	78	-	-	-	*	82	*	77
<b>Mathematics</b>											
All Students	81	83	76	82	-	-	-	100	81	71	59
CWD	71	50	83	*	-	-	-	*	70	71	*
CWOD	82	88	76	81	-	-	-	100	82	-	62
EL ◇	59	-	63	*	-	-	-	-	63	*	59
Male	81	81	81	77	-	-	-	*	82	80	64
Female	81	85	71	89	-	-	-	*	81	*	54

- 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
58	6	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	36	31	34	48	-	*	-	54	33	16	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)

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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	Y	N	Y					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<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											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%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	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%	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%	-	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%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
		100%	*	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-

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

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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	12	7	1	3	0	1	0	0	2		
	Female	0	0	0	0	0	0	0	0	0		
	Total	12	7	1	3	0	1	0	0	2		
<b>Out-of-School Suspensions</b>												
	Male	12	8	1	2	0	1	0	0	2		
	Female	5	4	1	0	0	0	0	0	1		
	Total	17	12	2	2	0	1	0	0	3		
<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	2	0	0	2	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	0	2	0	0	0	0	0		1
<b>Out-of-School Suspensions</b>												
	Male	9	4	1	3	0	0	0	1	0		2
	Female	1	0	0	1	0	0	0	0	0		0
	Total	10	4	1	4	0	0	0	1	0		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
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	39	9	16	10	-8	-8	1	3	10	3	-8
	Female	29	5	13	8	-8	1	-8	2	4	2	-8
	Total	68	14	29	18	-8	1	1	5	14	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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		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	31	6	16	2	0	3	0	4	13	1
	Female	37	11	19	3	0	2	0	2	14	0
	Total	68	17	35	5	0	5	0	6	27	1
<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	2.0	5.6%
Teachers Teaching with Emergency or Provisional Credentials	2.0	5.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.7	5.0%

- 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%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	24%	28%	23%	18%	-	*	-	27%	25%	29%	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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**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 and 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%	68%	73%	40%	73%	83%	-	*	-	*	71%	83%	17%	82%	79%	72%	73%	-	*	-	-	
	CWD	52%	42%	17%	*	*	-	-	-	-	-	20%	*	17%	-	*	*	*	-	-	-	-	
	CWOD	80%	72%	82%	*	78%	83%	-	*	-	*	79%	100%	-	82%	83%	87%	79%	-	*	-	-	
	EL	66%	64%	79%	-	75%	*	-	*	-	-	81%	*	*	83%	79%	88%	73%	-	*	-	-	
	Male	74%	64%	72%	*	89%	*	-	*	-	*	69%	*	*	87%	88%	72%	-	-	-	-	-	
	Female	78%	71%	73%	*	65%	*	-	*	-	-	72%	*	*	79%	73%	-	73%	-	*	-	-	
Mathematics	All Students	70%	61%	65%	0%	69%	83%	-	*	-	*	65%	67%	0%	76%	79%	72%	59%	-	*	-	-	
	CWD	46%	38%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-	
	CWOD	74%	64%	76%	*	78%	83%	-	*	-	*	76%	80%	-	76%	83%	87%	68%	-	*	-	-	
	EL	64%	61%	79%	-	75%	*	-	*	-	-	81%	*	*	83%	79%	88%	73%	-	*	-	-	
	Male	72%	62%	72%	*	89%	*	-	*	-	*	69%	*	*	87%	88%	72%	-	-	-	-	-	
	Female	68%	59%	59%	*	59%	*	-	*	-	-	61%	*	*	68%	73%	-	59%	-	*	-	-	
Grade 4																							
Reading	All Students	76%	68%	71%	*	59%	*	-	100%	-	-	74%	63%	*	74%	60%	68%	75%	-	*	-	-	
	CWD	48%	39%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
	CWOD	81%	72%	74%	*	62%	*	-	100%	-	-	75%	71%	-	74%	63%	74%	75%	-	*	-	-	
	EL	66%	63%	60%	-	47%	*	-	*	-	-	57%	*	*	63%	60%	54%	67%	-	-	-	-	
	Male	73%	64%	68%	*	53%	*	-	*	-	-	71%	60%	*	74%	54%	68%	-	-	-	-	-	
	Female	79%	72%	75%	*	64%	*	-	*	-	-	76%	*	-	75%	67%	-	75%	-	*	-	-	
Mathematics	All Students	68%	56%	74%	*	62%	*	-	100%	-	-	71%	88%	*	77%	68%	82%	65%	-	*	-	-	
	CWD	42%	32%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
	CWOD	73%	60%	77%	*	65%	*	-	100%	-	-	75%	86%	-	77%	71%	89%	65%	-	*	-	-	
	EL	63%	58%	68%	-	58%	*	-	*	-	-	62%	*	*	71%	68%	77%	58%	-	-	-	-	
	Male	70%	58%	82%	*	73%	*	-	*	-	-	76%	100%	*	89%	77%	82%	-	-	-	-	-	
	Female	67%	55%	65%	*	50%	*	-	*	-	-	65%	*	-	65%	58%	-	65%	-	*	-	-	
Grade 5																							
Reading	All Students	80%	75%	75%	56%	82%	*	-	83%	-	*	72%	89%	25%	84%	87%	74%	78%	-	*	-	-	
	CWD	50%	44%	25%	*	40%	-	-	-	-	*	25%	-	25%	-	*	17%	*	-	-	-	-	
	CWOD	85%	79%	84%	71%	90%	*	-	83%	-	*	83%	89%	-	84%	91%	86%	81%	-	*	-	-	
	EL	71%	72%	87%	-	89%	-	-	80%	-	-	86%	*	*	91%	87%	92%	82%	-	*	-	-	
	Male	77%	72%	74%	57%	83%	*	-	*	-	*	70%	86%	17%	86%	92%	74%	-	-	*	-	-	
	Female	83%	78%	78%	*	82%	-	-	*	-	*	75%	*	*	81%	82%	-	78%	-	-	-	-	
Mathematics	All Students	76%	65%	48%	33%	56%	*	-	50%	-	*	44%	67%	13%	55%	61%	50%	44%	-	*	-	-	
	CWD	50%	38%	13%	*	20%	-	-	-	-	*	13%	-	13%	-	*	17%	*	-	-	-	-	
	CWOD	80%	69%	55%	43%	62%	*	-	50%	-	*	51%	67%	-	55%	64%	57%	50%	-	*	-	-	
	EL	70%	66%	61%	-	61%	-	-	60%	-	-	57%	*	*	64%	61%	67%	55%	-	*	-	-	
	Male	75%	65%	50%	29%	61%	*	-	*	-	*	44%	71%	17%	57%	67%	50%	-	-	*	-	-	
	Female	76%	66%	44%	*	45%	-	-	*	-	*	44%	*	*	50%	55%	-	44%	-	-	-	-	

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Science	All Students	65%	54%	52%	33%	62%	*	-	50%	-	*	49%	67%	13%	59%	65%	62%	33%	-	*	-	-	
	CWD	40%	33%	13%	*	20%	-	-	-	-	*	13%	-	13%	-	*	17%	*	-	-	-	-	
	CWOD	69%	57%	59%	43%	69%	*	-	50%	-	*	57%	67%	-	59%	68%	71%	38%	-	*	-	-	
	EL	52%	49%	65%	-	72%	-	-	40%	-	-	62%	*	*	68%	65%	83%	45%	-	*	-	-	
	Male	67%	57%	62%	43%	70%	*	-	*	-	*	59%	71%	17%	71%	83%	62%	-	-	*	-	-	
	Female	63%	52%	33%	*	45%	-	-	*	-	*	31%	*	*	38%	45%	-	33%	-	-	-	-	
Grade 6																							
Reading	All Students	69%	68%	81%	*	83%	*	-	*	-	-	79%	*	43%	92%	86%	80%	82%	-	*	-	-	
	CWD	38%	38%	43%	*	*	-	-	-	-	-	43%	-	43%	-	*	*	*	-	-	-	-	
	CWOD	74%	73%	92%	-	90%	*	-	*	-	-	90%	*	-	92%	91%	100%	86%	-	*	-	-	
	EL	53%	61%	86%	-	83%	*	-	*	-	-	86%	-	*	91%	86%	86%	86%	-	-	-	-	
	Male	66%	64%	80%	*	82%	*	-	*	-	-	75%	*	*	100%	86%	80%	-	-	*	-	-	
	Female	72%	72%	82%	*	85%	*	-	*	-	-	81%	*	*	86%	86%	-	82%	-	*	-	-	
Mathematics	All Students	72%	70%	59%	*	63%	*	-	*	-	-	54%	*	29%	68%	57%	67%	53%	-	*	-	-	
	CWD	47%	47%	29%	*	*	-	-	-	-	-	29%	-	29%	-	*	*	*	-	-	-	-	
	CWOD	76%	74%	68%	-	70%	*	-	*	-	-	62%	*	-	68%	64%	82%	57%	-	*	-	-	
	EL	61%	69%	57%	-	58%	*	-	*	-	-	57%	-	*	64%	57%	57%	57%	-	-	-	-	
	Male	73%	70%	67%	*	73%	*	-	*	-	-	58%	*	*	82%	57%	67%	-	-	*	-	-	
	Female	72%	70%	53%	*	54%	*	-	*	-	-	50%	*	*	57%	57%	-	53%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	55%	0%	62%	50%	-	*	-	*	56%	50%	0%	65%	68%	61%	50%	-	*	-	-	
	CWD	30%	24%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-	
	CWOD	54%	44%	65%	*	70%	50%	-	*	-	*	66%	60%	-	65%	72%	73%	58%	-	*	-	-	
	EL	37%	36%	68%	-	69%	*	-	*	-	-	75%	*	*	72%	68%	75%	64%	-	*	-	-	
	Male	49%	40%	61%	*	89%	*	-	*	-	*	56%	*	*	73%	75%	61%	-	-	-	-	-	
	Female	52%	43%	50%	*	47%	*	-	*	-	-	56%	*	*	58%	64%	-	50%	-	*	-	-	
Mathematics	All Students	42%	32%	48%	0%	46%	67%	-	*	-	*	47%	50%	0%	56%	63%	67%	32%	-	*	-	-	
	CWD	27%	19%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-	
	CWOD	45%	34%	56%	*	52%	67%	-	*	-	*	55%	60%	-	56%	67%	80%	37%	-	*	-	-	
	EL	35%	32%	63%	-	56%	*	-	*	-	-	69%	*	*	67%	63%	88%	45%	-	*	-	-	
	Male	45%	35%	67%	*	78%	*	-	*	-	*	63%	*	*	80%	88%	67%	-	-	-	-	-	
	Female	39%	30%	32%	*	29%	*	-	*	-	-	33%	*	*	37%	45%	-	32%	-	*	-	-	
Grade 4																							
Reading	All Students	53%	45%	45%	*	41%	*	-	60%	-	-	47%	38%	*	46%	36%	45%	45%	-	*	-	-	
	CWD	29%	21%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
	CWOD	57%	48%	46%	*	42%	*	-	60%	-	-	47%	43%	-	46%	38%	47%	45%	-	*	-	-	
	EL	41%	40%	36%	-	26%	*	-	*	-	-	29%	*	*	38%	36%	38%	33%	-	-	-	-	
	Male	51%	43%	45%	*	33%	*	-	*	-	-	47%	40%	*	47%	38%	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
Reading	Female	55%	46%	45%	*	50%	*	-	*	-	-	47%	*	-	45%	33%	-	45%	-	*	-	-
Mathematics	All Students	42%	29%	38%	*	28%	*	-	80%	-	-	32%	63%	*	38%	40%	45%	30%	-	*	-	-
	CWD	25%	18%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	45%	31%	38%	*	27%	*	-	80%	-	-	34%	57%	-	38%	42%	47%	30%	-	*	-	-
	EL	34%	29%	40%	-	26%	*	-	*	-	-	33%	*	*	42%	40%	46%	33%	-	-	-	-
	Male	45%	32%	45%	*	33%	*	-	*	-	-	35%	80%	*	47%	46%	45%	-	-	-	-	-
	Female	38%	26%	30%	*	21%	*	-	*	-	-	29%	*	-	30%	33%	-	30%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	33%	33%	32%	*	-	50%	-	*	26%	67%	13%	36%	30%	35%	28%	-	*	-	-
	CWD	29%	22%	13%	*	20%	-	-	-	-	*	13%	-	13%	-	*	17%	*	-	-	-	-
	CWOD	61%	52%	36%	43%	34%	*	-	50%	-	*	29%	67%	-	36%	32%	39%	31%	-	*	-	-
	EL	43%	44%	30%	-	28%	-	-	40%	-	-	24%	*	*	32%	30%	25%	36%	-	*	-	-
	Male	53%	46%	35%	43%	30%	*	-	*	-	*	26%	71%	17%	39%	25%	35%	-	-	*	-	-
	Female	60%	52%	28%	*	36%	-	-	*	-	*	25%	*	*	31%	36%	-	28%	-	-	-	-
Mathematics	All Students	47%	36%	15%	0%	18%	*	-	33%	-	*	14%	22%	13%	16%	13%	18%	11%	-	*	-	-
	CWD	25%	17%	13%	*	20%	-	-	-	-	*	13%	-	13%	-	*	17%	*	-	-	-	-
	CWOD	50%	38%	16%	0%	17%	*	-	33%	-	*	14%	22%	-	16%	14%	18%	13%	-	*	-	-
	EL	38%	35%	13%	-	6%	-	-	40%	-	-	10%	*	*	14%	13%	17%	9%	-	*	-	-
	Male	48%	37%	18%	0%	22%	*	-	*	-	*	15%	29%	17%	18%	17%	18%	-	-	*	-	-
	Female	46%	35%	11%	*	9%	-	-	*	-	*	13%	*	*	13%	9%	-	11%	-	-	-	-
Science	All Students	38%	28%	29%	11%	35%	*	-	33%	-	*	23%	56%	13%	32%	30%	32%	22%	-	*	-	-
	CWD	23%	16%	13%	*	20%	-	-	-	-	*	13%	-	13%	-	*	17%	*	-	-	-	-
	CWOD	40%	29%	32%	14%	38%	*	-	33%	-	*	26%	56%	-	32%	32%	36%	25%	-	*	-	-
	EL	24%	23%	30%	-	28%	-	-	40%	-	-	24%	*	*	32%	30%	33%	27%	-	*	-	-
	Male	41%	31%	32%	14%	39%	*	-	*	-	*	26%	57%	17%	36%	33%	32%	-	-	*	-	-
	Female	34%	24%	22%	*	27%	-	-	*	-	*	19%	*	*	25%	27%	-	22%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	44%	*	42%	*	-	*	-	-	43%	*	29%	48%	43%	40%	47%	-	*	-	-
	CWD	21%	20%	29%	*	*	-	-	-	-	-	29%	-	29%	-	*	*	*	-	-	-	-
	CWOD	46%	45%	48%	-	45%	*	-	*	-	-	48%	*	-	48%	45%	45%	50%	-	*	-	-
	EL	24%	34%	43%	-	42%	*	-	*	-	-	43%	-	*	45%	43%	29%	57%	-	-	-	-
	Male	40%	40%	40%	*	36%	*	-	*	-	-	33%	*	*	45%	29%	40%	-	-	*	-	-
	Female	45%	44%	47%	*	46%	*	-	*	-	-	50%	*	*	50%	57%	-	47%	-	*	-	-
Mathematics	All Students	38%	37%	28%	*	25%	*	-	*	-	-	18%	*	29%	28%	7%	33%	24%	-	*	-	-
	CWD	20%	21%	29%	*	*	-	-	-	-	-	29%	-	29%	-	*	*	*	-	-	-	-
	CWOD	41%	40%	28%	-	25%	*	-	*	-	-	14%	*	-	28%	0%	36%	21%	-	*	-	-
	EL	24%	35%	7%	-	8%	*	-	*	-	-	7%	-	*	0%	7%	0%	14%	-	-	-	-
	Male	40%	39%	33%	*	36%	*	-	*	-	-	17%	*	*	36%	0%	33%	-	-	*	-	-
	Female	36%	35%	24%	*	15%	*	-	*	-	-	19%	*	*	21%	14%	-	24%	-	*	-	-

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

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Mathematics	Female	23%	14%	6%	*	9%	-	-	*	-	*	6%	*	*	6%	0%	-	6%	-	-	-	-	
Science	All Students	17%	12%	13%	11%	12%	*	-	33%	-	*	12%	22%	13%	14%	9%	18%	6%	-	*	-	-	
	CWD	9%	6%	13%	*	20%	-	-	-	-	*	13%	-	13%	-	*	17%	*	-	-	-	-	
	CWOD	19%	12%	14%	14%	10%	*	-	33%	-	*	11%	22%	-	14%	9%	18%	6%	-	*	-	-	
	EL	9%	8%	9%	-	0%	-	-	40%	-	-	5%	*	*	9%	9%	8%	9%	-	*	-	-	
	Male	20%	14%	18%	14%	17%	*	-	*	-	*	15%	29%	17%	18%	8%	18%	-	-	*	-	-	
	Female	15%	10%	6%	*	0%	-	-	*	-	*	6%	*	*	6%	9%	-	6%	-	-	-	-	
Grade 6																							
Reading	All Students	23%	21%	13%	*	17%	*	-	*	-	-	11%	*	14%	12%	21%	7%	18%	-	*	-	-	
	CWD	8%	7%	14%	*	*	-	-	-	-	-	14%	-	14%	-	*	*	*	-	-	-	-	
	CWOD	25%	23%	12%	-	15%	*	-	*	-	-	10%	*	-	12%	18%	9%	14%	-	*	-	-	
	EL	9%	15%	21%	-	25%	*	-	*	-	-	21%	-	*	18%	21%	0%	43%	-	-	-	-	
	Male	21%	19%	7%	*	9%	*	-	*	-	-	0%	*	*	9%	0%	7%	-	-	*	-	-	
	Female	25%	23%	18%	*	23%	*	-	*	-	-	19%	*	*	14%	43%	-	18%	-	*	-	-	
Mathematics	All Students	16%	16%	9%	*	8%	*	-	*	-	-	7%	*	29%	4%	7%	13%	6%	-	*	-	-	
	CWD	8%	9%	29%	*	*	-	-	-	-	-	29%	-	29%	-	*	*	*	-	-	-	-	
	CWOD	17%	17%	4%	-	5%	*	-	*	-	-	0%	*	-	4%	0%	9%	0%	-	*	-	-	
	EL	7%	14%	7%	-	8%	*	-	*	-	-	7%	-	*	0%	7%	0%	14%	-	-	-	-	
	Male	17%	18%	13%	*	9%	*	-	*	-	-	8%	*	*	9%	0%	13%	-	-	*	-	-	
	Female	14%	13%	6%	*	8%	*	-	*	-	-	6%	*	*	0%	14%	-	6%	-	*	-	-	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	66%	66%	45%	67%	76%	-	81%	-	38%	63%	78%	21%	73%	71%	68%	63%	-	91%	-	-	
	CWD	44%	36%	21%	11%	29%	-	-	-	-	*	21%	*	21%	-	23%	18%	28%	-	-	-	-	
	CWOD	77%	70%	73%	64%	73%	76%	-	81%	-	60%	71%	81%	-	73%	74%	79%	67%	-	91%	-	-	
	EL	59%	58%	71%	-	68%	88%	-	79%	-	-	69%	85%	23%	74%	71%	76%	66%	-	100%	-	-	
	Male	71%	63%	68%	46%	73%	68%	-	92%	-	40%	64%	83%	18%	79%	76%	68%	-	-	100%	-	-	
	Female	75%	68%	63%	43%	61%	90%	-	75%	-	*	62%	68%	28%	67%	66%	-	63%	-	83%	-	-	
Reading	All Students	74%	67%	75%	57%	74%	86%	-	93%	-	*	73%	81%	29%	82%	77%	73%	77%	-	100%	-	-	
	CWD	43%	35%	29%	13%	40%	-	-	-	-	*	32%	*	29%	-	33%	19%	50%	-	-	-	-	
	CWOD	78%	72%	82%	85%	80%	86%	-	93%	-	*	81%	88%	-	82%	80%	85%	80%	-	100%	-	-	
	EL	57%	57%	77%	-	72%	*	-	92%	-	-	76%	78%	33%	80%	77%	78%	76%	-	*	-	-	
	Male	70%	63%	73%	53%	76%	78%	-	100%	-	*	71%	82%	19%	85%	78%	73%	-	-	*	-	-	
	Female	78%	73%	77%	67%	73%	100%	-	90%	-	*	76%	80%	50%	80%	76%	-	77%	-	*	-	-	
Mathematics	All Students	71%	64%	61%	38%	62%	71%	-	80%	-	*	58%	78%	17%	68%	67%	65%	56%	-	80%	-	-	
	CWD	44%	36%	17%	13%	20%	-	-	-	-	*	14%	*	17%	-	17%	19%	13%	-	-	-	-	
	CWOD	75%	67%	68%	54%	68%	71%	-	80%	-	*	66%	80%	-	68%	71%	75%	61%	-	80%	-	-	
	EL	61%	61%	67%	-	63%	*	-	83%	-	-	64%	89%	17%	71%	67%	73%	61%	-	*	-	-	
	Male	71%	63%	65%	40%	71%	67%	-	80%	-	*	60%	88%	19%	75%	73%	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	
Mathematics	Female	71%	64%	56%	33%	53%	80%	-	80%	-	*	55%	60%	13%	61%	61%	-	56%	-	*	-	-	
Science	All Students	74%	66%	52%	33%	62%	*	-	50%	-	*	49%	67%	13%	59%	65%	62%	33%	-	*	-	-	
	CWD	47%	38%	13%	*	20%	-	-	-	-	*	13%	-	13%	-	*	17%	*	-	-	-	-	
	CWOD	78%	69%	59%	43%	69%	*	-	50%	-	*	57%	67%	-	59%	68%	71%	38%	-	*	-	-	
	EL	58%	56%	65%	-	72%	-	-	40%	-	-	62%	*	*	68%	65%	83%	45%	-	*	-	-	
	Male	74%	65%	62%	43%	70%	*	-	*	-	*	59%	71%	17%	71%	83%	62%	-	-	*	-	-	
	Female	75%	66%	33%	*	45%	-	-	*	-	*	31%	*	*	38%	45%	-	33%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	39%	36%	18%	36%	48%	-	58%	-	25%	33%	52%	16%	40%	37%	39%	33%	-	45%	-	-	
	CWD	23%	18%	16%	11%	20%	-	-	-	-	*	15%	*	16%	-	15%	18%	11%	-	-	-	-	
	CWOD	50%	42%	40%	21%	38%	48%	-	58%	-	40%	36%	54%	-	40%	38%	44%	35%	-	45%	-	-	
	EL	29%	30%	37%	-	32%	38%	-	62%	-	-	33%	65%	15%	38%	37%	38%	35%	-	40%	-	-	
	Male	45%	38%	39%	24%	39%	47%	-	75%	-	40%	33%	63%	18%	44%	38%	39%	-	-	40%	-	-	
	Female	48%	41%	33%	0%	32%	50%	-	50%	-	*	33%	32%	11%	35%	35%	-	33%	-	50%	-	-	
Reading	All Students	52%	45%	43%	29%	43%	43%	-	67%	-	*	42%	52%	17%	48%	43%	44%	43%	-	80%	-	-	
	CWD	24%	19%	17%	13%	20%	-	-	-	-	*	18%	*	17%	-	17%	19%	13%	-	-	-	-	
	CWOD	56%	48%	48%	38%	47%	43%	-	67%	-	*	46%	56%	-	48%	45%	49%	46%	-	80%	-	-	
	EL	31%	33%	43%	-	40%	*	-	67%	-	-	40%	67%	17%	45%	43%	40%	46%	-	*	-	-	
	Male	47%	41%	44%	40%	41%	33%	-	100%	-	*	39%	65%	19%	49%	40%	44%	-	-	*	-	-	
	Female	56%	49%	43%	0%	45%	60%	-	50%	-	*	45%	30%	13%	46%	46%	-	43%	-	*	-	-	
Mathematics	All Students	41%	33%	31%	10%	28%	57%	-	60%	-	*	27%	52%	17%	34%	32%	37%	25%	-	20%	-	-	
	CWD	22%	17%	17%	13%	20%	-	-	-	-	*	14%	*	17%	-	17%	19%	13%	-	-	-	-	
	CWOD	44%	35%	34%	8%	30%	57%	-	60%	-	*	30%	52%	-	34%	33%	41%	26%	-	20%	-	-	
	EL	29%	29%	32%	-	25%	*	-	67%	-	-	29%	56%	17%	33%	32%	38%	27%	-	*	-	-	
	Male	42%	34%	37%	13%	36%	67%	-	60%	-	*	31%	65%	19%	41%	38%	37%	-	-	*	-	-	
	Female	40%	33%	25%	0%	20%	40%	-	60%	-	*	24%	30%	13%	26%	27%	-	25%	-	*	-	-	
Science	All Students	46%	37%	29%	11%	35%	*	-	33%	-	*	23%	56%	13%	32%	30%	32%	22%	-	*	-	-	
	CWD	23%	17%	13%	*	20%	-	-	-	-	*	13%	-	13%	-	*	17%	*	-	-	-	-	
	CWOD	49%	39%	32%	14%	38%	*	-	33%	-	*	26%	56%	-	32%	32%	36%	25%	-	*	-	-	
	EL	25%	25%	30%	-	28%	-	-	40%	-	-	24%	*	*	32%	30%	33%	27%	-	*	-	-	
	Male	47%	37%	32%	14%	39%	*	-	*	-	*	26%	57%	17%	36%	33%	32%	-	-	*	-	-	
	Female	45%	36%	22%	*	27%	-	-	*	-	*	19%	*	*	25%	27%	-	22%	-	-	-	-	
STAAR Percent at Masters Grade Level																							
All Grades																							



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All Subjects	All Students	22%	17%	16%	10%	14%	17%	-	36%	-	25%	15%	24%	9%	17%	17%	17%	15%	-	18%	-	-
	CWD	9%	6%	9%	6%	11%	-	-	-	-	*	8%	*	9%	-	15%	8%	11%	-	-	-	-
	CWOD	24%	18%	17%	12%	15%	17%	-	36%	-	40%	16%	24%	-	17%	17%	20%	15%	-	18%	-	-
	EL	12%	12%	17%	-	11%	25%	-	41%	-	-	15%	30%	15%	17%	17%	15%	18%	-	20%	-	-
	Male	21%	16%	17%	14%	14%	16%	-	58%	-	40%	14%	32%	8%	20%	15%	17%	-	-	20%	-	-
	Female	23%	18%	15%	0%	14%	20%	-	25%	-	*	15%	9%	11%	15%	18%	-	15%	-	17%	-	-
Reading	All Students	25%	20%	20%	10%	20%	14%	-	40%	-	*	19%	30%	4%	23%	22%	19%	22%	-	20%	-	-
	CWD	9%	6%	4%	0%	7%	-	-	-	-	*	5%	*	4%	-	17%	0%	13%	-	-	-	-
	CWOD	27%	21%	23%	15%	22%	14%	-	40%	-	*	21%	32%	-	23%	23%	23%	23%	-	20%	-	-
	EL	13%	14%	22%	-	20%	*	-	42%	-	-	21%	33%	17%	23%	22%	15%	29%	-	*	-	-
	Male	22%	17%	19%	13%	17%	11%	-	60%	-	*	15%	35%	0%	23%	15%	19%	-	-	*	-	-
	Female	28%	22%	22%	0%	24%	20%	-	30%	-	*	22%	20%	13%	23%	29%	-	22%	-	*	-	-
Mathematics	All Students	20%	14%	13%	10%	9%	21%	-	33%	-	*	12%	19%	13%	13%	14%	16%	9%	-	20%	-	-
	CWD	9%	6%	13%	13%	13%	-	-	-	-	*	9%	*	13%	-	17%	13%	13%	-	-	-	-
	CWOD	21%	16%	13%	8%	8%	21%	-	33%	-	*	12%	16%	-	13%	13%	16%	9%	-	20%	-	-
	EL	12%	12%	14%	-	6%	*	-	42%	-	-	13%	22%	17%	13%	14%	18%	10%	-	*	-	-
	Male	21%	15%	16%	13%	10%	22%	-	60%	-	*	13%	29%	13%	16%	18%	16%	-	-	*	-	-
	Female	19%	13%	9%	0%	7%	20%	-	20%	-	*	10%	0%	13%	9%	10%	-	9%	-	*	-	-
Science	All Students	20%	15%	13%	11%	12%	*	-	33%	-	*	12%	22%	13%	14%	9%	18%	6%	-	*	-	-
	CWD	8%	5%	13%	*	20%	-	-	-	-	*	13%	-	13%	-	*	17%	*	-	-	-	-
	CWOD	22%	16%	14%	14%	10%	*	-	33%	-	*	11%	22%	-	14%	9%	18%	6%	-	*	-	-
	EL	7%	8%	9%	-	0%	-	-	40%	-	-	5%	*	*	9%	9%	8%	9%	-	*	-	-
	Male	22%	15%	18%	14%	17%	*	-	*	-	*	15%	29%	17%	18%	8%	18%	-	-	*	-	-
	Female	19%	14%	6%	*	0%	-	-	*	-	*	6%	*	*	6%	9%	-	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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<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	76	71	77	75	-	88	-	*	78	53	78
CWD	53	80	45	-	-	-	-	*	50	53	*
CWOD	80	64	81	75	-	88	-	*	83	-	82
EL ◇	78	-	73	*	-	94	-	-	78	*	78
Male	73	69	73	80	-	*	-	*	74	41	78
Female	80	*	82	*	-	81	-	*	82	80	78
<b>Mathematics</b>											
All Students	74	83	73	81	-	67	-	*	73	69	73
CWD	69	60	70	-	-	-	-	*	67	69	*
CWOD	75	100	74	81	-	67	-	*	75	-	73
EL ◇	73	-	70	*	-	78	-	-	70	*	73
Male	78	100	75	70	-	*	-	*	79	82	73
Female	68	*	71	*	-	63	-	*	67	40	72

- 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
130	35	27%

- 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	24	39	47	-	58	-	29	37	15	42
<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						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%
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%	-
	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%	-
<b>Reading</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%	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%	100%	-
		100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	-	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-

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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%	-
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%	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%	-
Reading	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	0%	-	-	0%	0%	0%	0%	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%	-
Mathematics	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	0%	-	-	0%	0%	0%	0%	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%	-
Science	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	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%	-

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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	3	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	3	1	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	8	6	2	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	8	6	2	0	0	0	0	0	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		

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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	1	1	0	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	1	0	0	0	0	0	0	0		1
<b>Out-of-School Suspensions</b>												
	Male	3	1	2	0	0	0	0	0	1		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	1	2	0	0	0	0	0	1		3
<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	24	2	15	5	-8	-8	-8	2	5	6	-8
	Female	22	7	13	2	-8	-8	-8	-8	1	4	-8
	Total	46	9	28	7	-8	-8	-8	2	6	10	-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	1
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	42	10	17	7	0	7	0	1	22	1
	Female	28	2	20	3	0	3	0	0	20	1
	Total	70	12	37	10	0	10	0	1	42	2
<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	4.0	14.5%
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	1.8	7.0%

- 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%	48	1%	*	3%
Mathematics	6,587	2%	48	1%	*	3%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	2%
Mathematics	6,408	2%	49	1%	*	2%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	2%
Mathematics	6,205	2%	32	1%	*	2%
Science	6,200	2%	32	1%	*	2%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	3%
Mathematics	6,177	2%	59	1%	*	3%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	9	2%
Reading	48,805	1%	354	1%	*	2%
Mathematics	43,293	1%	319	1%	*	2%
Science	17,856	1%	118	1%	*	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	34%	40%	37%	20%	*	22%	-	0%	36%	33%	27%

- 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 and 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%	68%	66%	57%	66%	75%	-	*	-	40%	60%	74%	50%	68%	90%	66%	67%	-	*	-	-	
	CWD	52%	42%	50%	*	*	*	-	-	-	-	50%	*	50%	-	*	67%	*	-	*	-	-	
	CWOD	80%	72%	68%	53%	73%	76%	-	*	-	40%	62%	76%	-	68%	89%	66%	70%	-	-	-	-	
	EL	66%	64%	90%	-	80%	*	-	*	-	-	83%	*	*	89%	90%	100%	80%	-	-	-	-	
	Male	74%	64%	66%	56%	73%	69%	-	*	-	*	64%	69%	67%	66%	100%	66%	-	-	*	-	-	
	Female	78%	71%	67%	58%	61%	82%	-	*	-	*	58%	79%	*	70%	80%	-	67%	-	-	-	-	
Mathematics	All Students	70%	61%	49%	33%	52%	50%	-	*	-	80%	42%	60%	25%	52%	60%	58%	42%	-	*	-	-	
	CWD	46%	38%	25%	*	*	*	-	-	-	-	17%	*	25%	-	*	33%	*	-	*	-	-	
	CWOD	74%	64%	52%	32%	58%	52%	-	*	-	80%	45%	61%	-	52%	67%	63%	44%	-	-	-	-	
	EL	64%	61%	60%	-	60%	*	-	*	-	-	67%	*	*	67%	60%	80%	40%	-	-	-	-	
	Male	72%	62%	58%	33%	73%	46%	-	*	-	*	50%	69%	33%	63%	80%	58%	-	-	*	-	-	
	Female	68%	59%	42%	33%	39%	55%	-	*	-	*	35%	53%	*	44%	40%	-	42%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	68%	77%	60%	74%	95%	-	*	-	*	70%	91%	22%	84%	100%	72%	80%	-	-	-	-	
	CWD	48%	39%	22%	*	*	*	-	-	-	-	13%	*	22%	-	-	*	40%	-	-	-	-	
	CWOD	81%	72%	84%	65%	93%	100%	-	*	-	*	81%	91%	-	84%	100%	84%	85%	-	-	-	-	
	EL	66%	63%	100%	-	*	*	-	*	-	-	100%	-	-	100%	100%	*	100%	-	-	-	-	
	Male	73%	64%	72%	50%	67%	91%	-	-	-	*	63%	90%	*	84%	*	72%	-	-	-	-	-	
	Female	79%	72%	80%	67%	77%	100%	-	*	-	*	74%	92%	40%	85%	100%	-	80%	-	-	-	-	
Mathematics	All Students	68%	56%	52%	28%	42%	82%	-	*	-	*	48%	61%	0%	59%	100%	45%	57%	-	-	-	-	
	CWD	42%	32%	0%	*	*	*	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-	
	CWOD	73%	60%	59%	30%	53%	95%	-	*	-	*	57%	64%	-	59%	100%	52%	64%	-	-	-	-	
	EL	63%	58%	100%	-	*	*	-	*	-	-	100%	-	-	100%	100%	*	100%	-	-	-	-	
	Male	70%	58%	45%	10%	17%	91%	-	-	-	*	32%	70%	*	52%	*	45%	-	-	-	-	-	
	Female	67%	55%	57%	40%	54%	73%	-	*	-	*	58%	54%	0%	64%	100%	-	57%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	75%	68%	55%	68%	88%	*	*	-	*	66%	73%	33%	73%	67%	67%	70%	-	*	-	-	
	CWD	50%	44%	33%	*	*	*	-	-	-	-	*	60%	33%	-	*	33%	-	-	-	-	-	
	CWOD	85%	79%	73%	58%	75%	100%	*	*	-	*	72%	76%	-	73%	80%	77%	70%	-	*	-	-	
	EL	71%	72%	67%	-	*	*	-	*	-	-	80%	*	*	80%	67%	80%	*	-	-	-	-	
	Male	77%	72%	67%	53%	78%	80%	-	-	-	*	62%	80%	33%	77%	80%	67%	-	-	*	-	-	
	Female	83%	78%	70%	60%	60%	100%	*	*	-	*	72%	67%	-	70%	*	-	70%	-	*	-	-	
Mathematics	All Students	76%	65%	48%	24%	63%	75%	*	*	-	*	45%	55%	22%	52%	50%	38%	60%	-	*	-	-	
	CWD	50%	38%	22%	*	*	*	-	-	-	-	*	40%	22%	-	*	22%	-	-	-	-	-	
	CWOD	80%	69%	52%	27%	69%	85%	*	*	-	*	49%	59%	-	52%	60%	43%	60%	-	*	-	-	
	EL	70%	66%	50%	-	*	*	-	*	-	-	60%	*	*	60%	50%	60%	*	-	-	-	-	
	Male	75%	65%	38%	16%	67%	60%	-	-	-	*	38%	40%	22%	43%	60%	38%	-	-	*	-	-	
	Female	76%	66%	60%	40%	60%	100%	*	*	-	*	56%	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%	54%	51%	34%	53%	75%	*	*	-	*	47%	59%	22%	55%	50%	49%	53%	-	*	-	-
	CWD	40%	33%	22%	*	*	*	-	-	-	-	*	40%	22%	-	*	22%	-	-	-	-	-
	CWOD	69%	57%	55%	38%	56%	85%	*	*	-	*	51%	65%	-	55%	60%	57%	53%	-	*	-	-
	EL	52%	49%	50%	-	*	*	-	*	-	-	40%	*	*	60%	50%	40%	*	-	-	-	-
	Male	67%	57%	49%	32%	67%	60%	-	-	-	*	48%	50%	22%	57%	40%	49%	-	-	*	-	-
	Female	63%	52%	53%	40%	40%	100%	*	*	-	*	44%	67%	-	53%	*	-	53%	-	*	-	-
Grade 6																						
Reading	All Students	69%	68%	63%	45%	61%	93%	*	*	*	60%	52%	76%	25%	77%	17%	50%	75%	-	*	-	-
	CWD	38%	38%	25%	25%	*	*	-	-	*	*	20%	33%	25%	-	*	18%	40%	-	*	-	-
	CWOD	74%	73%	77%	58%	73%	100%	*	*	-	*	67%	87%	-	77%	*	71%	81%	-	-	-	-
	EL	53%	61%	17%	-	*	-	-	*	*	-	17%	-	*	*	17%	*	*	-	-	-	-
	Male	66%	64%	50%	45%	33%	80%	*	-	*	*	27%	77%	18%	71%	*	50%	-	-	*	-	-
	Female	72%	72%	75%	44%	89%	100%	-	*	-	*	75%	75%	40%	81%	*	-	75%	-	-	-	-
Mathematics	All Students	72%	70%	72%	55%	67%	93%	*	*	*	80%	58%	86%	44%	82%	67%	61%	81%	-	*	-	-
	CWD	47%	47%	44%	38%	*	*	-	-	*	*	40%	50%	44%	-	*	45%	40%	-	*	-	-
	CWOD	76%	74%	82%	67%	73%	100%	*	*	-	*	67%	96%	-	82%	*	71%	89%	-	-	-	-
	EL	61%	69%	67%	-	*	-	-	*	*	-	67%	-	*	*	67%	*	*	-	-	-	-
	Male	73%	70%	61%	55%	44%	80%	*	-	*	*	33%	92%	45%	71%	*	61%	-	-	*	-	-
	Female	72%	70%	81%	56%	89%	100%	-	*	-	*	81%	81%	40%	89%	*	-	81%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	41%	19%	52%	42%	-	*	-	40%	29%	57%	13%	44%	60%	34%	47%	-	*	-	-
	CWD	30%	24%	13%	*	*	*	-	-	-	-	0%	*	13%	-	*	17%	*	-	*	-	-
	CWOD	54%	44%	44%	21%	58%	43%	-	*	-	40%	33%	58%	-	44%	67%	38%	49%	-	-	-	-
	EL	37%	36%	60%	-	60%	*	-	*	-	-	67%	*	*	67%	60%	80%	40%	-	-	-	-
	Male	49%	40%	34%	11%	55%	23%	-	*	-	*	27%	44%	17%	38%	80%	34%	-	-	*	-	-
	Female	52%	43%	47%	25%	50%	64%	-	*	-	*	31%	68%	*	49%	40%	-	47%	-	-	-	-
Mathematics	All Students	42%	32%	23%	5%	34%	29%	-	*	-	0%	19%	29%	13%	24%	30%	34%	13%	-	*	-	-
	CWD	27%	19%	13%	*	*	*	-	-	-	-	0%	*	13%	-	*	17%	*	-	*	-	-
	CWOD	45%	34%	24%	5%	38%	29%	-	*	-	0%	21%	27%	-	24%	33%	38%	14%	-	-	-	-
	EL	35%	32%	30%	-	40%	*	-	*	-	-	50%	*	*	33%	30%	40%	20%	-	-	-	-
	Male	45%	35%	34%	11%	55%	38%	-	*	-	*	32%	38%	17%	38%	40%	34%	-	-	*	-	-
	Female	39%	30%	13%	0%	22%	18%	-	*	-	*	8%	21%	*	14%	20%	-	13%	-	-	-	-
Grade 4																						
Reading	All Students	53%	45%	51%	32%	42%	77%	-	*	-	*	42%	70%	0%	58%	75%	41%	57%	-	-	-	-
	CWD	29%	21%	0%	*	*	*	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	57%	48%	58%	35%	53%	89%	-	*	-	*	50%	73%	-	58%	75%	48%	64%	-	-	-	-
	EL	41%	40%	75%	-	*	*	-	*	-	-	75%	-	-	75%	75%	*	71%	-	-	-	-
	Male	51%	43%	41%	20%	17%	73%	-	-	-	*	32%	60%	*	48%	*	41%	-	-	-	-	-

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Reading	Female	55%	46%	57%	40%	54%	82%		*	-	*	48%	77%	0%	64%	71%	-	57%	-	-	-	-
Mathematics	All Students	42%	29%	26%	8%	21%	55%		*	-	*	18%	43%	0%	30%	63%	24%	27%	-	-	-	-
	CWD	25%	18%	0%	*	*	*	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	45%	31%	30%	9%	27%	63%	-	*	-	*	21%	45%	-	30%	63%	28%	31%	-	-	-	-
	EL	34%	29%	63%	-	*	*	-	*	-	-	63%	-	-	63%	63%	*	71%	-	-	-	-
	Male	45%	32%	24%	0%	0%	64%	-	-	-	*	11%	50%	*	28%	*	24%	-	-	-	-	-
	Female	38%	26%	27%	13%	31%	45%	-	*	-	*	23%	38%	0%	31%	71%	-	27%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	38%	21%	42%	63%	*	*	-	*	36%	41%	11%	42%	33%	38%	37%	-	*	-	-
	CWD	29%	22%	11%	*	*	*	-	-	-	-	*	20%	11%	-	*	11%	-	-	-	-	-
	CWOD	61%	52%	42%	23%	44%	77%	*	*	-	*	40%	47%	-	42%	40%	47%	37%	-	*	-	-
	EL	43%	44%	33%	-	*	*	-	*	-	-	40%	*	*	40%	33%	40%	*	-	-	-	-
	Male	53%	46%	38%	21%	56%	50%	-	-	-	*	41%	30%	11%	47%	40%	38%	-	-	*	-	-
	Female	60%	52%	37%	20%	30%	83%	*	*	-	*	28%	50%	-	37%	*	-	37%	-	*	-	-
Mathematics	All Students	47%	36%	20%	10%	32%	31%	*	*	-	*	17%	27%	11%	22%	17%	21%	20%	-	*	-	-
	CWD	25%	17%	11%	*	*	*	-	-	-	-	*	20%	11%	-	*	11%	-	-	-	-	-
	CWOD	50%	38%	22%	12%	31%	38%	*	*	-	*	19%	29%	-	22%	20%	23%	20%	-	*	-	-
	EL	38%	35%	17%	-	*	*	-	*	-	-	20%	*	*	20%	17%	20%	*	-	-	-	-
	Male	48%	37%	21%	11%	44%	20%	-	-	-	*	21%	20%	11%	23%	20%	21%	-	-	*	-	-
	Female	46%	35%	20%	10%	20%	50%	*	*	-	*	11%	33%	-	20%	*	-	20%	-	*	-	-
Science	All Students	38%	28%	19%	10%	21%	38%	*	*	-	*	17%	23%	22%	18%	17%	23%	13%	-	*	-	-
	CWD	23%	16%	22%	*	*	*	-	-	-	-	*	40%	22%	-	*	22%	-	-	-	-	-
	CWOD	40%	29%	18%	12%	19%	38%	*	*	-	*	19%	18%	-	18%	20%	23%	13%	-	*	-	-
	EL	24%	23%	17%	-	*	*	-	*	-	-	20%	*	*	20%	17%	20%	*	-	-	-	-
	Male	41%	31%	23%	16%	44%	20%	-	-	-	*	21%	30%	22%	23%	20%	23%	-	-	*	-	-
	Female	34%	24%	13%	0%	0%	67%	*	*	-	*	11%	17%	-	13%	*	-	13%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	42%	20%	50%	57%	*	*	*	60%	35%	48%	6%	55%	0%	32%	50%	-	*	-	-
	CWD	21%	20%	6%	13%	*	*	-	-	*	*	10%	0%	6%	-	*	0%	20%	-	*	-	-
	CWOD	46%	45%	55%	25%	60%	73%	*	*	-	*	48%	61%	-	55%	*	53%	56%	-	-	-	-
	EL	24%	34%	0%	-	*	-	-	*	*	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	40%	40%	32%	9%	33%	60%	*	-	*	*	20%	46%	0%	53%	*	32%	-	-	*	-	-
	Female	45%	44%	50%	33%	67%	56%	-	*	-	*	50%	50%	20%	56%	*	-	50%	-	-	-	-
Mathematics	All Students	38%	37%	38%	30%	22%	57%	*	*	*	60%	32%	45%	19%	45%	17%	32%	44%	-	*	-	-
	CWD	20%	21%	19%	25%	*	*	-	-	*	*	10%	33%	19%	-	*	18%	20%	-	*	-	-
	CWOD	41%	40%	45%	33%	27%	64%	*	*	-	*	43%	48%	-	45%	*	41%	48%	-	-	-	-
	EL	24%	35%	17%	-	*	-	-	*	*	-	17%	-	*	*	17%	*	*	-	-	-	-
	Male	40%	39%	32%	27%	11%	60%	*	-	*	*	13%	54%	18%	41%	*	32%	-	-	*	-	-
	Female	36%	35%	44%	33%	33%	56%	-	*	-	*	50%	38%	20%	48%	*	-	44%	-	-	-	-

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STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	24%	10%	28%	29%	-	*	-	40%	17%	34%	13%	25%	30%	24%	24%	-	*	-	-
	CWD	12%	8%	13%	*	*	*	-	-	-	-	0%	*	13%	-	*	17%	*	-	*	-	-
	CWOD	32%	25%	25%	11%	31%	29%	-	*	-	40%	19%	33%	-	25%	33%	25%	26%	-	-	-	-
	EL	19%	20%	30%	-	40%	*	-	*	-	-	50%	*	*	33%	30%	40%	20%	-	-	-	-
	Male	28%	21%	24%	0%	45%	15%	-	*	-	*	18%	31%	17%	25%	40%	24%	-	-	*	-	-
	Female	31%	25%	24%	17%	17%	45%	-	*	-	*	15%	37%	*	26%	20%	-	24%	-	-	-	-
Mathematics	All Students	20%	14%	5%	0%	7%	4%	-	*	-	0%	4%	6%	0%	5%	10%	8%	2%	-	*	-	-
	CWD	10%	6%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	22%	15%	5%	0%	8%	5%	-	*	-	0%	5%	6%	-	5%	11%	9%	2%	-	-	-	-
	EL	15%	15%	10%	-	0%	*	-	*	-	-	17%	*	*	11%	10%	20%	0%	-	-	-	-
	Male	23%	16%	8%	0%	9%	8%	-	*	-	*	9%	6%	0%	9%	20%	8%	-	-	*	-	-
	Female	18%	12%	2%	0%	6%	0%	-	*	-	*	0%	5%	*	2%	0%	-	2%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	22%	12%	11%	41%	-	*	-	*	14%	39%	0%	25%	25%	17%	25%	-	-	-	-
	CWD	10%	7%	0%	*	*	*	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	31%	24%	25%	13%	13%	47%	-	*	-	*	17%	41%	-	25%	25%	20%	28%	-	-	-	-
	EL	18%	18%	25%	-	*	*	-	*	-	-	25%	-	-	25%	25%	*	29%	-	-	-	-
	Male	26%	22%	17%	10%	0%	36%	-	-	-	*	11%	30%	*	20%	*	17%	-	-	-	-	-
	Female	29%	22%	25%	13%	15%	45%	-	*	-	*	16%	46%	0%	28%	29%	-	25%	-	-	-	-
Mathematics	All Students	22%	14%	12%	4%	5%	32%	-	*	-	*	10%	17%	0%	14%	50%	7%	16%	-	-	-	-
	CWD	10%	6%	0%	*	*	*	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	25%	15%	14%	4%	7%	37%	-	*	-	*	12%	18%	-	14%	50%	8%	18%	-	-	-	-
	EL	16%	14%	50%	-	*	*	-	*	-	-	50%	-	-	50%	50%	*	57%	-	-	-	-
	Male	25%	16%	7%	0%	0%	18%	-	-	-	*	0%	20%	*	8%	*	7%	-	-	-	-	-
	Female	19%	12%	16%	7%	8%	45%	-	*	-	*	16%	15%	0%	18%	57%	-	16%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	13%	7%	16%	19%	*	*	-	*	11%	18%	11%	13%	0%	10%	17%	-	*	-	-
	CWD	12%	10%	11%	*	*	*	-	-	-	-	*	20%	11%	-	*	11%	-	-	-	-	-
	CWOD	40%	32%	13%	8%	13%	23%	*	*	-	*	12%	18%	-	13%	0%	10%	17%	-	*	-	-
	EL	23%	25%	0%	-	*	*	-	*	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	32%	27%	10%	5%	22%	10%	-	-	-	*	3%	30%	11%	10%	0%	10%	-	-	*	-	-
	Female	39%	31%	17%	10%	10%	33%	*	*	-	*	22%	8%	-	17%	*	-	17%	-	*	-	-
Mathematics	All Students	24%	16%	7%	0%	16%	13%	*	*	-	*	6%	9%	11%	7%	0%	8%	7%	-	*	-	-
	CWD	9%	6%	11%	*	*	*	-	-	-	-	*	20%	11%	-	*	11%	-	-	-	-	-
	CWOD	26%	17%	7%	0%	13%	15%	*	*	-	*	7%	6%	-	7%	0%	7%	7%	-	*	-	-
	EL	17%	15%	0%	-	*	*	-	*	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	25%	17%	8%	0%	22%	10%	-	-	-	*	7%	10%	11%	7%	0%	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
Mathematics	Female	23%	14%	7%	0%	10%	17%		*	*	-	*	6%	8%	-	7%	*	-	7%	-	*	-
Science	All Students	17%	12%	4%	0%	5%	13%		*	*	-	*	4%	5%	11%	3%	0%	3%	7%	-	*	-
	CWD	9%	6%	11%	*	*	*	-	-	-	-	*	20%	11%	-	*	11%	-	-	-	-	-
	CWOD	19%	12%	3%	0%	0%	15%	*	*	-	*	5%	0%	-	3%	0%	0%	7%	-	*	-	
	EL	9%	8%	0%	-	*	*	-	*	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	20%	14%	3%	0%	11%	0%	-	-	-	*	0%	10%	11%	0%	0%	3%	-	-	*	-	-
	Female	15%	10%	7%	0%	0%	33%	*	*	-	*	11%	0%	-	7%	*	-	7%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	28%	20%	28%	36%	*	*	*	40%	26%	31%	6%	36%	0%	18%	38%	-	*	-	-
	CWD	8%	7%	6%	13%	*	*	-	-	*	*	10%	0%	6%	-	*	0%	20%	-	*	-	-
	CWOD	25%	23%	36%	25%	33%	45%	*	*	-	*	33%	39%	-	36%	*	29%	41%	-	-	-	-
	EL	9%	15%	0%	-	*	-	-	*	*	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	21%	19%	18%	9%	11%	40%	*	-	*	*	13%	23%	0%	29%	*	18%	-	-	*	-	-
	Female	25%	23%	38%	33%	44%	33%	-	*	-	*	38%	38%	20%	41%	*	-	38%	-	-	-	-
Mathematics	All Students	16%	16%	13%	5%	11%	21%	*	*	*	40%	10%	17%	0%	18%	0%	4%	22%	-	*	-	-
	CWD	8%	9%	0%	0%	*	*	-	-	*	*	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	17%	17%	18%	8%	13%	27%	*	*	-	*	14%	22%	-	18%	*	6%	26%	-	-	-	-
	EL	7%	14%	0%	-	*	-	-	*	*	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	17%	18%	4%	0%	0%	20%	*	-	*	*	0%	8%	0%	6%	*	4%	-	-	*	-	-
	Female	14%	13%	22%	11%	22%	22%	-	*	-	*	19%	25%	0%	26%	*	-	22%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	60%	43%	60%	79%	60%	79%	*	70%	54%	71%	28%	66%	70%	56%	64%	-	50%	-	-
	CWD	44%	36%	28%	27%	14%	44%	-	-	*	*	18%	45%	28%	-	23%	29%	25%	-	*	-	-
	CWOD	77%	70%	66%	46%	69%	86%	60%	79%	-	74%	60%	75%	-	66%	81%	64%	68%	-	50%	-	-
	EL	59%	58%	70%	-	64%	75%	-	80%	*	-	71%	64%	23%	81%	70%	63%	77%	-	-	-	-
	Male	71%	63%	56%	38%	59%	72%	*	*	*	73%	48%	71%	29%	64%	63%	56%	-	-	43%	-	-
	Female	75%	68%	64%	49%	61%	88%	*	73%	-	68%	61%	70%	25%	68%	77%	-	64%	-	*	-	-
Reading	All Students	74%	67%	69%	55%	67%	87%	*	78%	*	71%	63%	78%	31%	75%	73%	64%	73%	-	*	-	-
	CWD	43%	35%	31%	33%	8%	58%	-	-	*	*	21%	50%	31%	-	17%	30%	33%	-	*	-	-
	CWOD	78%	72%	75%	59%	78%	92%	*	78%	-	75%	71%	82%	-	75%	88%	74%	76%	-	*	-	-
	EL	57%	57%	73%	-	60%	100%	-	86%	*	-	72%	80%	17%	88%	73%	67%	80%	-	-	-	-
	Male	70%	63%	64%	51%	63%	79%	*	*	*	71%	56%	78%	30%	74%	67%	64%	-	-	*	-	-
	Female	78%	73%	73%	59%	70%	95%	*	71%	-	70%	69%	78%	33%	76%	80%	-	73%	-	*	-	-
Mathematics	All Students	71%	64%	54%	34%	55%	72%	*	78%	*	71%	47%	66%	26%	59%	70%	50%	58%	-	*	-	-
	CWD	44%	36%	26%	27%	15%	33%	-	-	*	*	18%	43%	26%	-	33%	30%	17%	-	*	-	-
	CWOD	75%	67%	59%	35%	63%	80%	*	78%	-	75%	53%	69%	-	59%	79%	56%	62%	-	*	-	-
	EL	61%	61%	70%	-	67%	71%	-	71%	*	-	76%	40%	33%	79%	70%	67%	73%	-	-	-	-
	Male	71%	63%	50%	27%	54%	67%	*	*	*	71%	39%	69%	30%	56%	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
Mathematics	Female	71%	64%	58%	41%	56%	78%	*	71%	-	70%	55%	63%	17%	62%	73%	-	58%	-	*	-	-
Science	All Students	74%	66%	51%	34%	53%	75%	*	*	-	*	47%	59%	22%	55%	50%	49%	53%	-	*	-	-
	CWD	47%	38%	22%	*	*	*	-	-	-	-	*	40%	22%	-	*	22%	-	-	-	-	-
	CWOD	78%	69%	55%	38%	56%	85%	*	*	-	*	51%	65%	-	55%	60%	57%	53%	-	*	-	-
	EL	58%	56%	50%	-	*	*	-	*	-	-	40%	*	*	60%	50%	40%	*	-	-	-	-
	Male	74%	65%	49%	32%	67%	60%	-	-	-	*	48%	50%	22%	57%	40%	49%	-	-	*	-	-
	Female	75%	66%	53%	40%	40%	100%	*	*	-	*	44%	67%	-	53%	*	-	53%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	33%	17%	36%	49%	40%	37%	*	35%	27%	43%	11%	37%	38%	31%	35%	-	0%	-	-
	CWD	23%	18%	11%	9%	10%	15%	-	-	*	*	3%	24%	11%	-	0%	12%	8%	-	*	-	-
	CWOD	50%	42%	37%	18%	41%	56%	40%	37%	-	37%	31%	46%	-	37%	47%	37%	37%	-	0%	-	-
	EL	29%	30%	38%	-	33%	50%	-	40%	*	-	42%	18%	0%	47%	38%	31%	45%	-	-	-	-
	Male	45%	38%	31%	15%	38%	43%	*	*	*	33%	25%	42%	12%	37%	31%	31%	-	-	0%	-	-
	Female	48%	41%	35%	20%	35%	56%	*	27%	-	36%	29%	44%	8%	37%	45%	-	35%	-	*	-	-
Reading	All Students	52%	45%	43%	23%	47%	59%	*	56%	*	53%	36%	54%	7%	49%	47%	37%	48%	-	*	-	-
	CWD	24%	19%	7%	7%	8%	8%	-	-	*	*	4%	14%	7%	-	0%	7%	8%	-	*	-	-
	CWOD	56%	48%	49%	26%	54%	69%	*	56%	-	56%	42%	60%	-	49%	58%	45%	52%	-	*	-	-
	EL	31%	33%	47%	-	33%	71%	-	57%	*	-	48%	40%	0%	58%	47%	47%	47%	-	-	-	-
	Male	47%	41%	37%	16%	43%	49%	*	*	*	57%	32%	45%	7%	45%	47%	37%	-	-	*	-	-
	Female	56%	49%	48%	30%	50%	70%	*	43%	-	50%	40%	62%	8%	52%	47%	-	48%	-	*	-	-
Mathematics	All Students	41%	33%	26%	13%	28%	42%	*	22%	*	24%	20%	36%	12%	29%	33%	28%	25%	-	*	-	-
	CWD	22%	17%	12%	13%	8%	17%	-	-	*	*	4%	29%	12%	-	0%	13%	8%	-	*	-	-
	CWOD	44%	35%	29%	13%	32%	47%	*	22%	-	25%	24%	37%	-	29%	42%	32%	27%	-	*	-	-
	EL	29%	29%	33%	-	33%	43%	-	29%	*	-	40%	0%	0%	42%	33%	20%	47%	-	-	-	-
	Male	42%	34%	28%	12%	31%	44%	*	*	*	14%	20%	41%	13%	32%	20%	28%	-	-	*	-	-
	Female	40%	33%	25%	13%	26%	41%	*	14%	-	30%	21%	32%	8%	27%	47%	-	25%	-	*	-	-
Science	All Students	46%	37%	19%	10%	21%	38%	*	*	-	*	17%	23%	22%	18%	17%	23%	13%	-	*	-	-
	CWD	23%	17%	22%	*	*	*	-	-	-	-	*	40%	22%	-	*	22%	-	-	-	-	-
	CWOD	49%	39%	18%	12%	19%	38%	*	*	-	*	19%	18%	-	18%	20%	23%	13%	-	*	-	-
	EL	25%	25%	17%	-	*	*	-	*	-	-	20%	*	*	20%	17%	20%	*	-	-	-	-
	Male	47%	37%	23%	16%	44%	20%	-	-	-	*	21%	30%	22%	23%	20%	23%	-	-	*	-	-
	Female	45%	36%	13%	0%	0%	67%	*	*	-	*	11%	17%	-	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%	17%	14%	6%	14%	23%	20%	16%	*	22%	11%	20%	5%	16%	15%	11%	17%	-	0%	-	-
	CWD	9%	6%	5%	3%	10%	4%	-	-	*	*	2%	12%	5%	-	0%	6%	4%	-	*	-	-
	CWOD	24%	18%	16%	6%	15%	27%	20%	16%	-	23%	12%	21%	-	16%	19%	12%	19%	-	0%	-	-
	EL	12%	12%	15%	-	9%	31%	-	13%	*	-	18%	0%	0%	19%	15%	9%	23%	-	-	-	-
	Male	21%	16%	11%	3%	15%	16%	*	*	*	7%	7%	19%	6%	12%	9%	11%	-	-	0%	-	-
	Female	23%	18%	17%	10%	14%	31%	*	7%	-	32%	15%	21%	4%	19%	23%	-	17%	-	*	-	-
Reading	All Students	25%	20%	22%	12%	21%	32%	*	22%	*	35%	16%	31%	7%	24%	17%	17%	26%	-	*	-	-
	CWD	9%	6%	7%	7%	8%	8%	-	-	*	*	4%	14%	7%	-	0%	7%	8%	-	*	-	-
	CWOD	27%	21%	24%	13%	24%	36%	*	22%	-	38%	18%	34%	-	24%	21%	20%	27%	-	*	-	-
	EL	13%	14%	17%	-	13%	29%	-	14%	*	-	20%	0%	0%	21%	17%	13%	20%	-	-	-	-
	Male	22%	17%	17%	6%	23%	23%	*	*	*	14%	11%	29%	7%	20%	13%	17%	-	-	*	-	-
	Female	28%	22%	26%	17%	20%	41%	*	14%	-	50%	21%	33%	8%	27%	20%	-	26%	-	*	-	-
Mathematics	All Students	20%	14%	9%	2%	9%	17%	*	11%	*	12%	7%	12%	2%	10%	17%	7%	11%	-	*	-	-
	CWD	9%	6%	2%	0%	8%	0%	-	-	*	*	0%	7%	2%	-	0%	3%	0%	-	*	-	-
	CWOD	21%	16%	10%	3%	10%	20%	*	11%	-	13%	9%	13%	-	10%	21%	8%	12%	-	*	-	-
	EL	12%	12%	17%	-	7%	43%	-	14%	*	-	20%	0%	0%	21%	17%	7%	27%	-	-	-	-
	Male	21%	15%	7%	0%	9%	13%	*	*	*	0%	5%	10%	3%	8%	7%	7%	-	-	*	-	-
	Female	19%	13%	11%	4%	10%	22%	*	0%	-	20%	10%	13%	0%	12%	27%	-	11%	-	*	-	-
Science	All Students	20%	15%	4%	0%	5%	13%	*	*	-	*	4%	5%	11%	3%	0%	3%	7%	-	*	-	-
	CWD	8%	5%	11%	*	*	*	-	-	-	-	*	20%	11%	-	*	11%	-	-	-	-	-
	CWOD	22%	16%	3%	0%	0%	15%	*	*	-	*	5%	0%	-	3%	0%	0%	7%	-	*	-	-
	EL	7%	8%	0%	-	*	*	-	*	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	22%	15%	3%	0%	11%	0%	-	-	-	*	0%	10%	11%	0%	0%	3%	-	-	*	-	-
	Female	19%	14%	7%	0%	0%	33%	*	*	-	*	11%	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	84	77	88	87	*	*	*	100	79	63	78
CWD	63	63	75	50	-	-	*	*	53	63	*
CWOD	88	79	92	93	*	*	-	100	84	-	86
EL ◇	78	-	88	83	-	*	*	-	76	*	78
Male	83	75	88	89	*	-	*	*	80	59	78
Female	85	78	89	85	*	*	-	100	78	71	78
<b>Mathematics</b>											
All Students	76	66	79	87	*	*	*	78	72	55	79
CWD	55	38	57	80	-	-	*	*	43	55	*
CWOD	80	72	84	88	*	*	-	88	77	-	89
EL ◇	79	-	71	92	-	*	*	-	84	*	79
Male	75	69	63	84	*	-	*	*	68	53	69
Female	78	64	91	91	*	*	-	67	76	57	89

- 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	7	13%

- 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	22	37	50	40	44	*	42	31	15	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)

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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	N	Y	N					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	Y	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	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
<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>											
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%	-
	CWOD	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%	-
	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>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%	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%	-	-
	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%	-	-	*	*	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%	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%	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%	0%	-
	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	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	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%	-	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%	0%	-
	Male	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	*	-	-	-	-	*	0%	0%	-	*	0%	-	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	*	*	-	*	-	-	0%	*	*	0%	0%	0%	*	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	*	-	0%	-

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		Campus	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	36	17	6	7	0	0	0	6	3		
	Female	4	1	0	2	0	0	0	1	0		
	Total	40	18	6	9	0	0	0	7	3		
<b>Out-of-School Suspensions</b>												
	Male	12	4	3	3	0	0	0	2	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	12	4	3	3	0	0	0	2	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		

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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	9	3	2	3	0	0	0	1	0		4
	Female	0	0	0	0	0	0	0	0	0		0
	Total	9	3	2	3	0	0	0	1	0		4
<b>Out-of-School Suspensions</b>												
	Male	8	1	2	3	0	0	0	2	0		4
	Female	0	0	0	0	0	0	0	0	0		0
	Total	8	1	2	3	0	0	0	2	0		4
<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	29	5	7	13	1	-8	-8	3	1	8	-8
	Female	21	5	7	7	-8	-8	-8	2	-8	1	-8
	Total	50	10	14	20	1	-8	-8	5	1	9	-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	21	5	10	5	0	1	0	0	8	0
	Female	15	5	3	6	0	1	0	0	3	0
	Total	36	10	13	11	0	2	0	0	11	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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.9	4.8%
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	1.2	3.2%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	28%	43%	27%	19%	*	7%	*	21%	33%	29%	12%

- 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 and 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%	68%	53%	58%	51%	-	-	*	-	*	51%	64%	50%	53%	46%	52%	54%	-	*	-	-	
	CWD	52%	42%	50%	*	*	-	-	-	-	*	50%	-	50%	-	*	*	*	-	*	-	-	
	CWOD	80%	72%	53%	67%	51%	-	-	*	-	-	51%	64%	-	53%	48%	50%	55%	-	*	-	-	
	EL	66%	64%	46%	-	46%	-	-	*	-	-	42%	63%	*	48%	46%	50%	43%	-	-	-	-	
	Male	74%	64%	52%	*	55%	-	-	*	-	-	47%	67%	*	50%	50%	52%	-	-	*	-	-	
	Female	78%	71%	54%	63%	48%	-	-	*	-	*	53%	60%	*	55%	43%	-	54%	-	*	-	-	
Mathematics	All Students	70%	61%	48%	50%	49%	-	-	*	-	*	47%	55%	33%	50%	44%	60%	41%	-	*	-	-	
	CWD	46%	38%	33%	*	*	-	-	-	-	*	33%	-	33%	-	*	*	*	-	*	-	-	
	CWOD	74%	64%	50%	56%	49%	-	-	*	-	-	49%	55%	-	50%	45%	59%	45%	-	*	-	-	
	EL	64%	61%	44%	-	44%	-	-	*	-	-	42%	50%	*	45%	44%	61%	30%	-	-	-	-	
	Male	72%	62%	60%	*	65%	-	-	*	-	-	63%	50%	*	59%	61%	60%	-	-	*	-	-	
	Female	68%	59%	41%	50%	39%	-	-	*	-	*	39%	60%	*	45%	30%	-	41%	-	*	-	-	
Grade 4																							
Reading	All Students	76%	68%	63%	65%	62%	*	*	*	-	*	59%	85%	36%	68%	63%	53%	74%	-	*	-	-	
	CWD	48%	39%	36%	*	38%	-	-	-	-	-	33%	*	36%	-	33%	33%	*	-	-	-	-	
	CWOD	81%	72%	68%	71%	67%	*	*	*	-	*	63%	91%	-	68%	69%	59%	75%	-	*	-	-	
	EL	66%	63%	63%	-	59%	*	-	*	-	-	59%	86%	33%	69%	63%	57%	72%	-	*	-	-	
	Male	73%	64%	53%	60%	48%	*	-	*	-	*	48%	71%	33%	59%	57%	53%	-	-	*	-	-	
	Female	79%	72%	74%	71%	74%	*	*	-	-	*	69%	100%	*	75%	72%	-	74%	-	*	-	-	
Mathematics	All Students	68%	56%	55%	35%	57%	*	*	*	-	*	52%	69%	36%	58%	57%	45%	64%	-	*	-	-	
	CWD	42%	32%	36%	*	38%	-	-	-	-	-	33%	*	36%	-	33%	33%	*	-	-	-	-	
	CWOD	73%	60%	58%	36%	60%	*	*	*	-	*	55%	73%	-	58%	61%	48%	65%	-	*	-	-	
	EL	63%	58%	57%	-	55%	*	-	*	-	-	54%	71%	33%	61%	57%	48%	68%	-	*	-	-	
	Male	70%	58%	45%	40%	43%	*	-	*	-	*	42%	57%	33%	48%	48%	45%	-	-	*	-	-	
	Female	67%	55%	64%	29%	68%	*	*	-	-	*	61%	83%	*	65%	68%	-	64%	-	*	-	-	
Grade 5																							
Reading	All Students	80%	75%	72%	71%	71%	*	-	*	-	*	71%	78%	38%	76%	70%	66%	78%	-	*	-	-	
	CWD	50%	44%	38%	*	*	*	-	*	-	-	38%	-	38%	-	*	29%	*	-	*	-	-	
	CWOD	85%	79%	76%	83%	75%	*	-	*	-	*	76%	78%	-	76%	72%	75%	77%	-	*	-	-	
	EL	71%	72%	70%	-	70%	*	-	*	-	-	71%	60%	*	72%	70%	73%	67%	-	*	-	-	
	Male	77%	72%	66%	50%	68%	*	-	*	-	-	68%	*	29%	75%	73%	66%	-	-	*	-	-	
	Female	83%	78%	78%	88%	74%	-	-	-	-	*	74%	100%	*	77%	67%	-	78%	-	*	-	-	
Mathematics	All Students	76%	65%	59%	43%	62%	*	-	*	-	*	60%	56%	25%	63%	63%	51%	67%	-	*	-	-	
	CWD	50%	38%	25%	*	*	*	-	*	-	-	25%	-	25%	-	*	29%	*	-	*	-	-	
	CWOD	80%	69%	63%	50%	67%	*	-	*	-	*	65%	56%	-	63%	67%	57%	69%	-	*	-	-	
	EL	70%	66%	63%	-	63%	*	-	*	-	-	66%	40%	*	67%	63%	59%	67%	-	*	-	-	
	Male	75%	65%	51%	33%	52%	*	-	*	-	-	52%	*	29%	57%	59%	51%	-	-	*	-	-	
	Female	76%	66%	67%	50%	70%	-	-	-	-	*	68%	60%	*	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%	54%	41%	7%	47%	*	-	*	-	*	40%	50%	22%	44%	50%	50%	33%	-	*	-	-	
	CWD	40%	33%	22%	*	0%	*	-	*	-	-	22%	-	22%	-	*	25%	*	-	*	-	-	
	CWOD	69%	57%	44%	8%	51%	*	-	*	-	*	43%	50%	-	44%	53%	56%	34%	-	*	-	-	
	EL	52%	49%	50%	-	49%	*	-	*	-	-	47%	*	*	53%	50%	62%	38%	-	*	-	-	
	Male	67%	57%	50%	0%	58%	*	-	*	-	-	48%	*	25%	56%	62%	50%	-	-	*	-	-	
	Female	63%	52%	33%	13%	37%	-	-	-	-	*	32%	40%	*	34%	38%	-	33%	-	*	-	-	
Grade 6																							
Reading	All Students	69%	68%	64%	79%	57%	*	-	*	-	*	62%	77%	27%	68%	56%	68%	59%	-	*	-	-	
	CWD	38%	38%	27%	*	0%	*	-	-	-	-	27%	-	27%	-	*	43%	*	-	*	-	-	
	CWOD	74%	73%	68%	81%	63%	*	-	*	-	*	66%	77%	-	68%	60%	69%	67%	-	*	-	-	
	EL	53%	61%	56%	-	55%	*	-	*	-	-	54%	67%	*	60%	56%	60%	52%	-	*	-	-	
	Male	66%	64%	68%	91%	57%	*	-	-	-	-	67%	67%	43%	69%	60%	68%	-	-	-	-	-	
	Female	72%	72%	59%	63%	56%	*	-	*	-	*	55%	*	*	67%	52%	-	59%	-	*	-	-	
Mathematics	All Students	72%	70%	65%	58%	66%	*	-	*	-	*	65%	69%	36%	68%	63%	71%	59%	-	*	-	-	
	CWD	47%	47%	36%	*	33%	*	-	-	-	-	36%	-	36%	-	*	43%	*	-	*	-	-	
	CWOD	76%	74%	68%	63%	69%	*	-	*	-	*	68%	69%	-	68%	63%	72%	64%	-	*	-	-	
	EL	61%	69%	63%	-	63%	*	-	*	-	-	62%	67%	*	63%	63%	70%	57%	-	*	-	-	
	Male	73%	70%	71%	64%	71%	*	-	-	-	-	70%	67%	43%	72%	70%	71%	-	-	-	-	-	
	Female	72%	70%	59%	50%	60%	*	-	*	-	*	58%	*	*	64%	57%	-	59%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	26%	33%	25%	-	-	*	-	*	24%	36%	33%	25%	15%	32%	22%	-	*	-	-	
	CWD	30%	24%	33%	*	*	-	-	-	-	*	33%	-	33%	-	*	*	*	-	*	-	-	
	CWOD	54%	44%	25%	33%	24%	-	-	*	-	-	22%	36%	-	25%	15%	27%	24%	-	*	-	-	
	EL	37%	36%	15%	-	15%	-	-	*	-	-	12%	25%	*	15%	15%	28%	4%	-	-	-	-	
	Male	49%	40%	32%	*	35%	-	-	*	-	-	32%	33%	*	27%	28%	32%	-	-	*	-	-	
	Female	52%	43%	22%	38%	19%	-	-	*	-	*	19%	40%	*	24%	4%	-	22%	-	*	-	-	
Mathematics	All Students	42%	32%	24%	17%	25%	-	-	*	-	*	25%	18%	33%	23%	24%	36%	17%	-	*	-	-	
	CWD	27%	19%	33%	*	*	-	-	-	-	*	33%	-	33%	-	*	*	*	-	*	-	-	
	CWOD	45%	34%	23%	11%	24%	-	-	*	-	-	24%	18%	-	23%	25%	32%	18%	-	*	-	-	
	EL	35%	32%	24%	-	23%	-	-	*	-	-	27%	13%	*	25%	24%	33%	17%	-	-	-	-	
	Male	45%	35%	36%	*	40%	-	-	*	-	-	42%	17%	*	32%	33%	36%	-	-	*	-	-	
	Female	39%	30%	17%	13%	16%	-	-	*	-	*	17%	20%	*	18%	17%	-	17%	-	*	-	-	
Grade 4																							
Reading	All Students	53%	45%	32%	24%	30%	*	*	*	-	*	30%	38%	18%	34%	34%	24%	39%	-	*	-	-	
	CWD	29%	21%	18%	*	13%	-	-	-	-	-	22%	*	18%	-	0%	11%	*	-	-	-	-	
	CWOD	57%	48%	34%	21%	33%	*	*	*	-	*	31%	45%	-	34%	40%	28%	39%	-	*	-	-	
	EL	41%	40%	34%	-	27%	*	-	*	-	-	29%	57%	0%	40%	34%	26%	44%	-	*	-	-	
	Male	51%	43%	24%	30%	13%	*	-	*	-	*	23%	29%	11%	28%	26%	24%	-	-	*	-	-	

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	Female	55%	46%	39%	14%	44%	*	*	-	-	*	38%	50%	*	39%	44%	-	39%	-	*	-	-
Mathematics	All Students	42%	29%	17%	6%	16%	*	*	*	-	*	14%	31%	18%	17%	19%	18%	15%	-	*	-	-
	CWD	25%	18%	18%	*	13%	-	-	-	-	-	22%	*	18%	-	0%	11%	*	-	-	-	-
	CWOD	45%	31%	17%	0%	16%	*	*	*	-	*	13%	36%	-	17%	22%	21%	14%	-	*	-	-
	EL	34%	29%	19%	-	13%	*	-	*	-	-	17%	29%	0%	22%	19%	22%	16%	-	*	-	-
	Male	45%	32%	18%	10%	17%	*	-	*	-	*	16%	29%	11%	21%	22%	18%	-	-	*	-	-
	Female	38%	26%	15%	0%	14%	*	*	-	-	*	12%	33%	*	14%	16%	-	15%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	45%	29%	46%	*	-	*	-	*	40%	78%	25%	48%	51%	40%	50%	-	*	-	-
	CWD	29%	22%	25%	*	*	*	-	*	-	-	25%	-	25%	-	*	29%	*	-	*	-	-
	CWOD	61%	52%	48%	33%	50%	*	-	*	-	*	43%	78%	-	48%	54%	43%	51%	-	*	-	-
	EL	43%	44%	51%	-	50%	*	-	*	-	-	50%	60%	*	54%	51%	59%	43%	-	*	-	-
	Male	53%	46%	40%	0%	44%	*	-	*	-	-	39%	*	29%	43%	59%	40%	-	-	*	-	-
	Female	60%	52%	50%	50%	48%	-	-	-	-	*	42%	100%	*	51%	43%	-	50%	-	*	-	-
Mathematics	All Students	47%	36%	18%	0%	19%	*	-	*	-	*	19%	11%	25%	17%	21%	17%	19%	-	*	-	-
	CWD	25%	17%	25%	*	*	*	-	*	-	-	25%	-	25%	-	*	29%	*	-	*	-	-
	CWOD	50%	38%	17%	0%	21%	*	-	*	-	*	19%	11%	-	17%	21%	14%	20%	-	*	-	-
	EL	38%	35%	21%	-	18%	*	-	*	-	-	24%	0%	*	21%	21%	18%	24%	-	*	-	-
	Male	48%	37%	17%	0%	12%	*	-	*	-	-	19%	*	29%	14%	18%	17%	-	-	*	-	-
	Female	46%	35%	19%	0%	26%	-	-	-	-	*	19%	20%	*	20%	24%	-	19%	-	*	-	-
Science	All Students	38%	28%	14%	0%	14%	*	-	*	-	*	15%	13%	11%	15%	14%	18%	11%	-	*	-	-
	CWD	23%	16%	11%	*	0%	*	-	*	-	-	11%	-	11%	-	*	13%	*	-	*	-	-
	CWOD	40%	29%	15%	0%	15%	*	-	*	-	*	15%	13%	-	15%	16%	19%	11%	-	*	-	-
	EL	24%	23%	14%	-	13%	*	-	*	-	-	16%	*	*	16%	14%	19%	10%	-	*	-	-
	Male	41%	31%	18%	0%	17%	*	-	*	-	-	19%	*	13%	19%	19%	18%	-	-	*	-	-
	Female	34%	24%	11%	0%	11%	-	-	-	-	*	10%	20%	*	11%	10%	-	11%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	44%	32%	45%	*	-	*	-	*	40%	62%	18%	46%	40%	51%	35%	-	*	-	-
	CWD	21%	20%	18%	*	0%	*	-	-	-	-	18%	-	18%	-	*	29%	*	-	*	-	-
	CWOD	46%	45%	46%	31%	50%	*	-	*	-	*	43%	62%	-	46%	43%	53%	39%	-	*	-	-
	EL	24%	34%	40%	-	40%	*	-	*	-	-	38%	50%	*	43%	40%	50%	30%	-	*	-	-
	Male	40%	40%	51%	45%	50%	*	-	-	-	-	48%	56%	29%	53%	50%	51%	-	-	-	-	-
	Female	45%	44%	35%	13%	40%	*	-	*	-	*	30%	*	*	39%	30%	-	35%	-	*	-	-
Mathematics	All Students	38%	37%	37%	37%	38%	*	-	*	-	*	35%	46%	18%	39%	35%	51%	22%	-	*	-	-
	CWD	20%	21%	18%	*	0%	*	-	-	-	-	18%	-	18%	-	*	29%	*	-	*	-	-
	CWOD	41%	40%	39%	38%	42%	*	-	*	-	*	38%	46%	-	39%	38%	53%	24%	-	*	-	-
	EL	24%	35%	35%	-	38%	*	-	*	-	-	35%	33%	*	38%	35%	50%	22%	-	*	-	-
	Male	40%	39%	51%	55%	50%	*	-	-	-	-	48%	56%	29%	53%	50%	51%	-	-	-	-	-
	Female	36%	35%	22%	13%	24%	*	-	*	-	*	21%	*	*	24%	22%	-	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
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	11%	8%	12%	-	-	*	-	*	7%	27%	0%	12%	10%	12%	10%	-	*	-	-
	CWD	12%	8%	0%	*	*	-	-	-	-	*	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	32%	25%	12%	11%	12%	-	-	*	-	-	8%	27%	-	12%	10%	14%	11%	-	*	-	-
	EL	19%	20%	10%	-	10%	-	-	*	-	-	9%	13%	*	10%	10%	17%	4%	-	-	-	-
	Male	28%	21%	12%	*	15%	-	-	*	-	-	11%	17%	*	14%	17%	12%	-	-	*	-	-
	Female	31%	25%	10%	13%	10%	-	-	*	-	*	6%	40%	*	11%	4%	-	10%	-	*	-	-
Mathematics	All Students	20%	14%	9%	8%	10%	-	-	*	-	*	7%	18%	17%	8%	10%	16%	5%	-	*	-	-
	CWD	10%	6%	17%	*	*	-	-	-	-	*	17%	-	17%	-	*	*	*	-	*	-	-
	CWOD	22%	15%	8%	11%	8%	-	-	*	-	-	6%	18%	-	8%	10%	14%	5%	-	*	-	-
	EL	15%	15%	10%	-	10%	-	-	*	-	-	9%	13%	*	10%	10%	17%	4%	-	-	-	-
	Male	23%	16%	16%	*	20%	-	-	*	-	-	16%	17%	*	14%	17%	16%	-	-	*	-	-
	Female	18%	12%	5%	13%	3%	-	-	*	-	*	3%	20%	*	5%	4%	-	5%	-	*	-	-
Grade 4																						
Reading	All Students	28%	22%	18%	0%	22%	*	*	*	-	*	14%	38%	0%	22%	29%	16%	21%	-	*	-	-
	CWD	10%	7%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	31%	24%	22%	0%	26%	*	*	*	-	*	17%	45%	-	22%	34%	21%	22%	-	*	-	-
	EL	18%	18%	29%	-	24%	*	-	*	-	-	24%	57%	0%	34%	29%	26%	33%	-	*	-	-
	Male	26%	22%	16%	0%	13%	*	-	*	-	*	13%	29%	0%	21%	26%	16%	-	-	*	-	-
	Female	29%	22%	21%	0%	30%	*	*	-	-	*	16%	50%	*	22%	33%	-	21%	-	*	-	-
Mathematics	All Students	22%	14%	5%	0%	4%	*	*	*	-	*	3%	15%	0%	6%	7%	5%	5%	-	*	-	-
	CWD	10%	6%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	25%	15%	6%	0%	5%	*	*	*	-	*	4%	18%	-	6%	8%	7%	5%	-	*	-	-
	EL	16%	14%	7%	-	3%	*	-	*	-	-	3%	29%	0%	8%	7%	9%	5%	-	*	-	-
	Male	25%	16%	5%	0%	0%	*	-	*	-	*	3%	14%	0%	7%	9%	5%	-	-	*	-	-
	Female	19%	12%	5%	0%	7%	*	*	-	-	*	3%	17%	*	5%	5%	-	5%	-	*	-	-
Grade 5																						
Reading	All Students	36%	29%	24%	14%	23%	*	-	*	-	*	23%	33%	13%	25%	26%	17%	31%	-	*	-	-
	CWD	12%	10%	13%	*	*	*	-	*	-	-	13%	-	13%	-	*	14%	*	-	*	-	-
	CWOD	40%	32%	25%	17%	25%	*	-	*	-	*	24%	33%	-	25%	28%	18%	31%	-	*	-	-
	EL	23%	25%	26%	-	25%	*	-	*	-	-	26%	20%	*	28%	26%	23%	29%	-	*	-	-
	Male	32%	27%	17%	0%	16%	*	-	*	-	-	19%	*	14%	18%	23%	17%	-	-	*	-	-
	Female	39%	31%	31%	25%	30%	-	-	-	-	*	26%	60%	*	31%	29%	-	31%	-	*	-	-
Mathematics	All Students	24%	16%	7%	0%	6%	*	-	*	-	*	8%	0%	13%	6%	9%	9%	6%	-	*	-	-
	CWD	9%	6%	13%	*	*	*	-	*	-	-	13%	-	13%	-	*	14%	*	-	*	-	-
	CWOD	26%	17%	6%	0%	6%	*	-	*	-	*	7%	0%	-	6%	10%	7%	6%	-	*	-	-
	EL	17%	15%	9%	-	8%	*	-	*	-	-	11%	0%	*	10%	9%	9%	10%	-	*	-	-
	Male	25%	17%	9%	0%	4%	*	-	*	-	-	10%	*	14%	7%	9%	9%	-	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	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%	14%	6%	0%	7%	-	-	-	-	*	6%	0%	*	6%	10%	-	6%	-	*	-	-
Science	All Students	17%	12%	3%	0%	2%	*	-	*	-	*	3%	0%	11%	2%	2%	3%	3%	-	*	-	-
	CWD	9%	6%	11%	*	0%	*	-	*	-	-	11%	-	11%	-	*	13%	*	-	*	-	-
	CWOD	19%	12%	2%	0%	2%	*	-	*	-	*	2%	0%	-	2%	3%	0%	3%	-	*	-	-
	EL	9%	8%	2%	-	3%	*	-	*	-	-	3%	*	*	3%	2%	0%	5%	-	*	-	-
	Male	20%	14%	3%	0%	0%	*	-	*	-	-	3%	*	13%	0%	0%	3%	-	-	*	-	-
	Female	15%	10%	3%	0%	4%	-	-	-	-	*	3%	0%	*	3%	5%	-	3%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	17%	26%	15%	*	-	*	-	*	17%	15%	9%	17%	14%	20%	14%	-	*	-	-
	CWD	8%	7%	9%	*	0%	*	-	-	-	-	9%	-	9%	-	*	14%	*	-	*	-	-
	CWOD	25%	23%	17%	25%	17%	*	-	*	-	*	18%	15%	-	17%	15%	19%	15%	-	*	-	-
	EL	9%	15%	14%	-	15%	*	-	*	-	-	16%	0%	*	15%	14%	15%	13%	-	*	-	-
	Male	21%	19%	20%	36%	14%	*	-	-	-	-	18%	22%	14%	19%	15%	20%	-	-	-	-	-
	Female	25%	23%	14%	13%	16%	*	-	*	-	*	15%	*	*	15%	13%	-	14%	-	*	-	-
Mathematics	All Students	16%	16%	18%	11%	23%	*	-	*	-	*	15%	31%	9%	19%	21%	27%	8%	-	*	-	-
	CWD	8%	9%	9%	*	0%	*	-	-	-	-	9%	-	9%	-	*	14%	*	-	*	-	-
	CWOD	17%	17%	19%	6%	25%	*	-	*	-	*	16%	31%	-	19%	23%	28%	9%	-	*	-	-
	EL	7%	14%	21%	-	23%	*	-	*	-	-	22%	17%	*	23%	21%	35%	9%	-	*	-	-
	Male	17%	18%	27%	18%	32%	*	-	-	-	-	24%	33%	14%	28%	35%	27%	-	-	-	-	-
	Female	14%	13%	8%	0%	12%	*	-	*	-	*	6%	*	*	9%	9%	-	8%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	58%	53%	58%	67%	*	78%	-	73%	56%	68%	35%	61%	57%	58%	59%	-	28%	-	-
	CWD	44%	36%	35%	29%	26%	71%	-	*	-	*	34%	*	35%	-	30%	39%	24%	-	27%	-	-
	CWOD	77%	70%	61%	58%	61%	60%	*	73%	-	78%	60%	69%	-	61%	59%	61%	61%	-	29%	-	-
	EL	59%	58%	57%	-	56%	56%	-	78%	-	-	56%	64%	30%	59%	57%	60%	54%	-	50%	-	-
	Male	71%	63%	58%	53%	58%	56%	-	83%	-	*	57%	62%	39%	61%	60%	58%	-	-	29%	-	-
	Female	75%	68%	59%	53%	58%	83%	*	67%	-	89%	56%	76%	24%	61%	54%	-	59%	-	28%	-	-
Reading	All Students	74%	67%	63%	69%	60%	60%	*	75%	-	80%	61%	76%	37%	67%	59%	60%	66%	-	36%	-	-
	CWD	43%	35%	37%	36%	26%	*	-	*	-	*	36%	*	37%	-	27%	40%	30%	-	40%	-	-
	CWOD	78%	72%	67%	76%	64%	57%	*	71%	-	*	64%	77%	-	67%	62%	64%	68%	-	33%	-	-
	EL	57%	57%	59%	-	58%	*	-	75%	-	-	57%	69%	27%	62%	59%	60%	58%	-	*	-	-
	Male	70%	63%	60%	68%	57%	57%	-	80%	-	*	59%	65%	40%	64%	60%	60%	-	-	*	-	-
	Female	78%	73%	66%	71%	63%	*	*	*	-	*	62%	90%	30%	68%	58%	-	66%	-	38%	-	-
Mathematics	All Students	71%	64%	57%	47%	58%	70%	*	75%	-	60%	56%	63%	34%	60%	57%	57%	58%	-	18%	-	-
	CWD	44%	36%	34%	27%	32%	*	-	*	-	*	33%	*	34%	-	33%	40%	20%	-	20%	-	-
	CWOD	75%	67%	60%	51%	61%	71%	*	71%	-	*	59%	64%	-	60%	59%	60%	60%	-	17%	-	-
	EL	61%	61%	57%	-	56%	*	-	75%	-	-	57%	58%	33%	59%	57%	59%	55%	-	*	-	-
	Male	71%	63%	57%	48%	58%	57%	-	80%	-	*	57%	58%	40%	60%	59%	57%	-	-	*	-	-

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Mathematics	Female	71%	64%	58%	45%	59%	*	*	*	-	*	56%	70%	20%	60%	55%	-	58%	-	13%	-	-
Science	All Students	74%	66%	41%	7%	47%	*	-	*	-	*	40%	50%	22%	44%	50%	50%	33%	-	*	-	-
	CWD	47%	38%	22%	*	0%	*	-	*	-	-	22%	-	22%	-	*	25%	*	-	*	-	-
	CWOD	78%	69%	44%	8%	51%	*	-	*	-	*	43%	50%	-	44%	53%	56%	34%	-	*	-	-
	EL	58%	56%	50%	-	49%	*	-	*	-	-	47%	*	*	53%	50%	62%	38%	-	*	-	-
	Male	74%	65%	50%	0%	58%	*	-	*	-	-	48%	*	25%	56%	62%	50%	-	-	*	-	-
	Female	75%	66%	33%	13%	37%	-	-	-	-	*	32%	40%	*	34%	38%	-	33%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	29%	20%	29%	43%	*	61%	-	45%	27%	38%	22%	30%	28%	32%	26%	-	12%	-	-
	CWD	23%	18%	22%	25%	9%	71%	-	*	-	*	23%	*	22%	-	6%	26%	10%	-	18%	-	-
	CWOD	50%	42%	30%	19%	31%	27%	*	60%	-	56%	28%	40%	-	30%	30%	33%	27%	-	7%	-	-
	EL	29%	30%	28%	-	26%	33%	-	61%	-	-	28%	30%	6%	30%	28%	34%	23%	-	10%	-	-
	Male	45%	38%	32%	25%	31%	44%	-	75%	-	*	32%	35%	26%	33%	34%	32%	-	-	29%	-	-
	Female	48%	41%	26%	16%	27%	33%	*	33%	-	56%	23%	42%	10%	27%	23%	-	26%	-	6%	-	-
Reading	All Students	52%	45%	37%	29%	37%	50%	*	63%	-	60%	34%	52%	23%	39%	35%	37%	36%	-	18%	-	-
	CWD	24%	19%	23%	27%	11%	*	-	*	-	*	24%	*	23%	-	7%	28%	10%	-	20%	-	-
	CWOD	56%	48%	39%	29%	40%	43%	*	57%	-	*	35%	55%	-	39%	38%	39%	38%	-	17%	-	-
	EL	31%	33%	35%	-	33%	*	-	63%	-	-	33%	46%	7%	38%	35%	41%	29%	-	*	-	-
	Male	47%	41%	37%	29%	36%	57%	-	80%	-	*	36%	42%	28%	39%	41%	37%	-	-	*	-	-
	Female	56%	49%	36%	29%	37%	*	*	*	-	*	32%	65%	10%	38%	29%	-	36%	-	13%	-	-
Mathematics	All Students	41%	33%	24%	16%	25%	30%	*	63%	-	20%	24%	28%	23%	24%	25%	31%	18%	-	9%	-	-
	CWD	22%	17%	23%	27%	11%	*	-	*	-	*	24%	*	23%	-	7%	28%	10%	-	20%	-	-
	CWOD	44%	35%	24%	14%	26%	14%	*	57%	-	*	23%	30%	-	24%	26%	31%	19%	-	0%	-	-
	EL	29%	29%	25%	-	23%	*	-	63%	-	-	26%	19%	7%	26%	25%	30%	20%	-	*	-	-
	Male	42%	34%	31%	26%	30%	29%	-	80%	-	*	31%	31%	28%	31%	30%	31%	-	-	*	-	-
	Female	40%	33%	18%	6%	20%	*	*	*	-	*	17%	25%	10%	19%	20%	-	18%	-	0%	-	-
Science	All Students	46%	37%	14%	0%	14%	*	-	*	-	*	15%	13%	11%	15%	14%	18%	11%	-	*	-	-
	CWD	23%	17%	11%	*	0%	*	-	*	-	-	11%	-	11%	-	*	13%	*	-	*	-	-
	CWOD	49%	39%	15%	0%	15%	*	-	*	-	*	15%	13%	-	15%	16%	19%	11%	-	*	-	-
	EL	25%	25%	14%	-	13%	*	-	*	-	-	16%	*	*	16%	14%	19%	10%	-	*	-	-
	Male	47%	37%	18%	0%	17%	*	-	*	-	-	19%	*	13%	19%	19%	18%	-	-	*	-	-
	Female	45%	36%	11%	0%	11%	-	-	-	-	*	10%	20%	*	11%	10%	-	11%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	13%	8%	13%	19%	*	33%	-	9%	11%	21%	8%	13%	14%	14%	11%	-	4%	-	-
	CWD	9%	6%	8%	8%	2%	43%	-	*	-	*	8%	*	8%	-	0%	11%	0%	-	9%	-	-
	CWOD	24%	18%	13%	8%	14%	7%	*	40%	-	11%	11%	22%	-	13%	16%	15%	12%	-	0%	-	-
	EL	12%	12%	14%	-	13%	11%	-	33%	-	-	14%	18%	0%	16%	14%	17%	12%	-	0%	-	-
	Male	21%	16%	14%	9%	13%	25%	-	50%	-	*	13%	18%	11%	15%	17%	14%	-	-	14%	-	-
	Female	23%	18%	11%	7%	13%	0%	*	0%	-	11%	9%	24%	0%	12%	12%	-	11%	-	0%	-	-
Reading	All Students	25%	20%	18%	13%	18%	20%	*	38%	-	20%	16%	28%	6%	19%	20%	17%	18%	-	0%	-	-
	CWD	9%	6%	6%	9%	0%	*	-	*	-	*	6%	*	6%	-	0%	8%	0%	-	0%	-	-
	CWOD	27%	21%	19%	14%	20%	14%	*	43%	-	*	17%	30%	-	19%	21%	18%	20%	-	0%	-	-
	EL	13%	14%	20%	-	19%	*	-	38%	-	-	19%	23%	0%	21%	20%	20%	19%	-	*	-	-
	Male	22%	17%	17%	13%	15%	29%	-	60%	-	*	16%	19%	8%	18%	20%	17%	-	-	*	-	-
	Female	28%	22%	18%	13%	21%	*	*	*	-	*	15%	40%	0%	20%	19%	-	18%	-	0%	-	-
Mathematics	All Students	20%	14%	10%	5%	11%	10%	*	38%	-	0%	9%	17%	9%	10%	12%	14%	6%	-	9%	-	-
	CWD	9%	6%	9%	9%	5%	*	-	*	-	*	9%	*	9%	-	0%	12%	0%	-	20%	-	-
	CWOD	21%	16%	10%	4%	11%	0%	*	43%	-	*	8%	18%	-	10%	13%	15%	6%	-	0%	-	-
	EL	12%	12%	12%	-	11%	*	-	38%	-	-	11%	15%	0%	13%	12%	17%	7%	-	*	-	-
	Male	21%	15%	14%	6%	15%	14%	-	60%	-	*	13%	19%	12%	15%	17%	14%	-	-	*	-	-
	Female	19%	13%	6%	3%	7%	*	*	*	-	*	5%	15%	0%	6%	7%	-	6%	-	0%	-	-
Science	All Students	20%	15%	3%	0%	2%	*	-	*	-	*	3%	0%	11%	2%	2%	3%	3%	-	*	-	-
	CWD	8%	5%	11%	*	0%	*	-	*	-	-	11%	-	11%	-	*	13%	*	-	*	-	-
	CWOD	22%	16%	2%	0%	2%	*	-	*	-	*	2%	0%	-	2%	3%	0%	3%	-	*	-	-
	EL	7%	8%	2%	-	3%	*	-	*	-	-	3%	*	*	3%	2%	0%	5%	-	*	-	-
	Male	22%	15%	3%	0%	0%	*	-	*	-	-	3%	*	13%	0%	0%	3%	-	-	*	-	-
	Female	19%	14%	3%	0%	4%	-	-	-	-	*	3%	0%	*	3%	5%	-	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)

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<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	79	86	75	75	-	100	-	*	79	61	79
CWD	61	60	53	*	-	*	-	-	62	61	55
CWOD	82	91	78	67	-	100	-	*	82	-	83
EL ◇	79	-	76	*	-	100	-	-	77	55	79
Male	74	86	66	80	-	*	-	*	74	59	74
Female	83	86	82	*	-	*	-	*	83	67	84
<b>Mathematics</b>											
All Students	88	81	90	75	-	100	-	*	88	75	87
CWD	75	20	88	*	-	*	-	-	77	75	83
CWOD	90	92	90	67	-	100	-	*	90	-	88
EL ◇	87	-	87	*	-	100	-	-	88	83	87
Male	87	76	91	60	-	*	-	*	88	76	87
Female	89	86	88	*	-	*	-	*	88	71	87

- 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
252	19	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	33	27	33	45	*	57	-	42	31	22	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)

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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	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	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<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											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%	91%	*	100%	-	100%	99%	100%	94%	100%	99%	98%	100%	-
	CWD	94%	100%	93%	71%	-	*	-	*	94%	*	94%	-	94%	92%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	99%	-	99%	100%	-	100%	-	-	99%	100%	94%	100%	99%	98%	100%	-
	Male	98%	100%	98%	88%	-	100%	-	*	98%	100%	92%	100%	98%	98%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	99%	100%	100%	90%	*	100%	-	100%	99%	100%	94%	100%	99%	99%	100%	-
	CWD	94%	100%	95%	*	-	*	-	*	94%	*	94%	-	93%	92%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	99%	-	99%	*	-	100%	-	-	99%	100%	93%	100%	99%	99%	100%	-
	Male	99%	100%	99%	86%	-	100%	-	*	98%	100%	92%	100%	99%	99%	-	-
	Female	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	99%	100%	99%	90%	*	100%	-	100%	99%	100%	94%	100%	99%	98%	100%	-
		99%	100%	99%	90%	*	100%	-	100%	99%	100%	94%	100%	99%	98%	100%	-
	CWD	94%	100%	95%	*	-	*	-	*	94%	*	94%	-	93%	92%	100%	-
		94%	100%	95%	*	-	*	-	*	94%	*	94%	-	93%	92%	100%	-
	CWOD	100%	100%	99%	100%	*	100%	-	*	100%	100%	-	100%	99%	99%	100%	-
		100%	100%	99%	100%	*	100%	-	*	100%	100%	-	100%	99%	99%	100%	-
	EL	99%	-	99%	*	-	100%	-	-	99%	100%	93%	99%	99%	98%	100%	-
		99%	-	99%	*	-	100%	-	-	99%	100%	93%	99%	99%	98%	100%	-

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Mathematics	Male	98%	100%	98%	86%	-	100%	-	*	97%	100%	92%	99%	98%	98%	-	-
		98%	100%	98%	86%	-	100%	-	*	97%	100%	92%	99%	98%	98%	-	-
	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	1%	0%	1%	9%	*	0%	-	0%	1%	0%	6%	0%	1%	2%	0%	-
	CWD	6%	0%	7%	29%	-	*	-	*	6%	*	6%	-	6%	8%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	1%	-	1%	0%	-	0%	-	-	1%	0%	6%	0%	1%	2%	0%	-
	Male	2%	0%	2%	12%	-	0%	-	*	2%	0%	8%	0%	2%	2%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	1%	0%	0%	10%	*	0%	-	0%	1%	0%	6%	0%	1%	1%	0%	-
	CWD	6%	0%	5%	*	-	*	-	*	6%	*	6%	-	7%	8%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	1%	-	1%	*	-	0%	-	-	1%	0%	7%	0%	1%	1%	0%	-
	Male	1%	0%	1%	14%	-	0%	-	*	2%	0%	8%	0%	1%	1%	-	-
	Female	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	0%	1%	10%	*	0%	-	0%	1%	0%	6%	0%	1%	2%	0%	-
	CWD	6%	0%	5%	*	-	*	-	*	6%	*	6%	-	7%	8%	0%	-
	CWOD	0%	0%	1%	0%	*	0%	-	*	0%	0%	-	0%	1%	1%	0%	-
	EL	1%	-	1%	*	-	0%	-	-	1%	0%	7%	1%	1%	2%	0%	-
	Male	2%	0%	2%	14%	-	0%	-	*	3%	0%	8%	1%	2%	2%	-	-
	Female	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	1%	0%	2%	*	-	*	-	*	2%	0%	11%	0%	0%	3%	0%	-
	CWD	11%	*	20%	*	-	*	-	-	11%	-	11%	-	*	12%	*	-
	CWOD	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	3%	0%	4%	*	-	*	-	-	3%	*	12%	0%	0%	3%	-	-
	Female	0%	0%	0%	-	-	-	-	*	0%	0%	*	0%	0%	-	0%	-

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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	20	15	4	1	0	0	0	0	2		
	Female	6	5	1	0	0	0	0	0	0		
	Total	26	20	5	1	0	0	0	0	2		
<b>Out-of-School Suspensions</b>												
	Male	10	8	2	0	0	0	0	0	0		
	Female	5	5	0	0	0	0	0	0	0		
	Total	15	13	2	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	5	3	1	0	0	0	0	1	1		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	5	3	1	0	0	0	0	1	1		3
<b>Out-of-School Suspensions</b>												
	Male	2	2	0	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	2	0	0	0	0	0	0	0		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
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	30	16	11	2	-8	-8	-8	1	2	4	-8
	Female	26	15	7	3	-8	-8	-8	1	5	2	-8
	Total	56	31	18	5	-8	-8	-8	2	7	6	-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	24	3	16	2	0	2	0	1	19	1
	Female	24	2	15	1	0	3	0	3	11	0
	Total	48	5	31	3	0	5	0	4	30	1
<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	2.9	7.5%
Teachers Teaching with Emergency or Provisional Credentials	0.9	2.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.2	5.8%

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



## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	*	2%
Mathematics	6,587	2%	48	1%	*	2%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	1%
Mathematics	6,408	2%	49	1%	*	1%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	1%
Mathematics	6,177	2%	59	1%	*	1%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	6	1%
Reading	48,805	1%	354	1%	*	1%
Mathematics	43,293	1%	319	1%	*	1%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	27%	42%	22%	27%	*	8%	-	17%	31%	35%	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 and 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%	68%	82%	74%	76%	100%	*	*	-	*	81%	82%	20%	87%	92%	77%	86%	-	-	-	-	
	CWD	52%	42%	20%	-	*	-	-	-	-	*	*	*	20%	-	*	*	*	-	-	-	-	
	CWOD	80%	72%	87%	74%	90%	100%	*	*	-	*	90%	81%	-	87%	100%	83%	92%	-	-	-	-	
	EL	66%	64%	92%	*	88%	*	-	*	-	-	90%	*	*	100%	92%	90%	*	-	-	-	-	
	Male	74%	64%	77%	62%	83%	*	-	*	-	*	76%	83%	*	83%	90%	77%	-	-	-	-	-	
	Female	78%	71%	86%	100%	69%	100%	*	*	-	*	89%	82%	*	92%	*	-	86%	-	-	-	-	
Mathematics	All Students	70%	61%	75%	63%	76%	88%	*	*	-	*	72%	82%	40%	78%	85%	77%	72%	-	-	-	-	
	CWD	46%	38%	40%	-	*	-	-	-	-	*	*	*	40%	-	*	*	*	-	-	-	-	
	CWOD	74%	64%	78%	63%	86%	88%	*	*	-	*	77%	81%	-	78%	92%	79%	77%	-	-	-	-	
	EL	64%	61%	85%	*	75%	*	-	*	-	-	90%	*	*	92%	85%	90%	*	-	-	-	-	
	Male	72%	62%	77%	62%	92%	*	-	*	-	*	76%	83%	*	79%	90%	77%	-	-	-	-	-	
	Female	68%	59%	72%	67%	62%	80%	*	*	-	*	67%	82%	*	77%	*	-	72%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	68%	84%	75%	82%	94%	-	*	-	100%	81%	89%	50%	87%	*	77%	90%	-	*	-	-	
	CWD	48%	39%	50%	*	*	*	-	-	-	-	*	*	50%	-	-	50%	-	-	*	-	-	
	CWOD	81%	72%	87%	78%	88%	100%	-	*	-	100%	82%	100%	-	87%	*	83%	90%	-	*	-	-	
	EL	66%	63%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	
	Male	73%	64%	77%	67%	71%	91%	-	*	-	*	76%	78%	50%	83%	-	77%	-	-	*	-	-	
	Female	79%	72%	90%	82%	90%	100%	-	-	-	*	86%	100%	-	90%	*	-	90%	-	*	-	-	
Mathematics	All Students	68%	56%	66%	45%	76%	71%	-	*	-	100%	65%	67%	33%	69%	*	70%	61%	-	*	-	-	
	CWD	42%	32%	33%	*	*	*	-	-	-	-	*	*	33%	-	-	33%	-	-	*	-	-	
	CWOD	73%	60%	69%	44%	81%	79%	-	*	-	100%	67%	75%	-	69%	*	79%	61%	-	*	-	-	
	EL	63%	58%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	
	Male	70%	58%	70%	67%	86%	64%	-	*	-	*	76%	56%	33%	79%	-	70%	-	-	*	-	-	
	Female	67%	55%	61%	27%	70%	83%	-	-	-	*	55%	78%	-	61%	*	-	61%	-	*	-	-	
Grade 5																							
Reading	All Students	80%	75%	81%	76%	84%	80%	-	*	-	*	80%	80%	54%	90%	79%	79%	82%	-	*	-	-	
	CWD	50%	44%	54%	*	57%	*	-	-	-	-	50%	*	54%	-	*	60%	50%	-	*	-	-	
	CWOD	85%	79%	90%	82%	94%	*	-	*	-	*	88%	86%	-	90%	91%	80%	92%	-	*	-	-	
	EL	71%	72%	79%	*	75%	-	-	*	-	-	90%	*	*	91%	79%	60%	89%	-	-	-	-	
	Male	77%	72%	79%	75%	70%	-	-	*	-	*	78%	*	60%	80%	60%	79%	-	-	*	-	-	
	Female	83%	78%	82%	77%	88%	80%	-	-	-	-	81%	88%	50%	92%	89%	-	82%	-	-	-	-	
Mathematics	All Students	76%	65%	75%	71%	76%	80%	-	*	-	*	73%	89%	62%	80%	69%	84%	71%	-	*	-	-	
	CWD	50%	38%	62%	*	71%	*	-	-	-	-	60%	*	62%	-	*	80%	50%	-	*	-	-	
	CWOD	80%	69%	80%	76%	78%	*	-	*	-	*	76%	100%	-	80%	70%	86%	77%	-	*	-	-	
	EL	70%	66%	69%	*	64%	-	-	*	-	-	70%	*	*	70%	69%	*	56%	-	-	-	-	
	Male	75%	65%	84%	75%	89%	-	-	*	-	*	83%	*	80%	86%	*	84%	-	-	*	-	-	
	Female	76%	66%	71%	69%	69%	80%	-	-	-	-	65%	88%	50%	77%	56%	-	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%	54%	57%	38%	64%	80%	-	*	-	*	52%	78%	46%	60%	54%	68%	50%	-	*	-	-
	CWD	40%	33%	46%	*	57%	*	-	-	-	-	40%	*	46%	-	*	40%	50%	-	*	-	-
	CWOD	69%	57%	60%	41%	67%	*	-	*	-	*	56%	83%	-	60%	60%	79%	50%	-	*	-	-
	EL	52%	49%	54%	*	45%	-	-	*	-	-	50%	*	*	60%	54%	*	44%	-	-	-	-
	Male	67%	57%	68%	50%	78%	-	-	*	-	*	67%	*	40%	79%	*	68%	-	-	*	-	-
	Female	63%	52%	50%	31%	56%	80%	-	-	-	-	42%	75%	50%	50%	44%	-	50%	-	-	-	-
Grade 6																						
Reading	All Students	69%	68%	73%	70%	87%	65%	-	-	-	*	79%	64%	22%	80%	75%	65%	82%	-	*	-	-
	CWD	38%	38%	22%	0%	*	*	-	-	-	-	*	20%	22%	-	*	17%	*	-	*	-	-
	CWOD	74%	73%	80%	80%	86%	71%	-	-	-	*	84%	74%	-	80%	73%	74%	86%	-	*	-	-
	EL	53%	61%	75%	*	88%	*	-	-	-	-	70%	*	*	73%	75%	71%	80%	-	-	-	-
	Male	66%	64%	65%	58%	83%	67%	-	-	-	-	70%	57%	17%	74%	71%	65%	-	-	*	-	-
	Female	72%	72%	82%	81%	89%	60%	-	-	-	*	88%	71%	*	86%	80%	-	82%	-	*	-	-
Mathematics	All Students	72%	70%	57%	50%	80%	53%	-	-	-	*	66%	43%	22%	62%	92%	57%	58%	-	*	-	-
	CWD	47%	47%	22%	20%	*	*	-	-	-	-	*	0%	22%	-	*	33%	*	-	*	-	-
	CWOD	76%	74%	62%	54%	79%	64%	-	-	-	*	67%	52%	-	62%	91%	61%	63%	-	*	-	-
	EL	61%	69%	92%	*	100%	*	-	-	-	-	90%	*	*	91%	92%	86%	100%	-	-	-	-
	Male	73%	70%	57%	42%	83%	67%	-	-	-	-	65%	43%	33%	61%	86%	57%	-	-	*	-	-
	Female	72%	70%	58%	57%	78%	20%	-	-	-	*	67%	43%	*	63%	100%	-	58%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	60%	37%	72%	75%	*	*	-	*	56%	71%	0%	65%	77%	55%	66%	-	-	-	-
	CWD	30%	24%	0%	-	*	-	-	-	-	*	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	54%	44%	65%	37%	86%	75%	*	*	-	*	62%	75%	-	65%	83%	59%	73%	-	-	-	-
	EL	37%	36%	77%	*	75%	*	-	*	-	-	70%	*	*	83%	77%	70%	*	-	-	-	-
	Male	49%	40%	55%	38%	75%	*	-	*	-	*	52%	67%	*	59%	70%	55%	-	-	-	-	-
	Female	52%	43%	66%	33%	69%	80%	*	*	-	*	61%	73%	*	73%	*	-	66%	-	-	-	-
Mathematics	All Students	42%	32%	27%	21%	36%	13%	*	*	-	*	23%	35%	0%	29%	54%	29%	24%	-	-	-	-
	CWD	27%	19%	0%	-	*	-	-	-	-	*	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	45%	34%	29%	21%	43%	13%	*	*	-	*	26%	38%	-	29%	58%	31%	27%	-	-	-	-
	EL	35%	32%	54%	*	50%	*	-	*	-	-	60%	*	*	58%	54%	60%	*	-	-	-	-
	Male	45%	35%	29%	31%	33%	*	-	*	-	*	28%	33%	*	31%	60%	29%	-	-	-	-	-
	Female	39%	30%	24%	0%	38%	20%	*	*	-	*	17%	36%	*	27%	*	-	24%	-	-	-	-
Grade 4																						
Reading	All Students	53%	45%	51%	40%	47%	65%	-	*	-	60%	47%	61%	33%	53%	*	50%	52%	-	*	-	-
	CWD	29%	21%	33%	*	*	*	-	-	-	-	*	*	33%	-	-	33%	-	-	*	-	-
	CWOD	57%	48%	53%	39%	50%	71%	-	*	-	60%	46%	69%	-	53%	*	54%	52%	-	*	-	-
	EL	41%	40%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	51%	43%	50%	33%	43%	64%	-	*	-	*	48%	56%	33%	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
Reading	Female	55%	46%	52%	45%	50%	67%	-	-	-	*	45%	67%	-	52%	*	-	52%	-	*	-	-
Mathematics	All Students	42%	29%	31%	15%	35%	47%	-	*	-	40%	26%	44%	33%	31%	*	40%	23%	-	*	-	-
	CWD	25%	18%	33%	*	*	*	-	-	-	-	*	*	33%	-	-	33%	-	-	*	-	-
	CWOD	45%	31%	31%	11%	38%	50%	-	*	-	40%	23%	50%	-	31%	*	42%	23%	-	*	-	-
	EL	34%	29%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	45%	32%	40%	33%	29%	55%	-	*	-	*	38%	44%	33%	42%	-	40%	-	-	*	-	-
	Female	38%	26%	23%	0%	40%	33%	-	-	-	*	14%	44%	-	23%	*	-	23%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	57%	48%	56%	80%	-	*	-	*	55%	60%	54%	58%	43%	53%	59%	-	*	-	-
	CWD	29%	22%	54%	*	57%	*	-	-	-	-	50%	*	54%	-	*	60%	50%	-	*	-	-
	CWOD	61%	52%	58%	47%	56%	*	-	*	-	*	56%	57%	-	58%	45%	47%	62%	-	*	-	-
	EL	43%	44%	43%	*	33%	-	-	*	-	-	40%	*	*	45%	43%	20%	56%	-	-	-	-
	Male	53%	46%	53%	38%	50%	-	-	*	-	*	50%	*	60%	47%	20%	53%	-	-	*	-	-
	Female	60%	52%	59%	54%	56%	80%	-	-	-	-	58%	63%	50%	62%	56%	-	59%	-	-	-	-
Mathematics	All Students	47%	36%	45%	33%	52%	60%	-	*	-	*	41%	67%	31%	50%	46%	42%	47%	-	*	-	-
	CWD	25%	17%	31%	*	29%	*	-	-	-	-	20%	*	31%	-	*	20%	38%	-	*	-	-
	CWOD	50%	38%	50%	35%	61%	*	-	*	-	*	47%	67%	-	50%	50%	50%	50%	-	*	-	-
	EL	38%	35%	46%	*	45%	-	-	*	-	-	40%	*	*	50%	46%	*	44%	-	-	-	-
	Male	48%	37%	42%	38%	44%	-	-	*	-	*	39%	*	20%	50%	*	42%	-	-	*	-	-
	Female	46%	35%	47%	31%	56%	60%	-	-	-	-	42%	63%	38%	50%	44%	-	47%	-	-	-	-
Science	All Students	38%	28%	30%	14%	36%	60%	-	*	-	*	25%	56%	38%	28%	31%	37%	26%	-	*	-	-
	CWD	23%	16%	38%	*	43%	*	-	-	-	-	30%	*	38%	-	*	40%	38%	-	*	-	-
	CWOD	40%	29%	28%	12%	33%	*	-	*	-	*	24%	50%	-	28%	30%	36%	23%	-	*	-	-
	EL	24%	23%	31%	*	27%	-	-	*	-	-	20%	*	*	30%	31%	*	22%	-	-	-	-
	Male	41%	31%	37%	13%	56%	-	-	*	-	*	33%	*	40%	36%	*	37%	-	-	*	-	-
	Female	34%	24%	26%	15%	25%	60%	-	-	-	-	19%	50%	38%	23%	22%	-	26%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	44%	33%	73%	47%	-	-	-	*	45%	43%	11%	48%	75%	43%	45%	-	*	-	-
	CWD	21%	20%	11%	0%	*	*	-	-	-	-	*	0%	11%	-	*	17%	*	-	*	-	-
	CWOD	46%	45%	48%	37%	71%	57%	-	-	-	*	47%	52%	-	48%	73%	48%	49%	-	*	-	-
	EL	24%	34%	75%	*	88%	*	-	-	-	-	70%	*	*	73%	75%	71%	80%	-	-	-	-
	Male	40%	40%	43%	21%	83%	58%	-	-	-	-	43%	43%	17%	48%	71%	43%	-	-	*	-	-
	Female	45%	44%	45%	43%	67%	20%	-	-	-	*	46%	43%	*	49%	80%	-	45%	-	*	-	-
Mathematics	All Students	38%	37%	21%	13%	47%	24%	-	-	-	*	30%	7%	11%	23%	58%	27%	16%	-	*	-	-
	CWD	20%	21%	11%	0%	*	*	-	-	-	-	*	0%	11%	-	*	17%	*	-	*	-	-
	CWOD	41%	40%	23%	14%	43%	29%	-	-	-	*	30%	9%	-	23%	55%	29%	17%	-	*	-	-
	EL	24%	35%	58%	*	63%	*	-	-	-	-	60%	*	*	55%	58%	71%	40%	-	-	-	-
	Male	40%	39%	27%	5%	83%	33%	-	-	-	-	35%	14%	17%	29%	71%	27%	-	-	*	-	-
	Female	36%	35%	16%	19%	22%	0%	-	-	-	*	25%	0%	*	17%	40%	-	16%	-	*	-	-

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

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Mathematics	Female	23%	14%	21%	8%	25%	40%	-	-	-	-	23%	13%	13%	23%	22%	-	21%	-	-	-	-
Science	All Students	17%	12%	13%	10%	16%	20%	-	*	-	*	11%	22%	31%	8%	15%	16%	12%	-	*	-	-
	CWD	9%	6%	31%	*	29%	*	-	-	-	-	20%	*	31%	-	*	20%	38%	-	*	-	-
	CWOD	19%	12%	8%	6%	11%	*	-	*	-	*	9%	0%	-	8%	10%	14%	4%	-	*	-	-
	EL	9%	8%	15%	*	18%	-	-	*	-	-	10%	*	*	10%	15%	*	22%	-	-	-	-
	Male	20%	14%	16%	13%	22%	-	-	*	-	*	17%	*	20%	14%	*	16%	-	-	*	-	-
	Female	15%	10%	12%	8%	13%	20%	-	-	-	-	8%	25%	38%	4%	22%	-	12%	-	-	-	-
<b>Grade 6</b>																						
Reading	All Students	23%	21%	19%	10%	27%	29%	-	-	-	*	23%	11%	0%	21%	25%	16%	21%	-	*	-	-
	CWD	8%	7%	0%	0%	*	*	-	-	-	-	*	0%	0%	-	*	0%	*	-	*	-	-
	CWOD	25%	23%	21%	11%	29%	36%	-	-	-	*	26%	13%	-	21%	27%	19%	23%	-	*	-	-
	EL	9%	15%	25%	*	25%	*	-	-	-	-	20%	*	*	27%	25%	29%	20%	-	-	-	-
	Male	21%	19%	16%	0%	33%	33%	-	-	-	-	17%	14%	0%	19%	29%	16%	-	-	*	-	-
	Female	25%	23%	21%	19%	22%	20%	-	-	-	*	29%	7%	*	23%	20%	-	21%	-	*	-	-
Mathematics	All Students	16%	16%	4%	0%	13%	6%	-	-	-	*	6%	0%	0%	5%	8%	8%	0%	-	*	-	-
	CWD	8%	9%	0%	0%	*	*	-	-	-	-	*	0%	0%	-	*	0%	*	-	*	-	-
	CWOD	17%	17%	5%	0%	14%	7%	-	-	-	*	7%	0%	-	5%	9%	10%	0%	-	*	-	-
	EL	7%	14%	8%	*	0%	*	-	-	-	-	10%	*	*	9%	8%	14%	0%	-	-	-	-
	Male	17%	18%	8%	0%	33%	8%	-	-	-	-	13%	0%	0%	10%	14%	8%	-	-	*	-	-
	Female	14%	13%	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	66%	72%	62%	77%	76%	*	85%	-	93%	72%	71%	42%	77%	79%	72%	72%	-	65%	-	-
	CWD	44%	36%	42%	31%	48%	39%	-	-	-	*	44%	36%	42%	-	46%	42%	42%	-	33%	-	-
	CWOD	77%	70%	77%	66%	83%	84%	*	85%	-	92%	76%	78%	-	77%	84%	78%	76%	-	91%	-	-
	EL	59%	58%	79%	78%	77%	80%	-	100%	-	-	78%	81%	46%	84%	79%	85%	73%	-	-	-	-
	Male	71%	63%	72%	59%	83%	75%	-	82%	-	86%	74%	64%	42%	78%	85%	72%	-	-	69%	-	-
	Female	75%	68%	72%	64%	73%	77%	*	*	-	95%	70%	76%	42%	76%	73%	-	72%	-	*	-	-
Reading	All Students	74%	67%	80%	73%	82%	83%	*	83%	-	100%	80%	78%	39%	86%	85%	74%	85%	-	67%	-	-
	CWD	43%	35%	39%	27%	38%	50%	-	-	-	*	41%	36%	39%	-	40%	37%	43%	-	*	-	-
	CWOD	78%	72%	86%	79%	90%	90%	*	83%	-	100%	86%	85%	-	86%	92%	81%	90%	-	80%	-	-
	EL	57%	57%	85%	*	86%	80%	-	*	-	-	84%	80%	40%	92%	85%	81%	90%	-	-	-	-
	Male	70%	63%	74%	63%	79%	81%	-	80%	-	*	75%	70%	37%	81%	81%	74%	-	-	71%	-	-
	Female	78%	73%	85%	82%	83%	86%	*	*	-	100%	86%	83%	43%	90%	90%	-	85%	-	*	-	-
Mathematics	All Students	71%	64%	67%	56%	77%	68%	*	83%	-	85%	69%	64%	42%	71%	80%	70%	65%	-	67%	-	-
	CWD	44%	36%	42%	36%	54%	25%	-	-	-	*	50%	27%	42%	-	60%	47%	36%	-	*	-	-
	CWOD	75%	67%	71%	58%	81%	77%	*	83%	-	83%	72%	70%	-	71%	83%	74%	69%	-	100%	-	-
	EL	61%	61%	80%	*	79%	80%	-	*	-	-	81%	78%	60%	83%	80%	90%	70%	-	-	-	-
	Male	71%	63%	70%	57%	88%	69%	-	80%	-	*	75%	57%	47%	74%	90%	70%	-	-	71%	-	-

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Mathematics	Female	71%	64%	65%	55%	69%	67%	*	*	-	90%	63%	69%	36%	69%	70%	-	65%	-	*	-	-
Science	All Students	74%	66%	57%	38%	64%	80%	-	*	-	*	52%	78%	46%	60%	54%	68%	50%	-	*	-	-
	CWD	47%	38%	46%	*	57%	*	-	-	-	-	40%	*	46%	-	*	40%	50%	-	*	-	-
	CWOD	78%	69%	60%	41%	67%	*	-	*	-	*	56%	83%	-	60%	60%	79%	50%	-	*	-	-
	EL	58%	56%	54%	*	45%	-	-	*	-	-	50%	*	*	60%	54%	*	44%	-	-	-	-
	Male	74%	65%	68%	50%	78%	-	-	*	-	*	67%	*	40%	79%	*	68%	-	-	*	-	-
	Female	75%	66%	50%	31%	56%	80%	-	-	-	-	42%	75%	50%	50%	44%	-	50%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	40%	27%	50%	48%	*	54%	-	37%	38%	44%	28%	42%	56%	41%	39%	-	25%	-	-
	CWD	23%	18%	28%	23%	33%	28%	-	-	-	*	30%	24%	28%	-	38%	28%	28%	-	11%	-	-
	CWOD	50%	42%	42%	28%	54%	53%	*	54%	-	40%	40%	48%	-	42%	59%	44%	41%	-	36%	-	-
	EL	29%	30%	56%	56%	55%	50%	-	71%	-	-	51%	71%	38%	59%	56%	61%	51%	-	-	-	-
	Male	45%	38%	41%	25%	55%	50%	-	55%	-	43%	41%	43%	28%	44%	61%	41%	-	-	31%	-	-
	Female	48%	41%	39%	29%	47%	47%	*	*	-	35%	36%	46%	28%	41%	51%	-	39%	-	*	-	-
Reading	All Students	52%	45%	52%	38%	62%	62%	*	67%	-	54%	50%	57%	30%	56%	66%	50%	55%	-	33%	-	-
	CWD	24%	19%	30%	27%	38%	25%	-	-	-	*	36%	18%	30%	-	40%	32%	29%	-	*	-	-
	CWOD	56%	48%	56%	39%	67%	69%	*	67%	-	58%	52%	64%	-	56%	69%	53%	58%	-	40%	-	-
	EL	31%	33%	66%	*	66%	60%	-	*	-	-	59%	80%	40%	69%	66%	62%	70%	-	-	-	-
	Male	47%	41%	50%	31%	65%	62%	-	60%	-	*	48%	53%	32%	53%	62%	50%	-	-	43%	-	-
	Female	56%	49%	55%	45%	60%	62%	*	*	-	50%	52%	60%	29%	58%	70%	-	55%	-	*	-	-
Mathematics	All Students	41%	33%	30%	19%	43%	34%	*	33%	-	23%	30%	31%	21%	31%	54%	33%	27%	-	22%	-	-
	CWD	22%	17%	21%	18%	23%	25%	-	-	-	*	23%	18%	21%	-	40%	21%	21%	-	*	-	-
	CWOD	44%	35%	31%	19%	46%	36%	*	33%	-	25%	31%	33%	-	31%	56%	36%	28%	-	40%	-	-
	EL	29%	29%	54%	*	55%	40%	-	*	-	-	53%	56%	40%	56%	54%	62%	45%	-	-	-	-
	Male	42%	34%	33%	22%	44%	38%	-	40%	-	*	34%	30%	21%	36%	62%	33%	-	-	29%	-	-
	Female	40%	33%	27%	16%	42%	29%	*	*	-	20%	26%	31%	21%	28%	45%	-	27%	-	*	-	-
Science	All Students	46%	37%	30%	14%	36%	60%	-	*	-	*	25%	56%	38%	28%	31%	37%	26%	-	*	-	-
	CWD	23%	17%	38%	*	43%	*	-	-	-	-	30%	*	38%	-	*	40%	38%	-	*	-	-
	CWOD	49%	39%	28%	12%	33%	*	-	*	-	*	24%	50%	-	28%	30%	36%	23%	-	*	-	-
	EL	25%	25%	31%	*	27%	-	-	*	-	-	20%	*	*	30%	31%	*	22%	-	-	-	-
	Male	47%	37%	37%	13%	56%	-	-	*	-	*	33%	*	40%	36%	*	37%	-	-	*	-	-
	Female	45%	36%	26%	15%	25%	60%	-	-	-	-	19%	50%	38%	23%	22%	-	26%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	17%	8%	21%	21%	*	31%	-	33%	16%	18%	9%	18%	20%	18%	15%	-	10%	-	-
	CWD	9%	6%	9%	4%	12%	11%	-	-	-	*	7%	12%	9%	-	8%	7%	11%	-	0%	-	-
	CWOD	24%	18%	18%	9%	23%	23%	*	31%	-	36%	17%	20%	-	18%	22%	20%	16%	-	18%	-	-
	EL	12%	12%	20%	22%	16%	20%	-	57%	-	-	18%	29%	8%	22%	20%	22%	18%	-	-	-	-
	Male	21%	16%	18%	8%	25%	21%	-	36%	-	43%	18%	20%	7%	20%	22%	18%	-	-	13%	-	-
	Female	23%	18%	15%	8%	19%	21%	*	*	-	30%	15%	17%	11%	16%	18%	-	15%	-	*	-	-
Reading	All Students	25%	20%	24%	12%	32%	28%	*	33%	-	54%	23%	26%	3%	27%	27%	24%	24%	-	11%	-	-
	CWD	9%	6%	3%	0%	8%	0%	-	-	-	*	5%	0%	3%	-	0%	5%	0%	-	*	-	-
	CWOD	27%	21%	27%	13%	36%	33%	*	33%	-	58%	26%	31%	-	27%	31%	28%	27%	-	20%	-	-
	EL	13%	14%	27%	*	24%	20%	-	*	-	-	25%	30%	0%	31%	27%	29%	25%	-	-	-	-
	Male	22%	17%	24%	10%	35%	27%	-	40%	-	*	22%	30%	5%	28%	29%	24%	-	-	14%	-	-
	Female	28%	22%	24%	14%	29%	29%	*	*	-	50%	24%	24%	0%	27%	25%	-	24%	-	*	-	-
Mathematics	All Students	20%	14%	10%	4%	12%	15%	*	33%	-	15%	10%	10%	6%	11%	15%	13%	8%	-	11%	-	-
	CWD	9%	6%	6%	0%	8%	13%	-	-	-	*	5%	9%	6%	-	0%	5%	7%	-	*	-	-
	CWOD	21%	16%	11%	4%	13%	15%	*	33%	-	17%	11%	10%	-	11%	17%	14%	8%	-	20%	-	-
	EL	12%	12%	15%	*	7%	20%	-	*	-	-	13%	22%	0%	17%	15%	19%	10%	-	-	-	-
	Male	21%	15%	13%	6%	15%	15%	-	40%	-	*	14%	10%	5%	14%	19%	13%	-	-	14%	-	-
	Female	19%	13%	8%	2%	10%	14%	*	*	-	10%	7%	10%	7%	8%	10%	-	8%	-	*	-	-
Science	All Students	20%	15%	13%	10%	16%	20%	-	*	-	*	11%	22%	31%	8%	15%	16%	12%	-	*	-	-
	CWD	8%	5%	31%	*	29%	*	-	-	-	-	20%	*	31%	-	*	20%	38%	-	*	-	-
	CWOD	22%	16%	8%	6%	11%	*	-	*	-	*	9%	0%	-	8%	10%	14%	4%	-	*	-	-
	EL	7%	8%	15%	*	18%	-	-	*	-	-	10%	*	*	10%	15%	*	22%	-	-	-	-
	Male	22%	15%	16%	13%	22%	-	-	*	-	*	17%	*	20%	14%	*	16%	-	-	*	-	-
	Female	19%	14%	12%	8%	13%	20%	-	-	-	-	8%	25%	38%	4%	22%	-	12%	-	-	-	-

- 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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<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	72	75	78	64	-	*	-	64	73	52	74
CWD	52	63	50	43	-	-	-	-	63	52	*
CWOD	76	77	83	70	-	*	-	64	74	-	81
EL ◇	74	*	72	*	-	-	-	-	74	*	74
Male	70	60	89	66	-	*	-	*	73	54	69
Female	74	87	71	62	-	-	-	50	72	50	77
<b>Mathematics</b>											
All Students	79	72	93	69	-	*	-	79	85	64	80
CWD	64	63	100	29	-	-	-	-	73	64	*
CWOD	82	74	91	80	-	*	-	79	87	-	78
EL ◇	80	*	83	*	-	-	-	-	78	*	80
Male	79	76	95	63	-	*	-	*	89	71	69
Female	79	69	91	77	-	-	-	70	82	50	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
64	15	23%

- 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	43	32	49	48	*	57	-	54	42	26	52
<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	N	Y	N					Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	Y	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	Y	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	N	Y
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%	99%	100%	*	100%	-	100%	100%	99%	100%	100%	99%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	*	100%	-	100%	100%	99%	-	100%	99%	100%	100%	-
	EL	99%	100%	99%	100%	-	100%	-	-	100%	96%	100%	99%	99%	98%	100%	-
	Male	100%	100%	99%	100%	-	100%	-	100%	100%	98%	100%	100%	98%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	100%	100%	99%	100%	*	100%	-	100%	100%	99%	100%	100%	98%	99%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	*	100%	-	100%	100%	98%	-	100%	97%	99%	100%	-
	EL	98%	*	97%	100%	-	*	-	-	100%	91%	100%	97%	98%	96%	100%	-
	Male	99%	100%	97%	100%	-	100%	-	*	100%	97%	100%	99%	96%	99%	-	-
	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%	100%	100%	-
	EL	100%	*	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	*	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-

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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%	-
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%	1%	0%	0%	1%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	*	0%	-	0%	0%	1%	-	0%	1%	0%	0%	-
	EL	1%	0%	1%	0%	-	0%	-	-	0%	4%	0%	1%	1%	2%	0%	-
	Male	0%	0%	1%	0%	-	0%	-	0%	0%	2%	0%	0%	2%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	1%	0%	*	0%	-	0%	0%	1%	0%	0%	2%	1%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	*	0%	-	0%	0%	2%	-	0%	3%	1%	0%	-
	EL	2%	*	3%	0%	-	*	-	-	0%	9%	0%	3%	2%	4%	0%	-
	Male	1%	0%	3%	0%	-	0%	-	*	0%	3%	0%	1%	4%	1%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	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%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	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%	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	26	12	6	5	0	0	0	3	3		
	Female	2	2	0	0	0	0	0	0	0		
	Total	28	14	6	5	0	0	0	3	3		
<b>Out-of-School Suspensions</b>												
	Male	11	6	1	2	0	0	0	2	0		
	Female	2	2	0	0	0	0	0	0	0		
	Total	13	8	1	2	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	11	4	1	4	0	0	0	2	1		7
	Female	3	0	3	0	0	0	0	0	0		0
	Total	14	4	4	4	0	0	0	2	1		7
<b>Out-of-School Suspensions</b>												
	Male	7	4	0	1	0	0	0	2	0		4
	Female	1	1	0	0	0	0	0	0	0		0
	Total	8	5	0	1	0	0	0	2	0		4
<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	19	6	5	8	-8	-8	-8	-8	1	2	-8
	Female	18	6	2	8	1	-8	1	-8	3	1	-8
	Total	37	12	7	16	1	-8	1	-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
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	1.9	5.7%
Teachers Teaching with Emergency or Provisional Credentials	3.0	9.5%
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%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	3%
Mathematics	6,408	2%	49	1%	*	3%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	7%
Mathematics	6,205	2%	32	1%	*	8%
Science	6,200	2%	32	1%	*	8%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	1%
Mathematics	6,177	2%	59	1%	*	1%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	18	3%
Reading	48,805	1%	354	1%	7	3%
Mathematics	43,293	1%	319	1%	7	3%
Science	17,856	1%	118	1%	*	8%

- 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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	25%	33%	19%	24%	*	0%	-	10%	27%	27%	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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**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 and 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%	68%	93%	80%	84%	96%	-	100%	-	100%	85%	96%	58%	99%	89%	98%	88%	-	*	-	*	
	CWD	52%	42%	58%	*	60%	67%	-	-	-	-	*	67%	58%	-	-	86%	20%	-	-	-	-	
	CWOD	80%	72%	99%	*	93%	100%	-	100%	-	100%	94%	100%	-	99%	89%	100%	97%	-	*	-	*	
	EL	66%	64%	89%	*	*	*	-	*	-	-	*	100%	-	89%	89%	100%	*	-	-	-	-	
	Male	74%	64%	98%	*	92%	100%	-	*	-	*	100%	97%	86%	100%	100%	98%	-	-	*	-	-	
	Female	78%	71%	88%	*	67%	93%	-	*	-	*	75%	94%	20%	97%	*	-	88%	-	*	-	*	
Mathematics	All Students	70%	61%	89%	100%	68%	92%	-	100%	-	100%	80%	91%	50%	95%	89%	89%	88%	-	*	-	*	
	CWD	46%	38%	50%	*	20%	67%	-	-	-	-	*	56%	50%	-	-	57%	40%	-	-	-	-	
	CWOD	74%	64%	95%	*	86%	96%	-	100%	-	100%	88%	97%	-	95%	89%	95%	95%	-	*	-	*	
	EL	64%	61%	89%	*	*	*	-	*	-	-	*	100%	-	89%	89%	100%	*	-	-	-	-	
	Male	72%	62%	89%	*	62%	100%	-	*	-	*	75%	92%	57%	95%	100%	89%	-	-	*	-	-	
	Female	68%	59%	88%	*	83%	87%	-	*	-	*	83%	90%	40%	95%	*	-	88%	-	*	-	*	
Grade 4																							
Reading	All Students	76%	68%	88%	80%	92%	83%	-	100%	*	86%	81%	91%	62%	97%	73%	86%	90%	-	-	-	-	
	CWD	48%	39%	62%	*	*	62%	-	*	-	*	50%	69%	62%	-	*	59%	*	-	-	-	-	
	CWOD	81%	72%	97%	*	96%	96%	-	100%	*	*	95%	98%	-	97%	89%	100%	92%	-	-	-	-	
	EL	66%	63%	73%	*	71%	*	-	*	-	-	57%	*	*	89%	73%	71%	*	-	-	-	-	
	Male	73%	64%	86%	*	93%	82%	-	*	*	83%	75%	91%	59%	100%	71%	86%	-	-	-	-	-	
	Female	79%	72%	90%	*	91%	86%	-	*	-	*	91%	89%	*	92%	*	-	90%	-	-	-	-	
Mathematics	All Students	68%	56%	79%	80%	73%	81%	-	100%	*	71%	63%	87%	52%	88%	64%	78%	80%	-	-	-	-	
	CWD	42%	32%	52%	*	*	54%	-	*	-	*	38%	62%	52%	-	*	53%	*	-	-	-	-	
	CWOD	73%	60%	88%	*	75%	96%	-	100%	*	*	74%	95%	-	88%	78%	91%	85%	-	-	-	-	
	EL	63%	58%	64%	*	57%	*	-	*	-	-	43%	*	*	78%	64%	71%	*	-	-	-	-	
	Male	70%	58%	78%	*	73%	82%	-	*	*	67%	63%	86%	53%	91%	71%	78%	-	-	-	-	-	
	Female	67%	55%	80%	*	73%	79%	-	*	-	*	64%	89%	*	85%	*	-	80%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	75%	97%	80%	94%	98%	-	*	*	100%	90%	98%	70%	99%	100%	94%	100%	-	-	-	-	
	CWD	50%	44%	70%	*	*	83%	-	-	-	-	*	83%	70%	-	-	71%	*	-	-	-	-	
	CWOD	85%	79%	99%	100%	94%	98%	-	*	*	100%	100%	98%	-	99%	100%	98%	100%	-	-	-	-	
	EL	71%	72%	100%	-	-	100%	-	*	-	-	*	*	-	100%	100%	100%	*	-	-	-	-	
	Male	77%	72%	94%	67%	90%	97%	-	*	*	*	85%	98%	71%	98%	100%	94%	-	-	-	-	-	
	Female	83%	78%	100%	*	100%	94%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-	
Mathematics	All Students	76%	65%	98%	90%	94%	98%	-	*	*	100%	95%	98%	80%	100%	100%	98%	97%	-	-	-	-	
	CWD	50%	38%	80%	*	*	83%	-	-	-	-	*	83%	80%	-	-	86%	*	-	-	-	-	
	CWOD	80%	69%	100%	100%	94%	100%	-	*	*	100%	100%	100%	-	100%	100%	100%	100%	-	-	-	-	
	EL	70%	66%	100%	-	-	100%	-	*	-	-	*	*	-	100%	100%	100%	*	-	-	-	-	
	Male	75%	65%	98%	83%	90%	100%	-	*	*	*	92%	100%	86%	100%	100%	98%	-	-	-	-	-	
	Female	76%	66%	97%	*	100%	94%	-	-	-	*	100%	96%	*	100%	*	-	97%	-	-	-	-	

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Science	All Students	65%	54%	94%	70%	100%	96%	-	*	*	100%	86%	97%	70%	97%	100%	95%	94%	-	-	-	-
	CWD	40%	33%	70%	*	*	83%	-	-	-	-	*	83%	70%	-	-	71%	*	-	-	-	-
	CWOD	69%	57%	97%	88%	100%	98%	-	*	*	100%	94%	98%	-	97%	100%	98%	97%	-	-	-	-
	EL	52%	49%	100%	-	-	100%	-	*	-	-	*	*	-	100%	100%	100%	*	-	-	-	-
	Male	67%	57%	95%	67%	100%	97%	-	*	*	*	85%	98%	71%	98%	100%	95%	-	-	-	-	-
	Female	63%	52%	94%	*	100%	94%	-	-	-	*	88%	96%	*	97%	*	-	94%	-	-	-	-
Grade 6																						
Reading	All Students	69%	68%	90%	82%	78%	95%	-	100%	-	*	83%	94%	60%	94%	79%	89%	91%	-	-	*	-
	CWD	38%	38%	60%	*	*	*	-	-	-	-	*	71%	60%	-	*	*	50%	-	-	-	-
	CWOD	74%	73%	94%	100%	86%	95%	-	100%	-	*	88%	98%	-	94%	92%	91%	100%	-	-	*	-
	EL	53%	61%	79%	*	67%	*	-	*	-	-	88%	67%	*	92%	79%	89%	60%	-	-	-	-
	Male	66%	64%	89%	*	75%	93%	-	*	-	*	73%	97%	*	91%	89%	89%	-	-	-	*	-
	Female	72%	72%	91%	75%	83%	100%	-	*	-	*	93%	90%	50%	100%	60%	-	91%	-	-	-	-
Mathematics	All Students	72%	70%	90%	82%	78%	95%	-	100%	-	*	90%	91%	50%	96%	86%	94%	86%	-	-	*	-
	CWD	47%	47%	50%	*	*	*	-	-	-	-	*	57%	50%	-	*	*	50%	-	-	-	-
	CWOD	76%	74%	96%	89%	86%	100%	-	100%	-	*	96%	96%	-	96%	92%	98%	93%	-	-	*	-
	EL	61%	69%	86%	*	67%	*	-	*	-	-	88%	83%	*	92%	86%	89%	80%	-	-	-	-
	Male	73%	70%	94%	*	83%	96%	-	*	-	*	93%	94%	*	98%	89%	94%	-	-	-	*	-
	Female	72%	70%	86%	75%	67%	94%	-	*	-	*	86%	86%	50%	93%	80%	-	86%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	78%	80%	47%	85%	-	100%	-	100%	65%	82%	42%	84%	67%	84%	72%	-	*	-	*
	CWD	30%	24%	42%	*	20%	67%	-	-	-	-	*	44%	42%	-	-	57%	20%	-	-	-	-
	CWOD	54%	44%	84%	*	57%	87%	-	100%	-	100%	71%	88%	-	84%	67%	89%	79%	-	*	-	*
	EL	37%	36%	67%	*	*	*	-	*	-	-	*	80%	-	67%	67%	83%	*	-	-	-	-
	Male	49%	40%	84%	*	54%	95%	-	*	-	*	75%	86%	57%	89%	83%	84%	-	-	*	-	-
	Female	52%	43%	72%	*	33%	77%	-	*	-	*	58%	77%	20%	79%	*	-	72%	-	*	-	*
Mathematics	All Students	42%	32%	68%	60%	42%	73%	-	80%	-	100%	50%	74%	42%	72%	44%	76%	60%	-	*	-	*
	CWD	27%	19%	42%	*	20%	67%	-	-	-	-	*	56%	42%	-	-	57%	20%	-	-	-	-
	CWOD	45%	34%	72%	*	50%	74%	-	80%	-	100%	59%	76%	-	72%	44%	79%	66%	-	*	-	*
	EL	35%	32%	44%	*	*	*	-	*	-	-	*	40%	-	44%	44%	50%	*	-	-	-	-
	Male	45%	35%	76%	*	54%	86%	-	*	-	*	50%	81%	57%	79%	50%	76%	-	-	*	-	-
	Female	39%	30%	60%	*	17%	63%	-	*	-	*	50%	65%	20%	66%	*	-	60%	-	*	-	*
Grade 4																						
Reading	All Students	53%	45%	68%	40%	73%	61%	-	100%	*	71%	52%	76%	33%	80%	45%	65%	73%	-	-	-	-
	CWD	29%	21%	33%	*	*	23%	-	*	-	*	25%	38%	33%	-	*	35%	*	-	-	-	-
	CWOD	57%	48%	80%	*	75%	83%	-	100%	*	*	63%	88%	-	80%	56%	79%	81%	-	-	-	-
	EL	41%	40%	45%	*	43%	*	-	*	-	-	43%	*	*	56%	45%	43%	*	-	-	-	-
	Male	51%	43%	65%	*	80%	55%	-	*	*	67%	56%	69%	35%	79%	43%	65%	-	-	-	-	-



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Reading	Female	55%	46%	73%	*	64%	71%		*	-	*	45%	89%	*	81%	*	-	73%	-	-	-	-	
Mathematics	All Students	42%	29%	53%	40%	42%	58%	-	100%		43%	26%	67%	24%	63%	27%	53%	53%	-	-	-	-	
	CWD	25%	18%	24%	*	*	23%	-	*	-	*	0%	38%	24%	-	*	24%	*	-	-	-	-	
	CWOD	45%	31%	63%	*	42%	78%	-	100%	*	*	37%	76%	-	63%	33%	68%	58%	-	-	-	-	
	EL	34%	29%	27%	*	14%	*	-	*	-	-	14%	*	*	33%	27%	43%	*	-	-	-	-	
	Male	45%	32%	53%	*	47%	59%	-	*	*	33%	19%	69%	24%	68%	43%	53%	-	-	-	-	-	
	Female	38%	26%	53%	*	36%	57%	-	*	-	*	36%	63%	*	58%	*	-	53%	-	-	-	-	
Grade 5																							
Reading	All Students	57%	49%	90%	80%	78%	92%	-	*	*	100%	86%	91%	40%	95%	100%	87%	94%	-	-	-	-	
	CWD	29%	22%	40%	*	*	67%	-	-	-	-	*	50%	40%	-	-	43%	*	-	-	-	-	
	CWOD	61%	52%	95%	100%	88%	93%	-	*	*	100%	100%	93%	-	95%	100%	94%	97%	-	-	-	-	
	EL	43%	44%	100%	-	-	100%	-	*	-	-	*	*	-	100%	100%	100%	*	-	-	-	-	
	Male	53%	46%	87%	67%	70%	91%	-	*	*	*	77%	90%	43%	94%	100%	87%	-	-	-	-	-	
	Female	60%	52%	94%	*	88%	89%	-	-	-	*	100%	92%	*	97%	*	-	94%	-	-	-	-	-
Mathematics	All Students	47%	36%	84%	50%	78%	90%	-	*	*	80%	76%	86%	50%	88%	88%	85%	82%	-	-	-	-	
	CWD	25%	17%	50%	*	*	67%	-	-	-	-	*	50%	50%	-	-	57%	*	-	-	-	-	
	CWOD	50%	38%	88%	63%	81%	93%	-	*	*	80%	82%	90%	-	88%	88%	89%	87%	-	-	-	-	
	EL	38%	35%	88%	-	-	86%	-	*	-	-	*	*	-	88%	88%	83%	*	-	-	-	-	
	Male	48%	37%	85%	50%	80%	91%	-	*	*	*	69%	90%	57%	89%	83%	85%	-	-	-	-	-	
	Female	46%	35%	82%	*	75%	89%	-	-	-	*	88%	80%	*	87%	*	-	82%	-	-	-	-	-
Science	All Students	38%	28%	81%	30%	83%	87%	-	*	*	100%	62%	87%	40%	86%	88%	82%	79%	-	-	-	-	
	CWD	23%	16%	40%	*	*	50%	-	-	-	-	*	50%	40%	-	-	43%	*	-	-	-	-	
	CWOD	40%	29%	86%	38%	88%	91%	-	*	*	100%	71%	90%	-	86%	88%	88%	83%	-	-	-	-	
	EL	24%	23%	88%	-	-	86%	-	*	-	-	*	*	-	88%	88%	83%	*	-	-	-	-	
	Male	41%	31%	82%	17%	80%	91%	-	*	*	*	54%	90%	43%	88%	83%	82%	-	-	-	-	-	
	Female	34%	24%	79%	*	88%	78%	-	-	-	*	75%	80%	*	83%	*	-	79%	-	-	-	-	-
Grade 6																							
Reading	All Students	42%	42%	70%	36%	50%	81%	-	83%	-	*	48%	81%	40%	74%	71%	72%	66%	-	-	*	-	
	CWD	21%	20%	40%	*	*	*	-	-	-	-	*	57%	40%	-	*	*	17%	-	-	-	-	
	CWOD	46%	45%	74%	44%	57%	82%	-	83%	-	*	54%	85%	-	74%	83%	72%	76%	-	-	*	-	
	EL	24%	34%	71%	*	67%	*	-	*	-	-	75%	67%	*	83%	71%	78%	60%	-	-	-	-	
	Male	40%	40%	72%	*	58%	81%	-	*	-	*	47%	84%	*	72%	78%	72%	-	-	-	*	-	
	Female	45%	44%	66%	38%	33%	81%	-	*	-	*	50%	76%	17%	76%	60%	-	66%	-	-	-	-	-
Mathematics	All Students	38%	37%	71%	36%	44%	84%	-	100%	-	*	48%	83%	20%	78%	71%	81%	57%	-	-	*	-	
	CWD	20%	21%	20%	*	*	*	-	-	-	-	*	29%	20%	-	*	*	0%	-	-	-	-	-
	CWOD	41%	40%	78%	44%	50%	90%	-	100%	-	*	54%	91%	-	78%	83%	84%	69%	-	-	*	-	
	EL	24%	35%	71%	*	50%	*	-	*	-	-	75%	67%	*	83%	71%	89%	40%	-	-	-	-	-
	Male	40%	39%	81%	*	58%	89%	-	*	-	*	53%	94%	*	84%	89%	81%	-	-	-	*	-	-
	Female	36%	35%	57%	25%	17%	75%	-	*	-	*	43%	67%	0%	69%	40%	-	57%	-	-	-	-	-

Texas Education Agency  
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BUTLER EL (220901129) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	51%	40%	21%	62%	-	80%	-	43%	35%	56%	17%	57%	33%	49%	53%	-	*	-	*
	CWD	12%	8%	17%	*	0%	33%	-	-	-	-	*	22%	17%	-	-	29%	0%	-	-	-	-
	CWOD	32%	25%	57%	*	29%	65%	-	80%	-	43%	41%	61%	-	57%	33%	53%	61%	-	*	-	*
	EL	19%	20%	33%	*	*	*	-	*	-	-	*	20%	-	33%	33%	33%	*	-	-	-	-
	Male	28%	21%	49%	*	23%	68%	-	*	-	*	25%	54%	29%	53%	33%	49%	-	-	*	-	-
	Female	31%	25%	53%	*	17%	57%	-	*	-	*	42%	58%	0%	61%	*	-	53%	-	*	-	*
Mathematics	All Students	20%	14%	36%	20%	26%	38%	-	60%	-	43%	25%	40%	33%	37%	22%	38%	35%	-	*	-	*
	CWD	10%	6%	33%	*	20%	50%	-	-	-	-	*	44%	33%	-	-	57%	0%	-	-	-	-
	CWOD	22%	15%	37%	*	29%	37%	-	60%	-	43%	29%	39%	-	37%	22%	34%	39%	-	*	-	*
	EL	15%	15%	22%	*	*	*	-	*	-	-	*	0%	-	22%	22%	17%	*	-	-	-	-
	Male	23%	16%	38%	*	31%	41%	-	*	-	*	13%	43%	57%	34%	17%	38%	-	-	*	-	-
	Female	18%	12%	35%	*	17%	37%	-	*	-	*	33%	35%	0%	39%	*	-	35%	-	*	-	*
Grade 4																						
Reading	All Students	28%	22%	47%	40%	46%	44%	-	67%	*	43%	33%	54%	19%	57%	27%	41%	57%	-	-	-	-
	CWD	10%	7%	19%	*	*	15%	-	*	-	*	0%	31%	19%	-	*	18%	*	-	-	-	-
	CWOD	31%	24%	57%	*	46%	61%	-	80%	*	*	47%	61%	-	57%	33%	53%	62%	-	-	-	-
	EL	18%	18%	27%	*	29%	*	-	*	-	-	29%	*	*	33%	27%	43%	*	-	-	-	-
	Male	26%	22%	41%	*	47%	41%	-	*	*	33%	31%	46%	18%	53%	43%	41%	-	-	-	-	-
	Female	29%	22%	57%	*	45%	50%	-	*	-	*	36%	68%	*	62%	*	-	57%	-	-	-	-
Mathematics	All Students	22%	14%	33%	20%	31%	33%	-	83%	*	14%	15%	43%	19%	38%	18%	41%	20%	-	-	-	-
	CWD	10%	6%	19%	*	*	15%	-	*	-	*	0%	31%	19%	-	*	18%	*	-	-	-	-
	CWOD	25%	15%	38%	*	29%	43%	-	80%	*	*	21%	46%	-	38%	22%	53%	19%	-	-	-	-
	EL	16%	14%	18%	*	0%	*	-	*	-	-	0%	*	*	22%	18%	29%	*	-	-	-	-
	Male	25%	16%	41%	*	40%	41%	-	*	*	17%	13%	54%	18%	53%	29%	41%	-	-	-	-	-
	Female	19%	12%	20%	*	18%	21%	-	*	-	*	18%	21%	*	19%	*	-	20%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	70%	40%	67%	75%	-	*	*	60%	38%	80%	30%	74%	63%	67%	75%	-	-	-	-
	CWD	12%	10%	30%	*	*	50%	-	-	-	-	*	33%	30%	-	-	29%	*	-	-	-	-
	CWOD	40%	32%	74%	50%	75%	76%	-	*	*	60%	41%	83%	-	74%	63%	72%	77%	-	-	-	-
	EL	23%	25%	63%	-	-	57%	-	*	-	-	*	*	-	63%	63%	67%	*	-	-	-	-
	Male	32%	27%	67%	17%	60%	74%	-	*	*	*	31%	78%	29%	72%	67%	67%	-	-	-	-	-
	Female	39%	31%	75%	*	75%	72%	-	-	-	*	50%	83%	*	77%	*	-	75%	-	-	-	-
Mathematics	All Students	24%	16%	61%	10%	50%	71%	-	*	*	60%	48%	65%	40%	64%	50%	65%	55%	-	-	-	-
	CWD	9%	6%	40%	*	*	50%	-	-	-	-	*	33%	40%	-	-	57%	*	-	-	-	-
	CWOD	26%	17%	64%	13%	50%	74%	-	*	*	60%	47%	68%	-	64%	50%	66%	60%	-	-	-	-
	EL	17%	15%	50%	-	-	43%	-	*	-	-	*	*	-	50%	50%	50%	*	-	-	-	-
	Male	25%	17%	65%	0%	60%	74%	-	*	*	*	46%	71%	57%	66%	50%	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
Mathematics	Female	23%	14%	55%	*	38%	67%	-	-	-	*	50%	56%	*	60%	*	-	55%	-	-	-	-
Science	All Students	17%	12%	45%	0%	44%	52%	-	*	*	40%	29%	51%	0%	51%	63%	56%	27%	-	-	-	-
	CWD	9%	6%	0%	*	*	0%	-	-	-	-	*	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	19%	12%	51%	0%	50%	59%	-	*	*	40%	35%	56%	-	51%	63%	65%	30%	-	-	-	-
	EL	9%	8%	63%	-	-	57%	-	*	-	-	*	*	-	63%	63%	67%	*	-	-	-	-
	Male	20%	14%	56%	0%	50%	65%	-	*	*	*	38%	62%	0%	65%	67%	56%	-	-	-	-	-
	Female	15%	10%	27%	*	38%	28%	-	-	-	*	13%	32%	*	30%	*	-	27%	-	-	-	-
Grade 6																						
Reading	All Students	23%	21%	45%	18%	28%	53%	-	67%	-	*	28%	55%	10%	50%	50%	49%	40%	-	-	*	-
	CWD	8%	7%	10%	*	*	*	-	-	-	-	*	14%	10%	-	*	*	0%	-	-	-	-
	CWOD	25%	23%	50%	22%	36%	56%	-	67%	-	*	31%	61%	-	50%	58%	51%	48%	-	-	*	-
	EL	9%	15%	50%	*	50%	*	-	*	-	-	50%	50%	*	58%	50%	67%	20%	-	-	-	-
	Male	21%	19%	49%	*	33%	59%	-	*	-	*	33%	56%	*	51%	67%	49%	-	-	-	*	-
	Female	25%	23%	40%	13%	17%	44%	-	*	-	*	21%	52%	0%	48%	20%	-	40%	-	-	-	-
Mathematics	All Students	16%	16%	40%	0%	17%	58%	-	67%	-	*	21%	51%	10%	44%	43%	47%	31%	-	-	*	-
	CWD	8%	9%	10%	*	*	*	-	-	-	-	*	14%	10%	-	*	*	0%	-	-	-	-
	CWOD	17%	17%	44%	0%	21%	62%	-	67%	-	*	23%	57%	-	44%	50%	49%	38%	-	-	*	-
	EL	7%	14%	43%	*	33%	*	-	*	-	-	38%	50%	*	50%	43%	56%	20%	-	-	-	-
	Male	17%	18%	47%	*	17%	67%	-	*	-	*	20%	59%	*	49%	56%	47%	-	-	-	*	-
	Female	14%	13%	31%	0%	17%	44%	-	*	-	*	21%	38%	0%	38%	20%	-	31%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	91%	82%	85%	94%	-	100%	100%	94%	83%	94%	61%	96%	85%	91%	90%	-	*	*	*
	CWD	44%	36%	61%	21%	57%	70%	-	*	-	63%	45%	69%	61%	-	13%	65%	53%	-	-	-	-
	CWOD	77%	70%	96%	97%	91%	98%	-	100%	100%	100%	92%	98%	-	96%	92%	97%	96%	-	*	*	*
	EL	59%	58%	85%	83%	69%	92%	-	100%	-	-	78%	93%	13%	92%	85%	90%	73%	-	-	-	-
	Male	71%	63%	91%	81%	85%	95%	-	100%	100%	90%	81%	95%	65%	97%	90%	91%	-	-	*	*	-
	Female	75%	68%	90%	83%	86%	92%	-	100%	-	100%	86%	93%	53%	96%	73%	-	90%	-	*	-	*
Reading	All Students	74%	67%	92%	81%	89%	94%	-	100%	*	96%	85%	95%	63%	97%	83%	92%	92%	-	*	*	*
	CWD	43%	35%	63%	0%	62%	75%	-	*	-	*	44%	74%	63%	-	*	69%	50%	-	-	-	-
	CWOD	78%	72%	97%	100%	94%	97%	-	100%	*	100%	94%	99%	-	97%	92%	97%	98%	-	*	*	*
	EL	57%	57%	83%	*	69%	94%	-	100%	-	-	78%	89%	*	92%	83%	89%	71%	-	-	-	-
	Male	70%	63%	92%	80%	90%	93%	-	100%	*	93%	81%	96%	69%	97%	89%	92%	-	-	*	*	-
	Female	78%	73%	92%	81%	87%	95%	-	100%	-	100%	89%	94%	50%	98%	71%	-	92%	-	*	-	*
Mathematics	All Students	71%	64%	89%	87%	79%	92%	-	100%	*	91%	81%	92%	57%	95%	83%	90%	88%	-	*	*	*
	CWD	44%	36%	57%	50%	46%	62%	-	*	-	*	44%	63%	57%	-	*	60%	50%	-	-	-	-
	CWOD	75%	67%	95%	96%	85%	98%	-	100%	*	100%	90%	97%	-	95%	89%	96%	93%	-	*	*	*
	EL	61%	61%	83%	*	69%	88%	-	100%	-	-	74%	95%	*	89%	83%	89%	71%	-	-	-	-
	Male	71%	63%	90%	87%	78%	95%	-	100%	*	86%	81%	93%	60%	96%	89%	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	Female	71%	64%	88%	88%	81%	88%	-	100%	-	100%	82%	91%	50%	93%	71%	-	88%	-	*	-	*
Science	All Students	74%	66%	94%	70%	100%	96%	-	*	*	100%	86%	97%	70%	97%	100%	95%	94%	-	-	-	-
	CWD	47%	38%	70%	*	*	83%	-	-	-	-	*	83%	70%	-	-	71%	*	-	-	-	-
	CWOD	78%	69%	97%	88%	100%	98%	-	*	*	100%	94%	98%	-	97%	100%	98%	97%	-	-	-	-
	EL	58%	56%	100%	-	-	100%	-	*	-	-	*	*	-	100%	100%	100%	*	-	-	-	-
	Male	74%	65%	95%	67%	100%	97%	-	*	*	*	85%	98%	71%	98%	100%	95%	-	-	-	-	-
	Female	75%	66%	94%	*	100%	94%	-	-	-	*	88%	96%	*	97%	*	-	94%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	74%	49%	60%	80%	-	95%	80%	86%	55%	81%	36%	81%	65%	76%	70%	-	*	*	*
	CWD	23%	18%	36%	0%	29%	46%	-	*	-	25%	18%	45%	36%	-	0%	43%	21%	-	-	-	-
	CWOD	50%	42%	81%	60%	66%	86%	-	95%	80%	98%	64%	87%	-	81%	71%	83%	77%	-	*	*	*
	EL	29%	30%	65%	33%	47%	77%	-	87%	-	-	62%	69%	0%	71%	65%	73%	50%	-	-	-	-
	Male	45%	38%	76%	47%	65%	84%	-	92%	80%	77%	54%	84%	43%	83%	73%	76%	-	-	*	*	-
	Female	48%	41%	70%	50%	53%	76%	-	100%	-	100%	57%	76%	21%	77%	50%	-	70%	-	*	-	*
Reading	All Students	52%	45%	77%	58%	64%	81%	-	95%	*	91%	61%	83%	38%	84%	69%	77%	76%	-	*	*	*
	CWD	24%	19%	38%	0%	23%	50%	-	*	-	*	22%	47%	38%	-	*	46%	22%	-	-	-	-
	CWOD	56%	48%	84%	72%	72%	87%	-	94%	*	100%	70%	89%	-	84%	76%	84%	83%	-	*	*	*
	EL	31%	33%	69%	*	56%	81%	-	86%	-	-	65%	74%	*	76%	69%	75%	57%	-	-	-	-
	Male	47%	41%	77%	53%	67%	82%	-	92%	*	86%	62%	83%	46%	84%	75%	77%	-	-	*	*	-
	Female	56%	49%	76%	63%	58%	81%	-	100%	-	100%	60%	83%	22%	83%	57%	-	76%	-	*	-	*
Mathematics	All Students	41%	33%	69%	45%	51%	78%	-	95%	*	78%	48%	78%	32%	76%	57%	74%	63%	-	*	*	*
	CWD	22%	17%	32%	0%	31%	41%	-	*	-	*	11%	43%	32%	-	*	40%	17%	-	-	-	-
	CWOD	44%	35%	76%	56%	55%	84%	-	94%	*	95%	57%	83%	-	76%	63%	81%	70%	-	*	*	*
	EL	29%	29%	57%	*	38%	69%	-	86%	-	-	57%	58%	*	63%	57%	68%	36%	-	-	-	-
	Male	42%	34%	74%	53%	59%	83%	-	92%	*	64%	46%	83%	40%	81%	68%	74%	-	-	*	*	-
	Female	40%	33%	63%	38%	39%	71%	-	100%	-	100%	51%	69%	17%	70%	36%	-	63%	-	*	-	*
Science	All Students	46%	37%	81%	30%	83%	87%	-	*	*	100%	62%	87%	40%	86%	88%	82%	79%	-	-	-	-
	CWD	23%	17%	40%	*	*	50%	-	-	-	-	*	50%	40%	-	-	43%	*	-	-	-	-
	CWOD	49%	39%	86%	38%	88%	91%	-	*	*	100%	71%	90%	-	86%	88%	88%	83%	-	-	-	-
	EL	25%	25%	88%	-	-	86%	-	*	-	-	*	*	-	88%	88%	83%	*	-	-	-	-
	Male	47%	37%	82%	17%	80%	91%	-	*	*	*	54%	90%	43%	88%	83%	82%	-	-	-	-	-
	Female	45%	36%	79%	*	88%	78%	-	-	-	*	75%	80%	*	83%	*	-	79%	-	-	-	-
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%	17%	48%	18%	37%	55%	-	75%	80%	43%	29%	55%	20%	53%	40%	51%	44%	-	*	*	*
	CWD	9%	6%	20%	0%	14%	27%	-	*	-	13%	8%	27%	20%	-	0%	26%	8%	-	-	-	-
	CWOD	24%	18%	53%	22%	41%	60%	-	76%	80%	49%	34%	60%	-	53%	44%	56%	49%	-	*	*	*
	EL	12%	12%	40%	17%	28%	44%	-	67%	-	-	34%	48%	0%	44%	40%	48%	23%	-	-	-	-
	Male	21%	16%	51%	14%	40%	61%	-	73%	80%	30%	28%	59%	26%	56%	48%	51%	-	-	*	*	-
	Female	23%	18%	44%	22%	33%	47%	-	79%	-	62%	31%	50%	8%	49%	23%	-	44%	-	*	-	*
Reading	All Students	25%	20%	53%	32%	41%	60%	-	74%	*	52%	33%	62%	19%	60%	43%	52%	56%	-	*	*	*
	CWD	9%	6%	19%	0%	8%	29%	-	*	-	*	6%	26%	19%	-	*	23%	11%	-	-	-	-
	CWOD	27%	21%	60%	40%	48%	66%	-	78%	*	58%	39%	67%	-	60%	47%	58%	62%	-	*	*	*
	EL	13%	14%	43%	*	38%	50%	-	57%	-	-	39%	47%	*	47%	43%	54%	21%	-	-	-	-
	Male	22%	17%	52%	20%	41%	62%	-	58%	*	36%	31%	59%	23%	58%	54%	52%	-	-	*	*	-
	Female	28%	22%	56%	44%	42%	57%	-	100%	-	78%	36%	65%	11%	62%	21%	-	56%	-	*	-	*
Mathematics	All Students	20%	14%	43%	10%	31%	51%	-	74%	*	35%	26%	50%	25%	46%	33%	48%	35%	-	*	*	*
	CWD	9%	6%	25%	0%	23%	31%	-	*	-	*	11%	31%	25%	-	*	34%	6%	-	-	-	-
	CWOD	21%	16%	46%	12%	33%	55%	-	72%	*	42%	29%	53%	-	46%	37%	51%	40%	-	*	*	*
	EL	12%	12%	33%	*	19%	31%	-	71%	-	-	26%	42%	*	37%	33%	39%	21%	-	-	-	-
	Male	21%	15%	48%	13%	37%	58%	-	83%	*	21%	23%	57%	34%	51%	39%	48%	-	-	*	*	-
	Female	19%	13%	35%	6%	23%	42%	-	57%	-	56%	29%	39%	6%	40%	21%	-	35%	-	*	-	*
Science	All Students	20%	15%	45%	0%	44%	52%	-	*	*	40%	29%	51%	0%	51%	63%	56%	27%	-	-	-	-
	CWD	8%	5%	0%	*	*	0%	-	-	-	-	*	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	22%	16%	51%	0%	50%	59%	-	*	*	40%	35%	56%	-	51%	63%	65%	30%	-	-	-	-
	EL	7%	8%	63%	-	-	57%	-	*	-	-	*	*	-	63%	63%	67%	*	-	-	-	-
	Male	22%	15%	56%	0%	50%	65%	-	*	*	*	38%	62%	0%	65%	67%	56%	-	-	-	-	-
	Female	19%	14%	27%	*	38%	28%	-	-	-	*	13%	32%	*	30%	*	-	27%	-	-	-	-

- 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	85	87	87	-	91	*	91	82	73	87
CWD	73	*	42	86	-	*	-	*	58	73	*
CWOD	90	92	93	87	-	90	*	96	88	-	92
EL ◇	87	*	73	100	-	80	-	-	81	*	87
Male	87	82	80	89	-	86	*	90	76	73	86
Female	89	88	95	84	-	*	-	92	91	72	89
<b>Mathematics</b>											
All Students	92	93	86	96	-	86	*	84	88	87	92
CWD	87	*	83	95	-	*	-	*	83	87	*
CWOD	93	97	86	96	-	85	*	92	90	-	90
EL ◇	92	*	88	100	-	80	-	-	91	*	92
Male	91	91	82	97	-	86	*	75	84	83	93
Female	93	96	91	93	-	*	-	100	94	100	89

- 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
72	24	33%

- 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	71	50	61	76	-	90	87	74	56	39	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)

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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	Y					Y	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y	N	N	Y					N	N	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					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y					Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	N	N	Y					N	N	Y
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%	99%	100%	-	100%	100%	100%	100%	99%	99%	100%	100%	100%	100%	-
	CWD	99%	100%	100%	98%	-	*	-	100%	100%	99%	99%	-	100%	100%	97%	-
	CWOD	100%	100%	99%	100%	-	100%	100%	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	98%	100%	-	100%	100%	100%	100%	99%	100%	99%	100%	100%	-	-
	Female	100%	100%	100%	99%	-	100%	-	100%	100%	100%	97%	100%	100%	-	100%	-
<b>Reading</b>	All Students	99%	100%	99%	99%	-	100%	*	100%	100%	99%	98%	100%	100%	99%	99%	-
	CWD	98%	100%	100%	97%	-	*	-	*	100%	97%	98%	-	*	100%	94%	-
	CWOD	100%	100%	99%	100%	-	100%	*	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	100%	98%	100%	-	100%	*	100%	100%	99%	100%	99%	100%	99%	-	-
	Female	99%	100%	100%	99%	-	100%	-	100%	100%	99%	94%	100%	100%	-	99%	-
<b>Mathematics</b>	All Students	100%	100%	99%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	99%	100%	-
		100%	100%	99%	100%	-	100%	*	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%	-	*	100%	100%	-
	CWOD	100%	100%	99%	100%	-	100%	*	100%	100%	100%	-	100%	100%	99%	100%	-
		100%	100%	99%	100%	-	100%	*	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	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	Male	99%	100%	98%	100%	-	100%	*	100%	100%	99%	100%	99%	100%	99%	-	-
		99%	100%	98%	100%	-	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%	-
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%	1%	0%	0%	0%	0%	-
	CWD	1%	0%	0%	2%	-	*	-	0%	0%	1%	1%	-	0%	0%	3%	-
	CWOD	0%	0%	1%	0%	-	0%	0%	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	2%	0%	-	0%	0%	0%	0%	1%	0%	1%	0%	0%	-	-
	Female	0%	0%	0%	1%	-	0%	-	0%	0%	0%	3%	0%	0%	-	0%	-
Reading	All Students	1%	0%	1%	1%	-	0%	*	0%	0%	1%	2%	0%	0%	1%	1%	-
	CWD	2%	0%	0%	3%	-	*	-	*	0%	3%	2%	-	*	0%	6%	-
	CWOD	0%	0%	1%	0%	-	0%	*	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	0%	2%	0%	-	0%	*	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	1%	0%	0%	1%	-	0%	-	0%	0%	1%	6%	0%	0%	-	1%	-
Mathematics	All Students	0%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	1%	0%	-	0%	*	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	0%	2%	0%	-	0%	*	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	0%	-	-	-	-	*	0%	0%	-	-	0%	*	-
	CWOD	0%	0%	0%	0%	-	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	-	0%	-	*	-	-	*	*	-	0%	0%	0%	*	-
	Male	0%	0%	0%	0%	-	*	*	*	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
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	26	4	5	12	0	1	0	4	2		
	Female	4	1	0	3	0	0	0	0	0		
	Total	30	5	5	15	0	1	0	4	2		
<b>Out-of-School Suspensions</b>												
	Male	3	0	1	2	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	3	0	1	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		

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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	10	1	1	8	0	0	0	0	0		2
	Female	1	0	0	1	0	0	0	0	0		0
	Total	11	1	1	9	0	0	0	0	0		2
<b>Out-of-School Suspensions</b>												
	Male	4	1	1	2	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	1	1	2	0	0	0	0	0		1
<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	13	2	3	5	-8	-8	-8	3	2	4	-8
	Female	5	-8	1	3	-8	1	-8	-8	1	-8	-8
	Total	18	2	4	8	-8	1	-8	3	3	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
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	10.3%
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	1.2	3.3%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	9%	1%	2%	*	0%	*	0%	5%	3%	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 and 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%	68%	82%	63%	94%	79%	-	100%	-	75%	74%	85%	44%	85%	83%	83%	80%	-	*	-	-	
	CWD	52%	42%	44%	*	*	*	-	-	-	*	*	33%	44%	-	-	57%	*	-	-	-		
	CWOD	80%	72%	85%	83%	100%	78%	-	100%	-	100%	75%	90%	-	85%	83%	86%	84%	-	*	-		
	EL	66%	64%	83%	-	*	71%	-	*	-	-	71%	100%	-	83%	83%	80%	*	-	*	-		
	Male	74%	64%	83%	*	89%	80%	-	100%	-	67%	76%	86%	57%	86%	80%	83%	-	-	*	-		
	Female	78%	71%	80%	50%	100%	78%	-	*	-	*	70%	83%	*	84%	*	-	80%	-	-	-		
Mathematics	All Students	70%	61%	81%	63%	76%	81%	-	100%	-	88%	68%	87%	67%	82%	83%	84%	75%	-	*	-		
	CWD	46%	38%	67%	*	*	*	-	-	-	*	*	67%	67%	-	-	71%	*	-	-	-		
	CWOD	74%	64%	82%	67%	80%	80%	-	100%	-	100%	68%	89%	-	82%	83%	86%	76%	-	*	-		
	EL	64%	61%	83%	-	*	71%	-	*	-	-	71%	100%	-	83%	83%	80%	*	-	*	-		
	Male	72%	62%	84%	*	89%	80%	-	100%	-	83%	71%	92%	71%	86%	80%	84%	-	-	*	-		
	Female	68%	59%	75%	50%	63%	83%	-	*	-	*	60%	80%	*	76%	*	-	75%	-	-	-		
Grade 4																							
Reading	All Students	76%	68%	93%	91%	92%	94%	-	*	-	100%	90%	95%	71%	95%	*	96%	91%	-	*	-		
	CWD	48%	39%	71%	*	*	*	-	-	-	*	*	*	71%	-	*	*	*	-	-	-		
	CWOD	81%	72%	95%	91%	100%	93%	-	*	-	100%	93%	96%	-	95%	*	98%	93%	-	*	-		
	EL	66%	63%	*	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-		
	Male	73%	64%	96%	91%	92%	100%	-	*	-	100%	100%	94%	*	98%	*	96%	-	-	-	-		
	Female	79%	72%	91%	92%	92%	88%	-	*	-	*	80%	96%	*	93%	*	-	91%	-	*	-		
Mathematics	All Students	68%	56%	83%	70%	83%	90%	-	*	-	86%	73%	88%	71%	84%	*	85%	81%	-	*	-		
	CWD	42%	32%	71%	*	*	*	-	-	-	*	*	*	71%	-	*	*	*	-	-	-		
	CWOD	73%	60%	84%	68%	90%	90%	-	*	-	83%	74%	89%	-	84%	*	86%	83%	-	*	-		
	EL	63%	58%	*	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-		
	Male	70%	58%	85%	73%	83%	93%	-	*	-	80%	80%	87%	*	86%	*	85%	-	-	-	-		
	Female	67%	55%	81%	67%	83%	88%	-	*	-	*	67%	89%	*	83%	*	-	81%	-	*	-		
Grade 5																							
Reading	All Students	80%	75%	91%	64%	100%	94%	*	100%	-	100%	81%	96%	50%	95%	100%	90%	93%	-	-	-		
	CWD	50%	44%	50%	*	*	*	-	-	-	-	*	*	50%	-	-	57%	*	-	-	-		
	CWOD	85%	79%	95%	73%	100%	98%	*	100%	-	100%	89%	97%	-	95%	100%	94%	95%	-	-	-		
	EL	71%	72%	100%	-	*	*	-	*	-	-	100%	*	-	100%	100%	*	*	-	-	-		
	Male	77%	72%	90%	44%	100%	97%	-	*	-	100%	78%	95%	57%	94%	*	90%	-	-	-	-		
	Female	83%	78%	93%	100%	100%	91%	*	*	-	*	85%	97%	*	95%	*	-	93%	-	-	-		
Mathematics	All Students	76%	65%	93%	71%	95%	96%	*	100%	-	100%	81%	99%	63%	96%	100%	91%	96%	-	-	-		
	CWD	50%	38%	63%	*	*	*	-	-	-	-	*	*	63%	-	-	71%	*	-	-	-		
	CWOD	80%	69%	96%	82%	95%	98%	*	100%	-	100%	85%	100%	-	96%	100%	94%	98%	-	-	-		
	EL	70%	66%	100%	-	*	*	-	*	-	-	100%	*	-	100%	100%	*	*	-	-	-		
	Male	75%	65%	91%	56%	90%	100%	-	*	-	100%	78%	98%	71%	94%	*	91%	-	-	-	-		
	Female	76%	66%	96%	100%	100%	91%	*	*	-	*	85%	100%	*	98%	*	-	96%	-	-	-		

Texas Education Agency  
2022 Federal Report Card  
DITTO EL (220901130) - ARLINGTON ISD - TARRANT 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%	54%	88%	50%	95%	94%	*	80%	-	100%	74%	94%	38%	93%	100%	83%	96%	-	-	-	-
	CWD	40%	33%	38%	*	*	*	-	-	-	-	*	*	38%	-	-	29%	*	-	-	-	-
	CWOD	69%	57%	93%	64%	95%	98%	*	80%	-	100%	81%	97%	-	93%	100%	90%	95%	-	-	-	-
	EL	52%	49%	100%	-	*	*	-	*	-	-	100%	*	-	100%	100%	*	*	-	-	-	-
	Male	67%	57%	83%	22%	100%	94%	-	*	-	100%	61%	93%	29%	90%	*	83%	-	-	-	-	-
	Female	63%	52%	96%	100%	91%	96%	*	*	-	*	92%	97%	*	95%	*	-	96%	-	-	-	-
Grade 6																						
Reading	All Students	69%	68%	93%	80%	92%	96%	-	100%	-	100%	87%	96%	67%	95%	100%	92%	94%	-	*	-	*
	CWD	38%	38%	67%	*	-	*	-	-	-	*	*	*	67%	-	-	60%	*	-	-	-	-
	CWOD	74%	73%	95%	92%	92%	96%	-	100%	-	*	93%	96%	-	95%	100%	96%	94%	-	*	-	*
	EL	53%	61%	100%	*	*	-	-	*	-	-	*	100%	-	100%	100%	*	100%	-	-	-	-
	Male	66%	64%	92%	75%	85%	100%	-	100%	-	*	81%	97%	60%	96%	*	92%	-	-	*	-	*
	Female	72%	72%	94%	86%	100%	94%	-	*	-	*	93%	95%	*	94%	100%	-	94%	-	-	-	-
Mathematics	All Students	72%	70%	94%	80%	88%	100%	-	100%	-	100%	87%	97%	57%	96%	89%	91%	98%	-	*	-	*
	CWD	47%	47%	57%	*	-	*	-	-	-	*	*	*	57%	-	-	60%	*	-	-	-	-
	CWOD	76%	74%	96%	92%	88%	100%	-	100%	-	*	93%	97%	-	96%	100%	94%	98%	-	*	-	*
	EL	61%	69%	89%	*	*	-	-	*	-	-	*	100%	-	100%	89%	*	83%	-	-	-	-
	Male	73%	70%	91%	63%	85%	100%	-	100%	-	*	75%	97%	60%	94%	*	91%	-	-	*	-	*
	Female	72%	70%	98%	100%	92%	100%	-	*	-	*	93%	98%	*	98%	83%	-	98%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	56%	25%	53%	60%	-	71%	-	50%	52%	58%	22%	60%	58%	55%	58%	-	*	-	-
	CWD	30%	24%	22%	*	*	*	-	-	-	*	*	0%	22%	-	-	29%	*	-	-	-	-
	CWOD	54%	44%	60%	33%	60%	60%	-	71%	-	67%	50%	64%	-	60%	58%	59%	61%	-	*	-	-
	EL	37%	36%	58%	-	*	57%	-	*	-	-	43%	80%	-	58%	58%	50%	*	-	*	-	-
	Male	49%	40%	55%	*	56%	57%	-	67%	-	33%	52%	57%	29%	59%	50%	55%	-	-	*	-	-
	Female	52%	43%	58%	17%	50%	65%	-	*	-	*	50%	60%	*	61%	*	-	58%	-	-	-	-
Mathematics	All Students	42%	32%	46%	25%	29%	47%	-	86%	-	63%	42%	48%	0%	51%	42%	48%	43%	-	*	-	-
	CWD	27%	19%	0%	*	*	*	-	-	-	*	*	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	45%	34%	51%	33%	33%	49%	-	86%	-	83%	46%	52%	-	51%	42%	55%	45%	-	*	-	-
	EL	35%	32%	42%	-	*	14%	-	*	-	-	43%	40%	-	42%	42%	40%	*	-	*	-	-
	Male	45%	35%	48%	*	33%	43%	-	83%	-	67%	43%	51%	0%	55%	40%	48%	-	-	*	-	-
	Female	39%	30%	43%	17%	25%	52%	-	*	-	*	40%	43%	*	45%	*	-	43%	-	-	-	-
Grade 4																						
Reading	All Students	53%	45%	76%	48%	75%	94%	-	*	-	86%	63%	83%	71%	77%	*	78%	74%	-	*	-	*
	CWD	29%	21%	71%	*	*	*	-	-	-	*	*	*	71%	-	*	*	*	-	-	-	-
	CWOD	57%	48%	77%	45%	80%	93%	-	*	-	83%	63%	84%	-	77%	*	79%	75%	-	*	-	*
	EL	41%	40%	*	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	51%	43%	78%	55%	67%	100%	-	*	-	80%	73%	81%	*	79%	*	78%	-	-	-	-	-

Texas Education Agency  
2022 Federal Report Card  
DITTO EL (220901130) - ARLINGTON ISD - TARRANT 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%	46%	74%	42%	83%	88%	-	*	-	*	53%	86%	*	75%	*	-	74%	-	*	-	*
Mathematics	All Students	42%	29%	54%	30%	42%	71%	-	*	-	71%	33%	64%	29%	56%	*	61%	47%	-	*	-	*
	CWD	25%	18%	29%	*	*	*	-	-	-	*	*	*	29%	-	*	*	*	-	-	-	-
	CWOD	45%	31%	56%	27%	50%	70%	-	*	-	83%	37%	65%	-	56%	*	64%	48%	-	*	-	*
	EL	34%	29%	*	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	45%	32%	61%	36%	42%	80%	-	*	-	80%	53%	65%	*	64%	*	61%	-	-	-	-	-
	Female	38%	26%	47%	25%	42%	63%	-	*	-	*	13%	64%	*	48%	*	-	47%	-	*	-	*
Grade 5																						
Reading	All Students	57%	49%	75%	36%	76%	81%	*	100%	-	88%	55%	83%	13%	80%	71%	67%	84%	-	-	-	-
	CWD	29%	22%	13%	*	*	*	-	-	-	-	*	*	13%	-	-	14%	*	-	-	-	-
	CWOD	61%	52%	80%	45%	75%	88%	*	100%	-	88%	63%	87%	-	80%	71%	75%	86%	-	-	-	-
	EL	43%	44%	71%	-	*	*	-	*	-	-	60%	*	-	71%	71%	*	*	-	-	-	-
	Male	53%	46%	67%	0%	70%	81%	-	*	-	83%	33%	83%	14%	75%	*	67%	-	-	-	-	-
	Female	60%	52%	84%	100%	82%	83%	*	*	-	*	85%	84%	*	86%	*	-	84%	-	-	-	-
Mathematics	All Students	47%	36%	83%	57%	86%	89%	*	100%	-	88%	71%	89%	50%	86%	100%	84%	82%	-	-	-	-
	CWD	25%	17%	50%	*	*	*	-	-	-	-	*	*	50%	-	-	57%	*	-	-	-	-
	CWOD	50%	38%	86%	73%	85%	90%	*	100%	-	88%	78%	90%	-	86%	100%	88%	84%	-	-	-	-
	EL	38%	35%	100%	-	*	*	-	*	-	-	100%	*	-	100%	100%	*	*	-	-	-	-
	Male	48%	37%	84%	33%	90%	97%	-	*	-	83%	67%	93%	57%	88%	*	84%	-	-	-	-	-
	Female	46%	35%	82%	100%	82%	78%	*	*	-	*	77%	84%	*	84%	*	-	82%	-	-	-	-
Science	All Students	38%	28%	71%	29%	71%	78%	*	80%	-	100%	65%	74%	13%	76%	86%	67%	76%	-	-	-	-
	CWD	23%	16%	13%	*	*	*	-	-	-	-	*	*	13%	-	-	14%	*	-	-	-	-
	CWOD	40%	29%	76%	36%	70%	84%	*	80%	-	100%	74%	76%	-	76%	86%	75%	77%	-	-	-	-
	EL	24%	23%	86%	-	*	*	-	*	-	-	80%	*	-	86%	86%	*	*	-	-	-	-
	Male	41%	31%	67%	11%	70%	77%	-	*	-	100%	50%	75%	14%	75%	*	67%	-	-	-	-	-
	Female	34%	24%	76%	60%	73%	78%	*	*	-	*	85%	72%	*	77%	*	-	76%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	69%	33%	60%	82%	-	71%	-	80%	60%	73%	33%	71%	88%	62%	76%	-	*	-	*
	CWD	21%	20%	33%	*	-	*	-	-	-	*	*	*	33%	-	-	40%	*	-	-	-	-
	CWOD	46%	45%	71%	42%	60%	83%	-	71%	-	*	67%	73%	-	71%	88%	65%	77%	-	*	-	*
	EL	24%	34%	88%	*	*	-	-	*	-	-	*	80%	-	88%	88%	*	100%	-	-	-	-
	Male	40%	40%	62%	25%	38%	83%	-	60%	-	*	50%	68%	40%	65%	*	62%	-	-	*	-	*
	Female	45%	44%	76%	43%	83%	81%	-	*	-	*	71%	78%	*	77%	100%	-	76%	-	-	-	-
Mathematics	All Students	38%	37%	79%	47%	64%	89%	-	100%	-	100%	57%	87%	29%	81%	89%	74%	83%	-	*	-	*
	CWD	20%	21%	29%	*	-	*	-	-	-	*	*	*	29%	-	-	40%	*	-	-	-	-
	CWOD	41%	40%	81%	58%	64%	91%	-	100%	-	*	63%	88%	-	81%	100%	77%	85%	-	*	-	*
	EL	24%	35%	89%	*	*	-	-	*	-	-	*	100%	-	100%	89%	*	83%	-	-	-	-
	Male	40%	39%	74%	50%	46%	88%	-	100%	-	*	50%	84%	40%	77%	*	74%	-	-	*	-	*
	Female	36%	35%	83%	43%	83%	90%	-	*	-	*	60%	90%	*	85%	83%	-	83%	-	-	-	-



Texas Education Agency  
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DITTO EL (220901130) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	30%	13%	29%	28%	-	57%	-	38%	26%	31%	0%	33%	25%	26%	35%	-	*	-	-
	CWD	12%	8%	0%	*	*	*	-	-	-	*	*	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	32%	25%	33%	17%	33%	29%	-	57%	-	50%	29%	34%	-	33%	25%	29%	37%	-	*	-	-
	EL	19%	20%	25%	-	*	14%	-	*	-	-	14%	40%	-	25%	25%	30%	*	-	*	-	-
	Male	28%	21%	26%	*	33%	20%	-	67%	-	17%	14%	32%	0%	29%	30%	26%	-	-	*	-	-
	Female	31%	25%	35%	17%	25%	39%	-	*	-	*	50%	30%	*	37%	*	-	35%	-	-	-	-
Mathematics	All Students	20%	14%	29%	13%	6%	29%	-	86%	-	38%	26%	30%	0%	31%	33%	33%	23%	-	*	-	-
	CWD	10%	6%	0%	*	*	*	-	-	-	*	*	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	22%	15%	31%	17%	7%	31%	-	86%	-	50%	29%	33%	-	31%	33%	37%	24%	-	*	-	-
	EL	15%	15%	33%	-	*	0%	-	*	-	-	29%	40%	-	33%	33%	30%	*	-	*	-	-
	Male	23%	16%	33%	*	0%	34%	-	83%	-	33%	24%	38%	0%	37%	30%	33%	-	-	*	-	-
	Female	18%	12%	23%	17%	13%	22%	-	*	-	*	30%	20%	*	24%	*	-	23%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	56%	35%	50%	68%	-	*	-	71%	40%	64%	43%	57%	*	59%	53%	-	*	-	*
	CWD	10%	7%	43%	*	*	*	-	-	-	*	*	*	43%	-	*	*	*	-	-	-	-
	CWOD	31%	24%	57%	32%	55%	67%	-	*	-	83%	41%	65%	-	57%	*	60%	55%	-	*	-	*
	EL	18%	18%	*	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	26%	22%	59%	45%	42%	67%	-	*	-	80%	53%	61%	*	60%	*	59%	-	-	-	-	-
	Female	29%	22%	53%	25%	58%	69%	-	*	-	*	27%	68%	*	55%	*	-	53%	-	*	-	*
Mathematics	All Students	22%	14%	37%	13%	25%	55%	-	*	-	57%	17%	47%	29%	38%	*	43%	30%	-	*	-	*
	CWD	10%	6%	29%	*	*	*	-	-	-	*	*	*	29%	-	*	*	*	-	-	-	-
	CWOD	25%	15%	38%	9%	30%	53%	-	*	-	67%	19%	47%	-	38%	*	45%	30%	-	*	-	*
	EL	16%	14%	*	*	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	25%	16%	43%	18%	25%	67%	-	*	-	60%	27%	52%	*	45%	*	43%	-	-	-	-	-
	Female	19%	12%	30%	8%	25%	44%	-	*	-	*	7%	43%	*	30%	*	-	30%	-	*	-	*
Grade 5																						
Reading	All Students	36%	29%	58%	21%	62%	63%	*	80%	-	75%	52%	61%	13%	62%	71%	55%	62%	-	-	-	-
	CWD	12%	10%	13%	*	*	*	-	-	-	-	*	*	13%	-	-	14%	*	-	-	-	-
	CWOD	40%	32%	62%	27%	60%	68%	*	80%	-	75%	59%	63%	-	62%	71%	61%	64%	-	-	-	-
	EL	23%	25%	71%	-	*	*	-	*	-	-	60%	*	-	71%	71%	*	*	-	-	-	-
	Male	32%	27%	55%	0%	50%	71%	-	*	-	67%	33%	65%	14%	61%	*	55%	-	-	-	-	-
	Female	39%	31%	62%	60%	73%	52%	*	*	-	*	77%	56%	*	64%	*	-	62%	-	-	-	-
Mathematics	All Students	24%	16%	53%	21%	48%	61%	*	60%	-	75%	45%	57%	13%	57%	71%	57%	49%	-	-	-	-
	CWD	9%	6%	13%	*	*	*	-	-	-	-	*	*	13%	-	-	14%	*	-	-	-	-
	CWOD	26%	17%	57%	27%	45%	66%	*	60%	-	75%	52%	59%	-	57%	71%	63%	50%	-	-	-	-
	EL	17%	15%	71%	-	*	*	-	*	-	-	60%	*	-	71%	71%	*	*	-	-	-	-
	Male	25%	17%	57%	0%	70%	71%	-	*	-	67%	44%	63%	14%	63%	*	57%	-	-	-	-	-

Texas Education Agency  
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DITTO EL (220901130) - ARLINGTON ISD - TARRANT 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%	14%	49%	60%	27%	48%	*	*	-	*	46%	50%	*	50%	*	-	49%	-	-	-	-
Science	All Students	17%	12%	43%	14%	24%	52%	*	60%	-	75%	32%	47%	13%	45%	43%	40%	47%	-	-	-	-
	CWD	9%	6%	13%	*	*	*	-	-	-	-	*	*	13%	-	-	14%	*	-	-	-	-
	CWOD	19%	12%	45%	18%	20%	56%	*	60%	-	75%	37%	49%	-	45%	43%	43%	48%	-	-	-	-
	EL	9%	8%	43%	-	*	*	-	*	-	-	40%	*	-	43%	43%	*	*	-	-	-	-
	Male	20%	14%	40%	0%	30%	52%	-	*	-	67%	28%	45%	14%	43%	*	40%	-	-	-	-	-
	Female	15%	10%	47%	40%	18%	52%	*	*	-	*	38%	50%	*	48%	*	-	47%	-	-	-	-
<b>Grade 6</b>																						
Reading	All Students	23%	21%	42%	20%	28%	55%	-	43%	-	40%	23%	49%	0%	45%	38%	30%	54%	-	*	-	*
	CWD	8%	7%	0%	*	-	*	-	-	-	*	*	*	0%	-	-	0%	*	-	-	-	-
	CWOD	25%	23%	45%	25%	28%	57%	-	43%	-	*	26%	51%	-	45%	38%	33%	55%	-	*	-	*
	EL	9%	15%	38%	*	*	-	-	*	-	-	*	60%	-	38%	38%	*	60%	-	-	-	-
	Male	21%	19%	30%	13%	8%	50%	-	20%	-	*	25%	32%	0%	33%	*	30%	-	-	*	-	*
	Female	25%	23%	54%	29%	50%	58%	-	*	-	*	21%	65%	*	55%	60%	-	54%	-	-	-	-
Mathematics	All Students	16%	16%	39%	27%	40%	44%	-	57%	-	0%	23%	45%	14%	41%	44%	38%	41%	-	*	-	*
	CWD	8%	9%	14%	*	-	*	-	-	-	*	*	*	14%	-	-	20%	*	-	-	-	-
	CWOD	17%	17%	41%	33%	40%	43%	-	57%	-	*	26%	46%	-	41%	50%	40%	42%	-	*	-	*
	EL	7%	14%	44%	*	*	-	-	*	-	-	*	40%	-	50%	44%	*	33%	-	-	-	-
	Male	17%	18%	38%	25%	23%	50%	-	60%	-	*	19%	46%	20%	40%	*	38%	-	-	*	-	*
	Female	14%	13%	41%	29%	58%	39%	-	*	-	*	27%	45%	*	42%	33%	-	41%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	66%	89%	72%	91%	92%	*	98%	-	94%	79%	93%	59%	91%	90%	88%	90%	-	100%	-	*
	CWD	44%	36%	59%	33%	60%	79%	-	-	-	63%	47%	68%	59%	-	*	60%	50%	-	-	-	-
	CWOD	77%	70%	91%	80%	93%	92%	*	98%	-	98%	83%	95%	-	91%	93%	91%	91%	-	100%	-	*
	EL	59%	58%	90%	*	90%	81%	-	100%	-	-	85%	97%	*	93%	90%	90%	89%	-	*	-	-
	Male	71%	63%	88%	64%	90%	93%	-	97%	-	91%	77%	93%	60%	91%	90%	88%	-	-	*	-	*
	Female	75%	68%	90%	82%	92%	90%	*	100%	-	100%	82%	93%	50%	91%	89%	-	90%	-	*	-	*
Reading	All Students	74%	67%	90%	78%	94%	90%	*	100%	-	93%	83%	93%	57%	93%	90%	90%	90%	-	*	-	*
	CWD	43%	35%	57%	33%	57%	80%	-	-	-	*	46%	65%	57%	-	*	61%	43%	-	-	-	-
	CWOD	78%	72%	93%	86%	98%	91%	*	100%	-	100%	87%	95%	-	93%	93%	93%	92%	-	*	-	*
	EL	57%	57%	90%	*	89%	83%	-	100%	-	-	82%	100%	*	93%	90%	89%	92%	-	*	-	-
	Male	70%	63%	90%	73%	91%	92%	-	100%	-	90%	83%	93%	61%	93%	89%	90%	-	-	*	-	*
	Female	78%	73%	90%	83%	98%	88%	*	100%	-	100%	83%	93%	43%	92%	92%	-	90%	-	*	-	*
Mathematics	All Students	71%	64%	88%	72%	86%	92%	*	100%	-	93%	77%	93%	67%	90%	87%	88%	88%	-	*	-	*
	CWD	44%	36%	67%	44%	57%	82%	-	-	-	*	50%	76%	67%	-	*	70%	50%	-	-	-	-
	CWOD	75%	67%	90%	76%	89%	92%	*	100%	-	96%	80%	94%	-	90%	90%	90%	90%	-	*	-	*
	EL	61%	61%	87%	*	89%	69%	-	100%	-	-	78%	93%	*	90%	87%	89%	77%	-	*	-	-
	Male	71%	63%	88%	67%	86%	92%	-	100%	-	90%	76%	94%	70%	90%	89%	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
Mathematics	Female	71%	64%	<b>88%</b>	77%	86%	91%	*	100%	-	100%	79%	92%	50%	90%	77%	-	88%	-	*	-	*
Science	All Students	74%	66%	<b>88%</b>	50%	95%	94%	*	80%	-	100%	74%	94%	38%	93%	100%	83%	96%	-	-	-	-
	CWD	47%	38%	<b>38%</b>	*	*	*	-	-	-	-	*	*	38%	-	-	29%	*	-	-	-	-
	CWOD	78%	69%	<b>93%</b>	64%	95%	98%	*	80%	-	100%	81%	97%	-	93%	100%	90%	95%	-	-	-	-
	EL	58%	56%	<b>100%</b>	-	*	*	-	*	-	-	100%	*	-	100%	100%	*	*	-	-	-	-
	Male	74%	65%	<b>83%</b>	22%	100%	94%	-	*	-	100%	61%	93%	29%	90%	*	83%	-	-	-	-	-
	Female	75%	66%	<b>96%</b>	100%	91%	96%	*	*	-	*	92%	97%	*	95%	*	-	96%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	<b>68%</b>	38%	63%	76%	*	88%	-	80%	55%	74%	28%	71%	72%	66%	70%	-	83%	-	*
	CWD	23%	18%	<b>28%</b>	10%	33%	38%	-	-	-	38%	17%	37%	28%	-	*	30%	19%	-	-	-	-
	CWOD	50%	42%	<b>71%</b>	43%	65%	78%	*	88%	-	86%	60%	76%	-	71%	75%	71%	72%	-	83%	-	*
	EL	29%	30%	<b>72%</b>	*	71%	59%	-	88%	-	-	67%	80%	*	75%	72%	64%	85%	-	*	-	-
	Male	45%	38%	<b>66%</b>	32%	56%	76%	-	82%	-	78%	52%	73%	30%	71%	64%	66%	-	-	*	-	*
	Female	48%	41%	<b>70%</b>	45%	69%	76%	*	100%	-	83%	60%	74%	19%	72%	85%	-	70%	-	*	-	*
Reading	All Students	52%	45%	<b>69%</b>	38%	67%	77%	*	83%	-	75%	57%	74%	33%	72%	71%	65%	74%	-	*	-	*
	CWD	24%	19%	<b>33%</b>	11%	43%	40%	-	-	-	*	31%	35%	33%	-	*	35%	29%	-	-	-	-
	CWOD	56%	48%	<b>72%</b>	43%	69%	79%	*	83%	-	79%	61%	77%	-	72%	73%	69%	75%	-	*	-	*
	EL	31%	33%	<b>71%</b>	*	67%	67%	-	75%	-	-	59%	86%	*	73%	71%	58%	92%	-	*	-	-
	Male	47%	41%	<b>65%</b>	30%	57%	76%	-	75%	-	70%	51%	72%	35%	69%	58%	65%	-	-	*	-	*
	Female	56%	49%	<b>74%</b>	47%	77%	78%	*	100%	-	88%	65%	77%	29%	75%	92%	-	74%	-	*	-	*
Mathematics	All Students	41%	33%	<b>66%</b>	40%	56%	74%	*	96%	-	79%	51%	73%	27%	69%	71%	67%	65%	-	*	-	*
	CWD	22%	17%	<b>27%</b>	11%	14%	45%	-	-	-	*	7%	41%	27%	-	*	30%	13%	-	-	-	-
	CWOD	44%	35%	<b>69%</b>	45%	60%	75%	*	96%	-	88%	56%	75%	-	69%	73%	71%	67%	-	*	-	*
	EL	29%	29%	<b>71%</b>	*	78%	38%	-	100%	-	-	67%	71%	*	73%	71%	68%	69%	-	*	-	-
	Male	42%	34%	<b>67%</b>	40%	52%	74%	-	94%	-	80%	53%	74%	30%	71%	68%	67%	-	-	*	-	*
	Female	40%	33%	<b>65%</b>	40%	60%	73%	*	100%	-	75%	48%	72%	13%	67%	69%	-	65%	-	*	-	*
Science	All Students	46%	37%	<b>71%</b>	29%	71%	78%	*	80%	-	100%	65%	74%	13%	76%	86%	67%	76%	-	-	-	-
	CWD	23%	17%	<b>13%</b>	*	*	*	-	-	-	-	*	*	13%	-	-	14%	*	-	-	-	-
	CWOD	49%	39%	<b>76%</b>	36%	70%	84%	*	80%	-	100%	74%	76%	-	76%	86%	75%	77%	-	-	-	-
	EL	25%	25%	<b>86%</b>	-	*	*	-	*	-	-	80%	*	-	86%	86%	*	*	-	-	-	-
	Male	47%	37%	<b>67%</b>	11%	70%	77%	-	*	-	100%	50%	75%	14%	75%	*	67%	-	-	-	-	-
	Female	45%	36%	<b>76%</b>	60%	73%	78%	*	*	-	*	85%	72%	*	77%	*	-	76%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	43%	21%	35%	49%	*	67%	-	55%	32%	48%	13%	45%	43%	42%	44%	-	33%	-	*
	CWD	9%	6%	13%	10%	27%	13%	-	-	-	0%	3%	21%	13%	-	*	13%	13%	-	-	-	-
	CWOD	24%	18%	45%	23%	36%	51%	*	67%	-	63%	35%	50%	-	45%	45%	46%	45%	-	33%	-	*
	EL	12%	12%	43%	*	38%	33%	-	76%	-	-	33%	57%	*	45%	43%	38%	52%	-	*	-	-
	Male	21%	16%	42%	14%	31%	51%	-	56%	-	50%	29%	48%	13%	46%	38%	42%	-	-	*	-	*
	Female	23%	18%	44%	28%	40%	46%	*	88%	-	67%	35%	48%	13%	45%	52%	-	44%	-	*	-	*
Reading	All Students	25%	20%	46%	25%	43%	51%	*	65%	-	57%	35%	51%	13%	49%	42%	42%	52%	-	*	-	*
	CWD	9%	6%	13%	11%	29%	10%	-	-	-	*	8%	18%	13%	-	*	13%	14%	-	-	-	-
	CWOD	27%	21%	49%	27%	44%	53%	*	65%	-	67%	39%	53%	-	49%	43%	45%	53%	-	*	-	*
	EL	13%	14%	42%	*	33%	42%	-	63%	-	-	24%	64%	*	43%	42%	32%	58%	-	*	-	-
	Male	22%	17%	42%	20%	32%	49%	-	56%	-	50%	30%	48%	13%	45%	32%	42%	-	-	*	-	*
	Female	28%	22%	52%	30%	53%	54%	*	86%	-	75%	42%	55%	14%	53%	58%	-	52%	-	*	-	*
Mathematics	All Students	20%	14%	40%	18%	31%	46%	*	70%	-	46%	28%	45%	13%	42%	45%	43%	36%	-	*	-	*
	CWD	9%	6%	13%	11%	14%	18%	-	-	-	*	0%	24%	13%	-	*	13%	13%	-	-	-	-
	CWOD	21%	16%	42%	20%	33%	47%	*	70%	-	54%	31%	47%	-	42%	47%	46%	37%	-	*	-	*
	EL	12%	12%	45%	*	44%	23%	-	88%	-	-	39%	50%	*	47%	45%	47%	38%	-	*	-	-
	Male	21%	15%	43%	13%	30%	53%	-	63%	-	45%	29%	50%	13%	46%	47%	43%	-	-	*	-	*
	Female	19%	13%	36%	23%	33%	38%	*	86%	-	50%	27%	40%	13%	37%	38%	-	36%	-	*	-	*
Science	All Students	20%	15%	43%	14%	24%	52%	*	60%	-	75%	32%	47%	13%	45%	43%	40%	47%	-	-	-	-
	CWD	8%	5%	13%	*	*	*	-	-	-	-	*	*	13%	-	-	14%	*	-	-	-	-
	CWOD	22%	16%	45%	18%	20%	56%	*	60%	-	75%	37%	49%	-	45%	43%	43%	48%	-	-	-	-
	EL	7%	8%	43%	-	*	*	-	*	-	-	40%	*	-	43%	43%	*	*	-	-	-	-
	Male	22%	15%	40%	0%	30%	52%	-	*	-	67%	28%	45%	14%	43%	*	40%	-	-	-	-	-
	Female	19%	14%	47%	40%	18%	52%	*	*	-	*	38%	50%	*	48%	*	-	47%	-	-	-	-

- 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	76	86	89	*	100	-	94	83	87	86
CWD	87	100	80	75	-	-	-	*	89	87	*
CWOD	87	71	87	90	*	100	-	94	83	-	85
EL ◇	86	*	75	100	-	*	-	-	72	*	86
Male	85	77	77	87	-	100	-	92	83	82	89
Female	90	74	94	92	*	*	-	100	84	100	83
<b>Mathematics</b>											
All Students	83	82	73	87	*	92	-	86	77	68	71
CWD	68	71	40	83	-	-	-	*	70	68	*
CWOD	84	84	75	88	*	92	-	88	78	-	75
EL ◇	71	*	75	60	-	*	-	-	65	*	71
Male	80	86	57	85	-	89	-	83	77	67	83
Female	87	76	85	89	*	*	-	92	76	70	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.

	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
54	20	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	67	44	63	72	*	84	-	76	55	33	68
<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	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	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	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	Y	N				N	N	N	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				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				Y	Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	N	N	Y				Y	N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N				Y	N	N	Y
<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%	99%	100%	99%	100%	100%	-
	CWD	99%	100%	100%	96%	-	-	-	100%	97%	100%	99%	-	*	100%	94%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	99%	*	100%	97%	-	100%	-	-	98%	100%	*	100%	99%	100%	97%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	99%	100%	94%	100%	97%	-	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%	-
	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>Mathematics</b>	All Students	100%	100%	100%	99%	*	100%	-	100%	99%	100%	97%	100%	97%	100%	99%	-
		100%	100%	100%	99%	*	100%	-	100%	99%	100%	97%	100%	97%	100%	99%	-
	CWD	97%	100%	100%	91%	-	-	-	*	93%	100%	97%	-	*	100%	88%	-
		97%	100%	100%	91%	-	-	-	*	93%	100%	97%	-	*	100%	88%	-
	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	97%	*	100%	92%	-	100%	-	-	94%	100%	*	100%	97%	100%	92%	-
		97%	*	100%	92%	-	100%	-	-	94%	100%	*	100%	97%	100%	92%	-



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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	99%	100%	100%	99%	*	100%	-	100%	98%	100%	88%	100%	92%	-	99%	-
		99%	100%	100%	99%	*	100%	-	100%	98%	100%	88%	100%	92%	-	99%	-
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%	1%	0%	1%	0%	0%	-
	CWD	1%	0%	0%	4%	-	-	-	0%	3%	0%	1%	-	*	0%	6%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	1%	*	0%	3%	-	0%	-	-	2%	0%	*	0%	1%	0%	3%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	1%	0%	6%	0%	3%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	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%	-
Mathematics	All Students	0%	0%	0%	1%	*	0%	-	0%	1%	0%	3%	0%	3%	0%	1%	-
	CWD	3%	0%	0%	9%	-	-	-	*	7%	0%	3%	-	*	0%	12%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	3%	*	0%	8%	-	0%	-	-	6%	0%	*	0%	3%	0%	8%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	1%	*	0%	-	0%	2%	0%	12%	0%	8%	-	1%	-
Science	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	*	-	-	-	-	*	*	0%	-	-	0%	*	-
	CWOD	0%	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%	*	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
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	22	2	4	12	0	0	0	4	0		
	Female	5	0	1	4	0	0	0	0	0		
	Total	27	2	5	16	0	0	0	4	0		
<b>Out-of-School Suspensions</b>												
	Male	3	0	1	2	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	3	0	1	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		

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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	7	1	2	4	0	0	0	0	0		6
	Female	2	1	0	1	0	0	0	0	0		1
	Total	9	2	2	5	0	0	0	0	0		7
<b>Out-of-School Suspensions</b>												
	Male	3	0	1	2	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	0	1	2	0	0	0	0	0		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
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	19	2	2	11	1	2	-8	1	3	5	-8
	Female	14	3	4	6	1	-8	-8	-8	-8	-8	-8
	Total	33	5	6	17	2	2	-8	1	3	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	1
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	5.0	11.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.8	1.9%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	16%	6%	5%	*	0%	*	12%	12%	11%	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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**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 and 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%	68%	51%	40%	57%	*	*	*	-	-	47%	83%	43%	52%	55%	44%	56%	-	-	-	-	
	CWD	52%	42%	43%	*	60%	-	-	-	-	-	43%	-	43%	-	*	50%	*	-	-	-	-	
	CWOD	80%	72%	52%	50%	56%	*	*	*	-	-	48%	83%	-	52%	55%	42%	58%	-	-	-	-	
	EL	66%	64%	55%	*	57%	*	*	*	-	-	52%	*	*	55%	55%	55%	55%	-	-	-	-	
	Male	74%	64%	44%	29%	60%	*	*	-	-	-	41%	*	50%	42%	55%	44%	-	-	-	-	-	
	Female	78%	71%	56%	*	55%	*	-	*	-	-	52%	*	*	58%	55%	-	56%	-	-	-	-	
Mathematics	All Students	70%	61%	44%	30%	46%	*	*	*	-	-	43%	50%	57%	42%	42%	48%	41%	-	-	-	-	
	CWD	46%	38%	57%	*	60%	-	-	-	-	-	57%	-	57%	-	*	67%	*	-	-	-	-	
	CWOD	74%	64%	42%	25%	44%	*	*	*	-	-	41%	50%	-	42%	41%	42%	42%	-	-	-	-	
	EL	64%	61%	42%	*	46%	*	*	*	-	-	42%	*	*	41%	42%	45%	41%	-	-	-	-	
	Male	72%	62%	48%	29%	60%	*	*	-	-	-	50%	*	67%	42%	45%	48%	-	-	-	-	-	
	Female	68%	59%	41%	*	36%	*	-	*	-	-	38%	*	*	42%	41%	-	41%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	68%	59%	48%	65%	43%	-	80%	-	*	58%	67%	0%	71%	70%	56%	62%	-	*	-	*	
	CWD	48%	39%	0%	0%	0%	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	*	
	CWOD	81%	72%	71%	63%	79%	50%	-	80%	-	*	72%	67%	-	71%	77%	76%	68%	-	*	-	-	
	EL	66%	63%	70%	*	68%	*	-	*	-	-	72%	*	*	77%	70%	64%	74%	-	*	-	-	
	Male	73%	64%	56%	54%	50%	*	-	*	-	-	55%	*	0%	76%	64%	56%	-	-	-	-	-	
	Female	79%	72%	62%	38%	75%	*	-	*	-	*	61%	*	*	68%	74%	-	62%	-	*	-	*	
Mathematics	All Students	68%	56%	54%	38%	59%	57%	-	80%	-	*	53%	67%	0%	66%	67%	56%	53%	-	*	-	*	
	CWD	42%	32%	0%	0%	0%	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	*	
	CWOD	73%	60%	66%	50%	71%	67%	-	80%	-	*	66%	67%	-	66%	73%	76%	58%	-	*	-	-	
	EL	63%	58%	67%	*	64%	*	-	*	-	-	69%	*	*	73%	67%	64%	68%	-	*	-	-	
	Male	70%	58%	56%	54%	50%	*	-	*	-	-	55%	*	0%	76%	64%	56%	-	-	-	-	-	
	Female	67%	55%	53%	13%	65%	*	-	*	-	*	52%	*	*	58%	68%	-	53%	-	*	-	*	
Grade 5																							
Reading	All Students	80%	75%	78%	82%	75%	*	-	*	*	-	76%	88%	38%	85%	75%	79%	76%	-	*	-	-	
	CWD	50%	44%	38%	*	*	-	-	-	-	-	33%	*	38%	-	*	60%	*	-	-	-	-	
	CWOD	85%	79%	85%	100%	81%	*	-	*	*	-	83%	100%	-	85%	78%	83%	86%	-	*	-	-	
	EL	71%	72%	75%	*	73%	-	-	-	*	-	72%	*	*	78%	75%	64%	86%	-	*	-	-	
	Male	77%	72%	79%	86%	76%	*	-	-	-	-	76%	*	60%	83%	64%	79%	-	-	*	-	-	
	Female	83%	78%	76%	*	74%	-	-	*	*	-	76%	*	*	86%	86%	-	76%	-	*	-	-	
Mathematics	All Students	76%	65%	69%	55%	70%	*	-	*	*	-	67%	75%	13%	78%	71%	66%	72%	-	*	-	-	
	CWD	50%	38%	13%	*	*	-	-	-	-	-	0%	*	13%	-	*	20%	*	-	-	-	-	
	CWOD	80%	69%	78%	86%	75%	*	-	*	*	-	78%	83%	-	78%	74%	75%	82%	-	*	-	-	
	EL	70%	66%	71%	*	69%	-	-	-	*	-	68%	*	*	74%	71%	64%	79%	-	*	-	-	
	Male	75%	65%	66%	43%	71%	*	-	-	-	-	64%	*	20%	75%	64%	66%	-	-	*	-	-	
	Female	76%	66%	72%	*	68%	-	-	*	*	-	71%	*	*	82%	79%	-	72%	-	*	-	-	

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Science	All Students	65%	54%	50%	55%	48%	*	-	*	*	-	48%	63%	25%	54%	46%	59%	40%	-	*	-	-	
	CWD	40%	33%	25%	*	*	-	-	-	-	-	17%	*	25%	-	*	40%	*	-	-	-	-	
	CWOD	69%	57%	54%	71%	50%	*	-	*	*	-	53%	67%	-	54%	48%	63%	45%	-	*	-	-	
	EL	52%	49%	46%	*	46%	-	-	-	*	-	40%	*	*	48%	46%	50%	43%	-	*	-	-	
	Male	67%	57%	59%	57%	57%	*	-	-	-	-	56%	*	40%	63%	50%	59%	-	-	*	-	-	
	Female	63%	52%	40%	*	37%	-	-	*	*	-	38%	*	*	45%	43%	-	40%	-	*	-	-	
Grade 6																							
Reading	All Students	69%	68%	60%	69%	62%	*	-	*	-	-	61%	*	*	66%	54%	68%	50%	-	*	-	-	
	CWD	38%	38%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	74%	73%	66%	69%	67%	*	-	*	-	-	65%	*	-	66%	63%	76%	53%	-	*	-	-	
	EL	53%	61%	54%	*	59%	*	-	*	-	-	56%	*	*	63%	54%	63%	42%	-	*	-	-	
	Male	66%	64%	68%	73%	71%	*	-	*	-	-	69%	*	*	76%	63%	68%	-	-	*	-	-	
	Female	72%	72%	50%	60%	50%	*	-	*	-	-	50%	-	*	53%	42%	-	50%	-	-	-	-	
Mathematics	All Students	72%	70%	60%	63%	65%	*	-	*	-	-	61%	*	*	66%	57%	71%	45%	-	*	-	-	
	CWD	47%	47%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	76%	74%	66%	63%	71%	*	-	*	-	-	65%	*	-	66%	67%	80%	47%	-	*	-	-	
	EL	61%	69%	57%	*	64%	*	-	*	-	-	59%	*	*	67%	57%	69%	42%	-	*	-	-	
	Male	73%	70%	71%	73%	79%	*	-	*	-	-	73%	*	*	80%	69%	71%	-	-	*	-	-	
	Female	72%	70%	45%	40%	50%	*	-	*	-	-	45%	-	*	47%	42%	-	45%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	19%	10%	22%	*	*	*	-	-	18%	33%	14%	20%	27%	12%	25%	-	-	-	-	
	CWD	30%	24%	14%	*	20%	-	-	-	-	-	14%	-	14%	-	*	17%	*	-	-	-	-	
	CWOD	54%	44%	20%	13%	22%	*	*	*	-	-	18%	33%	-	20%	28%	11%	26%	-	-	-	-	
	EL	37%	36%	27%	*	29%	*	*	*	-	-	26%	*	*	28%	27%	27%	27%	-	-	-	-	
	Male	49%	40%	12%	0%	20%	*	*	-	-	-	9%	*	17%	11%	27%	12%	-	-	-	-	-	
	Female	52%	43%	25%	*	23%	*	-	*	-	-	24%	*	*	26%	27%	-	25%	-	-	-	-	
Mathematics	All Students	42%	32%	16%	10%	14%	*	*	*	-	-	16%	17%	29%	14%	15%	12%	19%	-	-	-	-	
	CWD	27%	19%	29%	*	40%	-	-	-	-	-	29%	-	29%	-	*	33%	*	-	-	-	-	
	CWOD	45%	34%	14%	13%	9%	*	*	*	-	-	14%	17%	-	14%	14%	5%	19%	-	-	-	-	
	EL	35%	32%	15%	*	14%	*	*	*	-	-	16%	*	*	14%	15%	18%	14%	-	-	-	-	
	Male	45%	35%	12%	0%	20%	*	*	-	-	-	14%	*	33%	5%	18%	12%	-	-	-	-	-	
	Female	39%	30%	19%	*	9%	*	-	*	-	-	17%	*	*	19%	14%	-	19%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	45%	40%	29%	41%	29%	-	80%	-	*	39%	50%	0%	48%	42%	47%	32%	-	*	-	*	
	CWD	29%	21%	0%	0%	0%	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	*	
	CWOD	57%	48%	48%	38%	50%	33%	-	80%	-	*	48%	50%	-	48%	47%	64%	35%	-	*	-	-	
	EL	41%	40%	42%	*	36%	*	-	*	-	-	45%	*	*	47%	42%	64%	26%	-	*	-	-	
	Male	51%	43%	47%	31%	50%	*	-	*	-	-	45%	*	0%	64%	64%	47%	-	-	-	-	-	

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Reading	Female	55%	46%	32%	25%	35%	*	-	*	-	*	32%	*	*	35%	26%	-	32%	-	*	-	*
Mathematics	All Students	42%	29%	28%	10%	32%	29%	-	80%	-	*	27%	33%	0%	34%	36%	41%	15%	-	*	-	*
	CWD	25%	18%	0%	0%	0%	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	*
	CWOD	45%	31%	34%	13%	39%	33%	-	80%	-	*	34%	33%	-	34%	40%	56%	16%	-	*	-	-
	EL	34%	29%	36%	*	32%	*	-	*	-	-	38%	*	*	40%	36%	57%	21%	-	*	-	-
	Male	45%	32%	41%	15%	50%	*	-	*	-	-	39%	*	0%	56%	57%	41%	-	-	-	-	-
	Female	38%	26%	15%	0%	20%	*	-	*	-	*	16%	*	*	16%	21%	-	15%	-	*	-	*
Grade 5																						
Reading	All Students	57%	49%	43%	55%	38%	*	-	*	*	-	41%	50%	13%	48%	46%	34%	52%	-	*	-	-
	CWD	29%	22%	13%	*	*	-	-	-	-	-	17%	*	13%	-	*	20%	*	-	-	-	-
	CWOD	61%	52%	48%	71%	42%	*	-	*	*	-	45%	67%	-	48%	48%	38%	59%	-	*	-	-
	EL	43%	44%	46%	*	42%	-	-	-	*	-	40%	*	*	48%	46%	36%	57%	-	*	-	-
	Male	53%	46%	34%	43%	33%	*	-	-	-	-	36%	*	20%	38%	36%	34%	-	-	*	-	-
	Female	60%	52%	52%	*	42%	-	-	*	*	-	48%	*	*	59%	57%	-	52%	-	*	-	-
Mathematics	All Students	47%	36%	28%	9%	30%	*	-	*	*	-	28%	25%	0%	33%	29%	28%	28%	-	*	-	-
	CWD	25%	17%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	50%	38%	33%	14%	33%	*	-	*	*	-	33%	33%	-	33%	30%	33%	32%	-	*	-	-
	EL	38%	35%	29%	*	31%	-	-	-	*	-	24%	*	*	30%	29%	29%	29%	-	*	-	-
	Male	48%	37%	28%	0%	33%	*	-	-	-	-	28%	*	0%	33%	29%	28%	-	-	*	-	-
	Female	46%	35%	28%	*	26%	-	-	*	*	-	29%	*	*	32%	29%	-	28%	-	*	-	-
Science	All Students	38%	28%	19%	9%	20%	*	-	*	*	-	20%	13%	0%	22%	18%	21%	16%	-	*	-	-
	CWD	23%	16%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	40%	29%	22%	14%	22%	*	-	*	*	-	23%	17%	-	22%	19%	25%	18%	-	*	-	-
	EL	24%	23%	18%	*	15%	-	-	-	*	-	16%	*	*	19%	18%	14%	21%	-	*	-	-
	Male	41%	31%	21%	14%	19%	*	-	-	-	-	24%	*	0%	25%	14%	21%	-	-	*	-	-
	Female	34%	24%	16%	*	21%	-	-	*	*	-	14%	*	*	18%	21%	-	16%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	33%	25%	38%	*	-	*	-	-	33%	*	*	36%	32%	43%	20%	-	*	-	-
	CWD	21%	20%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	46%	45%	36%	25%	42%	*	-	*	-	-	35%	*	-	36%	38%	48%	21%	-	*	-	-
	EL	24%	34%	32%	*	32%	*	-	*	-	-	33%	*	*	38%	32%	44%	17%	-	*	-	-
	Male	40%	40%	43%	36%	50%	*	-	*	-	-	42%	*	*	48%	44%	43%	-	-	*	-	-
	Female	45%	44%	20%	0%	25%	*	-	*	-	-	20%	-	*	21%	17%	-	20%	-	-	-	-
Mathematics	All Students	38%	37%	33%	19%	42%	*	-	*	-	-	33%	*	*	36%	36%	43%	20%	-	*	-	-
	CWD	20%	21%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	41%	40%	36%	19%	46%	*	-	*	-	-	35%	*	-	36%	42%	48%	21%	-	*	-	-
	EL	24%	35%	36%	*	36%	*	-	*	-	-	37%	*	*	42%	36%	50%	17%	-	*	-	-
	Male	40%	39%	43%	27%	57%	*	-	*	-	-	42%	*	*	48%	50%	43%	-	-	*	-	-
	Female	36%	35%	20%	0%	25%	*	-	*	-	-	20%	-	*	21%	17%	-	20%	-	-	-	-

Texas Education Agency  
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MORTON EL (220901131) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	12%	0%	14%	*	*	*	-	-	10%	33%	14%	12%	18%	8%	16%	-	-	-	-
	CWD	12%	8%	14%	*	20%	-	-	-	-	-	14%	-	14%	-	*	17%	*	-	-	-	-
	CWOD	32%	25%	12%	0%	13%	*	*	*	-	-	9%	33%	-	12%	17%	5%	16%	-	-	-	-
	EL	19%	20%	18%	*	18%	*	*	*	-	-	16%	*	*	17%	18%	18%	18%	-	-	-	-
	Male	28%	21%	8%	0%	13%	*	*	-	-	-	5%	*	17%	5%	18%	8%	-	-	-	-	-
	Female	31%	25%	16%	*	14%	*	-	*	-	-	14%	*	*	16%	18%	-	16%	-	-	-	-
Mathematics	All Students	20%	14%	4%	0%	3%	*	*	*	-	-	4%	0%	0%	4%	6%	0%	6%	-	-	-	-
	CWD	10%	6%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	15%	4%	0%	3%	*	*	*	-	-	5%	0%	-	4%	7%	0%	6%	-	-	-	-
	EL	15%	15%	6%	*	4%	*	*	*	-	-	6%	*	*	7%	6%	0%	9%	-	-	-	-
	Male	23%	16%	0%	0%	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Female	18%	12%	6%	*	5%	*	-	*	-	-	7%	*	*	6%	9%	-	6%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	21%	10%	18%	29%	-	60%	-	*	19%	33%	0%	25%	18%	32%	9%	-	*	-	*
	CWD	10%	7%	0%	0%	0%	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	*
	CWOD	31%	24%	25%	13%	21%	33%	-	60%	-	*	24%	33%	-	25%	20%	44%	10%	-	*	-	-
	EL	18%	18%	18%	*	8%	*	-	*	-	-	21%	*	*	20%	18%	36%	5%	-	*	-	-
	Male	26%	22%	32%	15%	29%	*	-	*	-	-	32%	*	0%	44%	36%	32%	-	-	-	-	-
	Female	29%	22%	9%	0%	10%	*	-	*	-	*	6%	*	*	10%	5%	-	9%	-	*	-	*
Mathematics	All Students	22%	14%	16%	5%	18%	29%	-	40%	-	*	15%	33%	0%	20%	24%	26%	6%	-	*	-	*
	CWD	10%	6%	0%	0%	0%	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	*
	CWOD	25%	15%	20%	6%	21%	33%	-	40%	-	*	18%	33%	-	20%	27%	36%	6%	-	*	-	-
	EL	16%	14%	24%	*	20%	*	-	*	-	-	24%	*	*	27%	24%	43%	11%	-	*	-	-
	Male	25%	16%	26%	8%	29%	*	-	*	-	-	23%	*	0%	36%	43%	26%	-	-	-	-	-
	Female	19%	12%	6%	0%	10%	*	-	*	-	*	6%	*	*	6%	11%	-	6%	-	*	-	*
Grade 5																						
Reading	All Students	36%	29%	24%	27%	20%	*	-	*	*	-	26%	13%	0%	28%	25%	17%	32%	-	*	-	-
	CWD	12%	10%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	40%	32%	28%	43%	22%	*	-	*	*	-	30%	17%	-	28%	26%	21%	36%	-	*	-	-
	EL	23%	25%	25%	*	19%	-	-	-	*	-	24%	*	*	26%	25%	21%	29%	-	*	-	-
	Male	32%	27%	17%	14%	19%	*	-	-	-	-	16%	*	0%	21%	21%	17%	-	-	*	-	-
	Female	39%	31%	32%	*	21%	-	-	*	*	-	38%	*	*	36%	29%	-	32%	-	*	-	-
Mathematics	All Students	24%	16%	13%	0%	18%	*	-	*	*	-	15%	0%	0%	15%	11%	17%	8%	-	*	-	-
	CWD	9%	6%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	26%	17%	15%	0%	19%	*	-	*	*	-	18%	0%	-	15%	11%	21%	9%	-	*	-	-
	EL	17%	15%	11%	*	12%	-	-	-	*	-	12%	*	*	11%	11%	14%	7%	-	*	-	-
	Male	25%	17%	17%	0%	24%	*	-	-	-	-	20%	*	0%	21%	14%	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	Female	23%	14%	8%	*	11%	-	-	*	*	-	10%	*	*	9%	7%	-	8%	-	*	-	-
Science	All Students	17%	12%	7%	9%	8%	*	-	*	*	-	9%	0%	0%	9%	7%	10%	4%	-	*	-	-
	CWD	9%	6%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	19%	12%	9%	14%	8%	*	-	*	*	-	10%	0%	-	9%	7%	13%	5%	-	*	-	-
	EL	9%	8%	7%	*	4%	-	-	-	*	-	8%	*	*	7%	7%	14%	0%	-	*	-	-
	Male	20%	14%	10%	14%	10%	*	-	-	-	-	12%	*	0%	13%	14%	10%	-	-	*	-	-
	Female	15%	10%	4%	*	5%	-	-	*	*	-	5%	*	*	5%	0%	-	4%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	19%	19%	19%	*	-	*	-	-	20%	*	*	20%	25%	29%	5%	-	*	-	-
	CWD	8%	7%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	25%	23%	20%	19%	21%	*	-	*	-	-	21%	*	-	20%	29%	32%	5%	-	*	-	-
	EL	9%	15%	25%	*	23%	*	-	*	-	-	26%	*	*	29%	25%	38%	8%	-	*	-	-
	Male	21%	19%	29%	27%	29%	*	-	*	-	-	31%	*	*	32%	38%	29%	-	-	*	-	-
	Female	25%	23%	5%	0%	8%	*	-	*	-	-	5%	-	*	5%	8%	-	5%	-	-	-	-
Mathematics	All Students	16%	16%	10%	6%	12%	*	-	*	-	-	11%	*	*	11%	14%	18%	0%	-	*	-	-
	CWD	8%	9%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	17%	17%	11%	6%	13%	*	-	*	-	-	12%	*	-	11%	17%	20%	0%	-	*	-	-
	EL	7%	14%	14%	*	14%	*	-	*	-	-	15%	*	*	17%	14%	25%	0%	-	*	-	-
	Male	17%	18%	18%	9%	21%	*	-	*	-	-	19%	*	*	20%	25%	18%	-	-	*	-	-
	Female	14%	13%	0%	0%	0%	*	-	*	-	-	0%	-	*	0%	0%	-	0%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	58%	53%	61%	59%	*	59%	*	*	57%	69%	19%	64%	60%	61%	55%	-	50%	-	*
	CWD	44%	36%	19%	15%	24%	*	-	*	-	-	16%	38%	19%	-	16%	25%	0%	-	-	-	*
	CWOD	77%	70%	64%	62%	66%	63%	*	68%	*	*	63%	75%	-	64%	64%	70%	60%	-	50%	-	-
	EL	59%	58%	60%	73%	61%	80%	*	33%	*	-	59%	70%	16%	64%	60%	60%	59%	-	71%	-	-
	Male	71%	63%	61%	57%	64%	67%	*	60%	-	-	60%	68%	25%	70%	60%	61%	-	-	60%	-	-
	Female	75%	68%	55%	45%	57%	50%	-	58%	*	*	53%	71%	0%	60%	59%	-	55%	-	40%	-	*
Reading	All Students	74%	67%	62%	59%	65%	50%	*	57%	*	*	60%	77%	19%	68%	63%	62%	61%	-	*	-	*
	CWD	43%	35%	19%	18%	24%	*	-	*	-	-	18%	*	19%	-	17%	26%	0%	-	-	-	*
	CWOD	78%	72%	68%	68%	71%	54%	*	67%	*	*	67%	84%	-	68%	68%	71%	66%	-	*	-	-
	EL	57%	57%	63%	80%	64%	80%	*	33%	*	-	63%	70%	17%	68%	63%	62%	64%	-	*	-	-
	Male	70%	63%	62%	61%	66%	57%	*	60%	-	-	61%	75%	26%	71%	62%	62%	-	-	*	-	-
	Female	78%	73%	61%	55%	64%	43%	-	56%	*	*	59%	80%	0%	66%	64%	-	61%	-	*	-	*
Mathematics	All Students	71%	64%	56%	47%	60%	64%	*	57%	*	*	56%	64%	16%	63%	59%	60%	52%	-	*	-	*
	CWD	44%	36%	16%	9%	24%	*	-	*	-	-	14%	*	16%	-	17%	22%	0%	-	-	-	*
	CWOD	75%	67%	63%	55%	65%	69%	*	67%	*	*	62%	68%	-	63%	64%	70%	56%	-	*	-	-
	EL	61%	61%	59%	60%	60%	80%	*	33%	*	-	59%	60%	17%	64%	59%	62%	57%	-	*	-	-
	Male	71%	63%	60%	53%	66%	71%	*	60%	-	-	61%	58%	22%	70%	62%	60%	-	-	*	-	-

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MORTON EL (220901131) - ARLINGTON ISD - TARRANT 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%	64%	52%	35%	55%	57%	-	56%	*	*	50%	70%	0%	56%	57%	-	52%	-	*	-	*
Science	All Students	74%	66%	50%	55%	48%	*	-	*	*	-	48%	63%	25%	54%	46%	59%	40%	-	*	-	-
	CWD	47%	38%	25%	*	*	-	-	-	-	-	17%	*	25%	-	*	40%	*	-	-	-	-
	CWOD	78%	69%	54%	71%	50%	*	-	*	*	-	53%	67%	-	54%	48%	63%	45%	-	*	-	-
	EL	58%	56%	46%	*	46%	-	-	-	*	-	40%	*	*	48%	46%	50%	43%	-	*	-	-
	Male	74%	65%	59%	57%	57%	*	-	-	-	-	56%	*	40%	63%	50%	59%	-	-	*	-	-
	Female	75%	66%	40%	*	37%	-	-	*	*	-	38%	*	*	45%	43%	-	40%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	29%	20%	30%	34%	*	52%	*	*	28%	33%	6%	32%	31%	32%	25%	-	30%	-	*
	CWD	23%	18%	6%	4%	8%	*	-	*	-	-	6%	0%	6%	-	8%	8%	0%	-	-	-	*
	CWOD	50%	42%	32%	24%	33%	37%	*	60%	*	*	32%	39%	-	32%	34%	38%	27%	-	30%	-	-
	EL	29%	30%	31%	45%	29%	60%	*	33%	*	-	31%	39%	8%	34%	31%	39%	25%	-	43%	-	-
	Male	45%	38%	32%	20%	36%	53%	*	60%	-	-	32%	32%	8%	38%	39%	32%	-	-	40%	-	-
	Female	48%	41%	25%	18%	25%	14%	-	47%	*	*	24%	33%	0%	27%	25%	-	25%	-	20%	-	*
Reading	All Students	52%	45%	34%	29%	34%	29%	*	50%	*	*	33%	45%	6%	38%	37%	35%	32%	-	*	-	*
	CWD	24%	19%	6%	9%	6%	*	-	*	-	-	7%	*	6%	-	8%	9%	0%	-	-	-	*
	CWOD	56%	48%	38%	34%	38%	31%	*	58%	*	*	37%	53%	-	38%	40%	42%	35%	-	*	-	-
	EL	31%	33%	37%	60%	35%	60%	*	33%	*	-	36%	50%	8%	40%	37%	44%	31%	-	*	-	-
	Male	47%	41%	35%	29%	38%	43%	*	60%	-	-	35%	42%	9%	42%	44%	35%	-	-	*	-	-
	Female	56%	49%	32%	30%	32%	14%	-	44%	*	*	31%	50%	0%	35%	31%	-	32%	-	*	-	*
Mathematics	All Students	41%	33%	26%	12%	28%	36%	*	57%	*	*	26%	27%	6%	29%	29%	32%	20%	-	*	-	*
	CWD	22%	17%	6%	0%	12%	*	-	*	-	-	7%	*	6%	-	8%	9%	0%	-	-	-	*
	CWOD	44%	35%	29%	15%	31%	38%	*	67%	*	*	29%	32%	-	29%	31%	38%	21%	-	*	-	-
	EL	29%	29%	29%	20%	28%	60%	*	33%	*	-	29%	30%	8%	31%	29%	40%	19%	-	*	-	-
	Male	42%	34%	32%	13%	39%	57%	*	60%	-	-	32%	33%	9%	38%	40%	32%	-	-	*	-	-
	Female	40%	33%	20%	10%	19%	14%	-	56%	*	*	20%	20%	0%	21%	19%	-	20%	-	*	-	*
Science	All Students	46%	37%	19%	9%	20%	*	-	*	*	-	20%	13%	0%	22%	18%	21%	16%	-	*	-	-
	CWD	23%	17%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	49%	39%	22%	14%	22%	*	-	*	*	-	23%	17%	-	22%	19%	25%	18%	-	*	-	-
	EL	25%	25%	18%	*	15%	-	-	-	*	-	16%	*	*	19%	18%	14%	21%	-	*	-	-
	Male	47%	37%	21%	14%	19%	*	-	-	-	-	24%	*	0%	25%	14%	21%	-	-	*	-	-
	Female	45%	36%	16%	*	21%	-	-	*	*	-	14%	*	*	18%	21%	-	16%	-	*	-	-
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%	17%	14%	9%	14%	28%	*	24%	*	*	14%	13%	1%	16%	17%	18%	10%	-	10%	-	*
	CWD	9%	6%	1%	0%	3%	*	-	*	-	-	2%	0%	1%	-	4%	2%	0%	-	-	-	*
	CWOD	24%	18%	16%	11%	16%	30%	*	28%	*	*	16%	16%	-	16%	18%	22%	11%	-	10%	-	-
	EL	12%	12%	17%	27%	13%	60%	*	28%	*	-	17%	13%	4%	18%	17%	24%	10%	-	14%	-	-
	Male	21%	16%	18%	11%	19%	40%	*	50%	-	-	18%	18%	2%	22%	24%	18%	-	-	20%	-	-
	Female	23%	18%	10%	5%	10%	14%	-	11%	*	*	10%	8%	0%	11%	10%	-	10%	-	0%	-	*
Reading	All Students	25%	20%	19%	14%	18%	29%	*	36%	*	*	19%	23%	3%	21%	21%	22%	15%	-	*	-	*
	CWD	9%	6%	3%	0%	6%	*	-	*	-	-	4%	*	3%	-	8%	4%	0%	-	-	-	*
	CWOD	27%	21%	21%	17%	19%	31%	*	42%	*	*	21%	26%	-	21%	23%	27%	17%	-	*	-	-
	EL	13%	14%	21%	40%	17%	60%	*	33%	*	-	21%	20%	8%	23%	21%	29%	15%	-	*	-	-
	Male	22%	17%	22%	16%	22%	43%	*	60%	-	-	22%	25%	4%	27%	29%	22%	-	-	*	-	-
	Female	28%	22%	15%	10%	14%	14%	-	22%	*	*	15%	20%	0%	17%	15%	-	15%	-	*	-	*
Mathematics	All Students	20%	14%	11%	3%	12%	29%	*	14%	*	*	11%	9%	0%	13%	14%	16%	5%	-	*	-	*
	CWD	9%	6%	0%	0%	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	*
	CWOD	21%	16%	13%	4%	14%	31%	*	17%	*	*	13%	11%	-	13%	15%	20%	6%	-	*	-	-
	EL	12%	12%	14%	0%	12%	60%	*	22%	*	-	14%	10%	0%	15%	14%	22%	7%	-	*	-	-
	Male	21%	15%	16%	5%	19%	43%	*	40%	-	-	16%	17%	0%	20%	22%	16%	-	-	*	-	-
	Female	19%	13%	5%	0%	7%	14%	-	0%	*	*	6%	0%	0%	6%	7%	-	5%	-	*	-	*
Science	All Students	20%	15%	7%	9%	8%	*	-	*	*	-	9%	0%	0%	9%	7%	10%	4%	-	*	-	-
	CWD	8%	5%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	16%	9%	14%	8%	*	-	*	*	-	10%	0%	-	9%	7%	13%	5%	-	*	-	-
	EL	7%	8%	7%	*	4%	-	-	-	*	-	8%	*	*	7%	7%	14%	0%	-	*	-	-
	Male	22%	15%	10%	14%	10%	*	-	-	-	-	12%	*	0%	13%	14%	10%	-	-	*	-	-
	Female	19%	14%	4%	*	5%	-	-	*	*	-	5%	*	*	5%	0%	-	4%	-	*	-	-

- Indicates there are no students in the group.

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

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

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

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

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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	77	90	78	-	80	*	*	85	71	91
CWD	71	56	89	*	-	*	-	-	72	71	67
CWOD	88	85	91	75	-	88	*	*	88	-	94
EL ◇	91	*	91	*	-	86	*	-	92	67	91
Male	89	83	95	83	-	80	-	-	88	71	93
Female	81	64	86	*	-	80	*	*	83	71	90
<b>Mathematics</b>											
All Students	81	70	84	78	-	90	*	*	80	64	85
CWD	64	56	60	*	-	*	-	-	63	64	57
CWOD	84	75	87	75	-	88	*	*	83	-	87
EL ◇	85	*	84	*	-	86	*	-	84	57	85
Male	80	75	82	67	-	100	-	-	77	67	81
Female	82	59	86	*	-	80	*	*	84	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
192	22	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	34	27	35	40	*	45	*	*	33	9	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	N	N	N						Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	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	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%
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%	-	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%	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%	-	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%	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%	100%	-
		100%	100%	100%	100%	*	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	*	100%	*	-	100%	100%	100%	100%	100%	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%	-
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%	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%	-	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%	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%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	*	-	0%	0%	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%	-
Science	All Students	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%	-
	EL	0%	*	0%	-	-	-	*	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	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
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	16	5	11	0	0	0	0	0	7		
	Female	6	4	0	2	0	0	0	0	1		
	Total	22	9	11	2	0	0	0	0	8		
<b>Out-of-School Suspensions</b>												
	Male	12	5	6	1	0	0	0	0	3		
	Female	5	1	3	1	0	0	0	0	3		
	Total	17	6	9	2	0	0	0	0	6		
<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	3	1	0	0	0	0	0	0		2
	Female	2	1	1	0	0	0	0	0	1		2
	Total	6	4	2	0	0	0	0	0	1		4
<b>Out-of-School Suspensions</b>												
	Male	5	3	2	0	0	0	0	0	1		2
	Female	1	0	1	0	0	0	0	0	1		1
	Total	6	3	3	0	0	0	0	0	2		3
<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	33	10	20	1	-8	1	-8	1	10	6	-8
	Female	29	9	15	3	-8	1	-8	1	14	1	-8
	Total	62	19	35	4	-8	2	-8	2	24	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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		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	16	1	14	1	0	0	0	0	7	0
	Female	33	5	21	3	0	4	0	0	26	0
	Total	49	6	35	4	0	4	0	0	33	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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.7	10.4%
Teachers Teaching with Emergency or Provisional Credentials	0.8	2.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.8	5.2%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	1%
Mathematics	6,408	2%	49	1%	*	1%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	*	0%
Reading	48,805	1%	354	1%	*	0%
Mathematics	43,293	1%	319	1%	*	0%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	39%	52%	34%	40%	*	29%	*	42%	41%	46%	28%

- 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 and 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%	68%	63%	53%	64%	86%	-	50%	*	-	56%	89%	27%	72%	63%	60%	67%	-	55%	-	-	
	CWD	52%	42%	27%	*	43%	*	-	*	-	-	23%	*	27%	-	25%	44%	0%	-	*	-	-	
	CWOD	80%	72%	72%	64%	68%	100%	-	*	*	-	65%	94%	-	72%	71%	65%	80%	-	56%	-	-	
	EL	66%	64%	63%	*	60%	*	-	*	-	-	57%	100%	25%	71%	63%	62%	65%	-	60%	-	-	
	Male	74%	64%	60%	57%	63%	*	-	*	-	-	53%	82%	44%	65%	62%	60%	-	-	33%	-	-	
	Female	78%	71%	67%	50%	65%	80%	-	*	*	-	59%	100%	0%	80%	65%	-	67%	-	80%	-	-	
Mathematics	All Students	70%	61%	66%	47%	72%	57%	-	67%	*	-	62%	78%	33%	73%	77%	77%	53%	-	55%	-	-	
	CWD	46%	38%	33%	*	43%	*	-	*	-	-	31%	*	33%	-	38%	56%	0%	-	*	-	-	
	CWOD	74%	64%	73%	57%	78%	67%	-	*	*	-	71%	81%	-	73%	86%	82%	63%	-	56%	-	-	
	EL	64%	61%	77%	*	77%	*	-	*	-	-	73%	100%	38%	86%	77%	85%	65%	-	100%	-	-	
	Male	72%	62%	77%	71%	80%	*	-	*	-	-	75%	82%	56%	82%	85%	77%	-	-	67%	-	-	
	Female	68%	59%	53%	30%	59%	40%	-	*	*	-	48%	71%	0%	63%	65%	-	53%	-	40%	-	-	
Grade 4																							
Reading	All Students	76%	68%	69%	67%	69%	*	-	*	-	*	67%	100%	30%	77%	71%	59%	77%	-	-	-	-	
	CWD	48%	39%	30%	*	43%	-	-	-	-	-	30%	-	30%	-	*	14%	*	-	-	-	-	
	CWOD	81%	72%	77%	80%	76%	*	-	*	-	*	74%	100%	-	77%	74%	75%	78%	-	-	-	-	
	EL	66%	63%	71%	*	71%	*	-	*	-	-	69%	*	*	74%	71%	69%	73%	-	-	-	-	
	Male	73%	64%	59%	43%	63%	*	-	*	-	*	59%	-	14%	75%	69%	59%	-	-	-	-	-	
	Female	79%	72%	77%	82%	75%	*	-	*	-	-	73%	100%	*	78%	73%	-	77%	-	-	-	-	
Mathematics	All Students	68%	56%	60%	50%	56%	*	-	*	-	*	58%	80%	10%	69%	74%	67%	54%	-	-	-	-	
	CWD	42%	32%	10%	*	14%	-	-	-	-	-	10%	-	10%	-	*	14%	*	-	-	-	-	
	CWOD	73%	60%	69%	60%	66%	*	-	*	-	*	68%	80%	-	69%	81%	85%	59%	-	-	-	-	
	EL	63%	58%	74%	*	67%	*	-	*	-	-	76%	*	*	81%	74%	81%	67%	-	-	-	-	
	Male	70%	58%	67%	43%	69%	*	-	*	-	*	67%	-	14%	85%	81%	67%	-	-	-	-	-	
	Female	67%	55%	54%	55%	45%	*	-	*	-	-	50%	80%	*	59%	67%	-	54%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	75%	73%	60%	79%	71%	*	*	-	-	72%	78%	*	77%	78%	65%	82%	-	*	-	-	
	CWD	50%	44%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	85%	79%	77%	67%	82%	71%	*	*	-	-	77%	78%	-	77%	82%	69%	85%	-	*	-	-	
	EL	71%	72%	78%	*	72%	-	*	*	-	-	80%	*	*	82%	78%	73%	83%	-	-	-	-	
	Male	77%	72%	65%	44%	75%	60%	-	*	-	-	65%	60%	*	69%	73%	65%	-	-	*	-	-	
	Female	83%	78%	82%	73%	85%	*	*	*	-	-	79%	*	*	85%	83%	-	82%	-	*	-	-	
Mathematics	All Students	76%	65%	58%	45%	72%	29%	*	*	-	-	56%	67%	*	59%	83%	58%	57%	-	*	-	-	
	CWD	50%	38%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	80%	69%	59%	50%	71%	29%	*	*	-	-	57%	67%	-	59%	82%	59%	59%	-	*	-	-	
	EL	70%	66%	83%	*	83%	-	*	*	-	-	85%	*	*	82%	83%	91%	75%	-	-	-	-	
	Male	75%	65%	58%	44%	75%	20%	-	*	-	-	62%	40%	*	59%	91%	58%	-	-	*	-	-	
	Female	76%	66%	57%	45%	69%	*	*	*	-	-	50%	*	*	59%	75%	-	57%	-	*	-	-	

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Science	All Students	65%	54%	44%	45%	52%	14%	*	*	-	-	46%	33%	*	46%	65%	42%	46%	-	*	-	-
	CWD	40%	33%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	69%	57%	46%	50%	54%	14%	*	*	-	-	49%	33%	-	46%	68%	45%	48%	-	*	-	-
	EL	52%	49%	65%	*	72%	-	*	*	-	-	70%	*	*	68%	65%	64%	67%	-	-	-	-
	Male	67%	57%	42%	44%	50%	20%	-	*	-	-	46%	20%	*	45%	64%	42%	-	-	*	-	-
	Female	63%	52%	46%	45%	54%	*	*	*	-	-	46%	*	*	48%	67%	-	46%	-	*	-	-
Grade 6																						
Reading	All Students	69%	68%	58%	61%	54%	*	-	86%	-	-	59%	55%	25%	64%	61%	59%	58%	-	*	-	-
	CWD	38%	38%	25%	*	33%	*	-	-	-	-	25%	*	25%	-	20%	29%	20%	-	-	-	-
	CWOD	74%	73%	64%	68%	58%	*	-	86%	-	-	65%	63%	-	64%	66%	64%	64%	-	*	-	-
	EL	53%	61%	61%	*	57%	*	-	86%	-	-	62%	58%	20%	66%	61%	57%	69%	-	*	-	-
	Male	66%	64%	59%	75%	52%	*	-	83%	-	-	61%	54%	29%	64%	57%	59%	-	-	*	-	-
	Female	72%	72%	58%	53%	59%	-	-	*	-	-	58%	57%	20%	64%	69%	-	58%	-	*	-	-
Mathematics	All Students	72%	70%	70%	65%	65%	*	-	100%	-	-	68%	75%	67%	70%	72%	78%	58%	-	*	-	-
	CWD	47%	47%	67%	*	83%	*	-	-	-	-	75%	*	67%	-	80%	100%	20%	-	-	-	-
	CWOD	76%	74%	70%	74%	63%	*	-	100%	-	-	67%	81%	-	70%	71%	74%	64%	-	*	-	-
	EL	61%	69%	72%	*	68%	*	-	100%	-	-	68%	83%	80%	71%	72%	77%	63%	-	*	-	-
	Male	73%	70%	78%	88%	69%	*	-	100%	-	-	76%	85%	100%	74%	77%	78%	-	-	*	-	-
	Female	72%	70%	58%	53%	59%	-	-	*	-	-	58%	57%	20%	64%	63%	-	58%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	32%	24%	28%	71%	-	33%	*	-	26%	50%	13%	36%	23%	28%	36%	-	45%	-	-
	CWD	30%	24%	13%	*	29%	*	-	*	-	-	8%	*	13%	-	0%	22%	0%	-	*	-	-
	CWOD	54%	44%	36%	29%	28%	83%	-	*	*	-	31%	50%	-	36%	29%	29%	43%	-	56%	-	-
	EL	37%	36%	23%	*	17%	*	-	*	-	-	22%	33%	0%	29%	23%	19%	29%	-	40%	-	-
	Male	49%	40%	28%	29%	27%	*	-	*	-	-	22%	45%	22%	29%	19%	28%	-	-	17%	-	-
	Female	52%	43%	36%	20%	29%	60%	-	*	*	-	31%	57%	0%	43%	29%	-	36%	-	80%	-	-
Mathematics	All Students	42%	32%	23%	18%	21%	29%	-	50%	*	-	18%	39%	27%	22%	26%	28%	17%	-	18%	-	-
	CWD	27%	19%	27%	*	29%	*	-	*	-	-	23%	*	27%	-	25%	44%	0%	-	*	-	-
	CWOD	45%	34%	22%	21%	20%	33%	-	*	*	-	17%	38%	-	22%	26%	24%	20%	-	22%	-	-
	EL	35%	32%	26%	*	17%	*	-	*	-	-	22%	50%	25%	26%	26%	31%	18%	-	20%	-	-
	Male	45%	35%	28%	14%	27%	*	-	*	-	-	25%	36%	44%	24%	31%	28%	-	-	17%	-	-
	Female	39%	30%	17%	20%	12%	20%	-	*	*	-	10%	43%	0%	20%	18%	-	17%	-	20%	-	-
Grade 4																						
Reading	All Students	53%	45%	40%	33%	39%	*	-	*	-	*	37%	80%	0%	48%	48%	30%	49%	-	-	-	-
	CWD	29%	21%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	57%	48%	48%	40%	48%	*	-	*	-	*	45%	80%	-	48%	56%	40%	53%	-	-	-	-
	EL	41%	40%	48%	*	50%	*	-	*	-	-	45%	*	*	56%	48%	31%	67%	-	-	-	-
	Male	51%	43%	30%	29%	25%	*	-	*	-	*	30%	-	0%	40%	31%	30%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	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%	46%	49%	36%	50%	*	-	*	-	-	43%	80%	*	53%	67%	-	49%	-	-	-	-
Mathematics	All Students	42%	29%	27%	11%	22%	*	-	*	-	*	28%	20%	0%	33%	35%	33%	23%	-	-	-	-
	CWD	25%	18%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	45%	31%	33%	13%	28%	*	-	*	-	*	34%	20%	-	33%	41%	45%	25%	-	-	-	-
	EL	34%	29%	35%	*	29%	*	-	*	-	-	38%	*	*	41%	35%	38%	33%	-	-	-	-
	Male	45%	32%	33%	14%	25%	*	-	*	-	*	33%	-	0%	45%	38%	33%	-	-	-	-	-
	Female	38%	26%	23%	9%	20%	*	-	*	-	-	23%	20%	*	25%	33%	-	23%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	36%	30%	41%	29%	*	*	-	-	34%	44%	*	38%	43%	35%	36%	-	*	-	-
	CWD	29%	22%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	61%	52%	38%	33%	43%	29%	*	*	-	-	36%	44%	-	38%	45%	38%	37%	-	*	-	-
	EL	43%	44%	43%	*	44%	-	*	*	-	-	40%	*	*	45%	43%	45%	42%	-	-	-	-
	Male	53%	46%	35%	33%	38%	40%	-	*	-	-	38%	20%	*	38%	45%	35%	-	-	*	-	-
	Female	60%	52%	36%	27%	46%	*	*	*	-	-	29%	*	*	37%	42%	-	36%	-	*	-	-
Mathematics	All Students	47%	36%	29%	25%	38%	0%	*	*	-	-	26%	44%	*	30%	43%	35%	21%	-	*	-	-
	CWD	25%	17%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	50%	38%	30%	28%	39%	0%	*	*	-	-	28%	44%	-	30%	45%	38%	22%	-	*	-	-
	EL	38%	35%	43%	*	44%	-	*	*	-	-	40%	*	*	45%	43%	64%	25%	-	-	-	-
	Male	48%	37%	35%	22%	56%	0%	-	*	-	-	35%	40%	*	38%	64%	35%	-	-	*	-	-
	Female	46%	35%	21%	27%	15%	*	*	*	-	-	17%	*	*	22%	25%	-	21%	-	*	-	-
Science	All Students	38%	28%	15%	5%	28%	0%	*	*	-	-	16%	11%	*	16%	35%	26%	4%	-	*	-	-
	CWD	23%	16%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	40%	29%	16%	6%	29%	0%	*	*	-	-	17%	11%	-	16%	36%	28%	4%	-	*	-	-
	EL	24%	23%	35%	*	39%	-	*	*	-	-	35%	*	*	36%	35%	64%	8%	-	-	-	-
	Male	41%	31%	26%	0%	50%	0%	-	*	-	-	27%	20%	*	28%	64%	26%	-	-	*	-	-
	Female	34%	24%	4%	9%	0%	*	*	*	-	-	4%	*	*	4%	8%	-	4%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	30%	22%	26%	*	-	86%	-	-	32%	25%	8%	34%	35%	33%	27%	-	*	-	-
	CWD	21%	20%	8%	*	0%	*	-	-	-	-	13%	*	8%	-	0%	0%	20%	-	-	-	-
	CWOD	46%	45%	34%	21%	30%	*	-	86%	-	-	35%	31%	-	34%	39%	38%	29%	-	*	-	-
	EL	24%	34%	35%	*	27%	*	-	86%	-	-	35%	33%	0%	39%	35%	33%	38%	-	*	-	-
	Male	40%	40%	33%	38%	21%	*	-	83%	-	-	33%	31%	0%	38%	33%	33%	-	-	*	-	-
	Female	45%	44%	27%	13%	35%	-	-	*	-	-	31%	14%	20%	29%	38%	-	27%	-	*	-	-
Mathematics	All Students	38%	37%	25%	17%	20%	*	-	100%	-	-	24%	30%	8%	28%	33%	30%	18%	-	*	-	-
	CWD	20%	21%	8%	*	0%	*	-	-	-	-	13%	*	8%	-	0%	0%	20%	-	-	-	-
	CWOD	41%	40%	28%	16%	23%	*	-	100%	-	-	25%	38%	-	28%	37%	36%	18%	-	*	-	-
	EL	24%	35%	33%	*	22%	*	-	100%	-	-	29%	42%	0%	37%	33%	37%	25%	-	*	-	-
	Male	40%	39%	30%	25%	21%	*	-	100%	-	-	30%	31%	0%	36%	37%	30%	-	-	*	-	-
	Female	36%	35%	18%	13%	18%	-	-	*	-	-	15%	29%	20%	18%	25%	-	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
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	10%	12%	9%	14%	-	17%	*	-	8%	17%	0%	13%	5%	9%	11%	-	9%	-	-
	CWD	12%	8%	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	32%	25%	13%	14%	10%	17%	-	*	*	-	10%	19%	-	13%	6%	12%	13%	-	11%	-	-
	EL	19%	20%	5%	*	3%	*	-	*	-	-	3%	17%	0%	6%	5%	4%	6%	-	0%	-	-
	Male	28%	21%	9%	14%	7%	*	-	*	-	-	6%	18%	0%	12%	4%	9%	-	-	0%	-	-
	Female	31%	25%	11%	10%	12%	0%	-	*	*	-	10%	14%	0%	13%	6%	-	11%	-	20%	-	-
Mathematics	All Students	20%	14%	8%	6%	11%	0%	-	0%	*	-	7%	11%	0%	9%	9%	12%	3%	-	9%	-	-
	CWD	10%	6%	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	22%	15%	9%	7%	13%	0%	-	*	*	-	8%	13%	-	9%	11%	15%	3%	-	11%	-	-
	EL	15%	15%	9%	*	11%	*	-	*	-	-	5%	33%	0%	11%	9%	15%	0%	-	0%	-	-
	Male	23%	16%	12%	14%	13%	*	-	*	-	-	9%	18%	0%	15%	15%	12%	-	-	0%	-	-
	Female	18%	12%	3%	0%	6%	0%	-	*	*	-	3%	0%	0%	3%	0%	-	3%	-	20%	-	-
Grade 4																						
Reading	All Students	28%	22%	16%	0%	17%	*	-	*	-	*	16%	20%	0%	19%	19%	15%	17%	-	-	-	-
	CWD	10%	7%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	31%	24%	19%	0%	21%	*	-	*	-	*	19%	20%	-	19%	22%	20%	19%	-	-	-	-
	EL	18%	18%	19%	*	21%	*	-	*	-	-	21%	*	*	22%	19%	13%	27%	-	-	-	-
	Male	26%	22%	15%	0%	13%	*	-	*	-	*	15%	-	0%	20%	13%	15%	-	-	-	-	-
	Female	29%	22%	17%	0%	20%	*	-	*	-	-	17%	20%	*	19%	27%	-	17%	-	-	-	-
Mathematics	All Students	22%	14%	11%	0%	11%	*	-	*	-	*	11%	20%	0%	13%	13%	11%	11%	-	-	-	-
	CWD	10%	6%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	15%	13%	0%	14%	*	-	*	-	*	13%	20%	-	13%	15%	15%	13%	-	-	-	-
	EL	16%	14%	13%	*	13%	*	-	*	-	-	14%	*	*	15%	13%	13%	13%	-	-	-	-
	Male	25%	16%	11%	0%	13%	*	-	*	-	*	11%	-	0%	15%	13%	11%	-	-	-	-	-
	Female	19%	12%	11%	0%	10%	*	-	*	-	-	10%	20%	*	13%	13%	-	11%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	17%	25%	14%	14%	*	*	-	-	20%	0%	*	18%	17%	23%	11%	-	*	-	-
	CWD	12%	10%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	40%	32%	18%	28%	14%	14%	*	*	-	-	21%	0%	-	18%	18%	24%	11%	-	*	-	-
	EL	23%	25%	17%	*	17%	-	*	*	-	-	20%	*	*	18%	17%	18%	17%	-	-	-	-
	Male	32%	27%	23%	33%	19%	20%	-	*	-	-	27%	0%	*	24%	18%	23%	-	-	*	-	-
	Female	39%	31%	11%	18%	8%	*	*	*	-	-	13%	*	*	11%	17%	-	11%	-	*	-	-
Mathematics	All Students	24%	16%	7%	5%	10%	0%	*	*	-	-	6%	11%	*	7%	13%	10%	4%	-	*	-	-
	CWD	9%	6%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	26%	17%	7%	6%	11%	0%	*	*	-	-	6%	11%	-	7%	14%	10%	4%	-	*	-	-
	EL	17%	15%	13%	*	17%	-	*	*	-	-	10%	*	*	14%	13%	27%	0%	-	-	-	-
	Male	25%	17%	10%	0%	19%	0%	-	*	-	-	8%	20%	*	10%	27%	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	Female	23%	14%	4%	9%	0%	*	*	*	-	-	4%	*	*	4%	0%	-	4%	-	*	-	-
Science	All Students	17%	12%	7%	0%	14%	0%	*	*	-	-	8%	0%	*	7%	13%	13%	0%	-	*	-	-
	CWD	9%	6%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	19%	12%	7%	0%	14%	0%	*	*	-	-	9%	0%	-	7%	14%	14%	0%	-	*	-	-
	EL	9%	8%	13%	*	17%	-	*	*	-	-	15%	*	*	14%	13%	27%	0%	-	-	-	-
	Male	20%	14%	13%	0%	25%	0%	-	*	-	-	15%	0%	*	14%	27%	13%	-	-	*	-	-
	Female	15%	10%	0%	0%	0%	*	*	*	-	-	0%	*	*	0%	0%	-	0%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	13%	0%	13%	*	-	57%	-	-	12%	15%	0%	15%	20%	15%	9%	-	*	-	-
	CWD	8%	7%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	25%	23%	15%	0%	15%	*	-	57%	-	-	14%	19%	-	15%	22%	18%	11%	-	*	-	-
	EL	9%	15%	20%	*	14%	*	-	57%	-	-	18%	25%	0%	22%	20%	20%	19%	-	*	-	-
	Male	21%	19%	15%	0%	14%	*	-	50%	-	-	12%	23%	0%	18%	20%	15%	-	-	*	-	-
	Female	25%	23%	9%	0%	12%	-	-	*	-	-	12%	0%	0%	11%	19%	-	9%	-	*	-	-
Mathematics	All Students	16%	16%	13%	9%	4%	*	-	86%	-	-	10%	20%	0%	15%	17%	17%	6%	-	*	-	-
	CWD	8%	9%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	17%	17%	15%	11%	5%	*	-	86%	-	-	12%	25%	-	15%	20%	21%	7%	-	*	-	-
	EL	7%	14%	17%	*	5%	*	-	86%	-	-	15%	25%	0%	20%	17%	23%	6%	-	*	-	-
	Male	17%	18%	17%	13%	7%	*	-	83%	-	-	15%	23%	0%	21%	23%	17%	-	-	*	-	-
	Female	14%	13%	6%	7%	0%	-	-	*	-	-	4%	14%	0%	7%	6%	-	6%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	63%	55%	65%	60%	*	75%	*	*	61%	72%	30%	68%	71%	64%	61%	-	57%	-	-
	CWD	44%	36%	30%	8%	42%	33%	-	38%	-	-	28%	42%	30%	-	38%	40%	13%	-	*	-	-
	CWOD	77%	70%	68%	63%	68%	63%	*	84%	*	*	66%	75%	-	68%	75%	68%	67%	-	58%	-	-
	EL	59%	58%	71%	86%	68%	80%	*	78%	-	-	70%	76%	38%	75%	71%	72%	69%	-	75%	-	-
	Male	71%	63%	64%	56%	66%	59%	-	68%	-	*	63%	67%	40%	68%	72%	64%	-	-	59%	-	-
	Female	75%	68%	61%	54%	63%	61%	*	87%	*	-	58%	78%	13%	67%	69%	-	61%	-	56%	-	-
Reading	All Students	74%	67%	65%	60%	65%	75%	*	68%	*	*	63%	75%	25%	72%	66%	61%	70%	-	63%	-	-
	CWD	43%	35%	25%	8%	38%	*	-	*	-	-	24%	33%	25%	-	28%	28%	20%	-	*	-	-
	CWOD	78%	72%	72%	70%	69%	88%	*	80%	*	*	70%	80%	-	72%	72%	67%	77%	-	64%	-	-
	EL	57%	57%	66%	100%	63%	80%	*	71%	-	-	65%	74%	28%	72%	66%	63%	72%	-	50%	-	-
	Male	70%	63%	61%	55%	62%	67%	-	58%	-	*	59%	66%	28%	67%	63%	61%	-	-	38%	-	-
	Female	78%	73%	70%	64%	70%	88%	*	86%	*	-	67%	87%	20%	77%	72%	-	70%	-	88%	-	-
Mathematics	All Students	71%	64%	64%	53%	66%	60%	*	89%	*	*	61%	75%	38%	68%	76%	71%	55%	-	56%	-	-
	CWD	44%	36%	38%	8%	48%	*	-	*	-	-	35%	50%	38%	-	50%	56%	7%	-	*	-	-
	CWOD	75%	67%	68%	61%	69%	59%	*	100%	*	*	66%	78%	-	68%	79%	75%	62%	-	57%	-	-
	EL	61%	61%	76%	83%	73%	80%	*	94%	-	-	74%	83%	50%	79%	76%	82%	67%	-	100%	-	-
	Male	71%	63%	71%	61%	74%	67%	-	83%	-	*	70%	76%	56%	75%	82%	71%	-	-	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	Female	71%	64%	55%	47%	57%	50%	*	100%	*	-	51%	74%	7%	62%	67%	-	55%	-	38%	-	-
Science	All Students	74%	66%	44%	45%	52%	14%	*	*	-	-	46%	33%	*	46%	65%	42%	46%	-	*	-	-
	CWD	47%	38%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	78%	69%	46%	50%	54%	14%	*	*	-	-	49%	33%	-	46%	68%	45%	48%	-	*	-	-
	EL	58%	56%	65%	*	72%	-	*	*	-	-	70%	*	*	68%	65%	64%	67%	-	-	-	-
	Male	74%	65%	42%	44%	50%	20%	-	*	-	-	46%	20%	*	45%	64%	42%	-	-	*	-	-
	Female	75%	66%	46%	45%	54%	*	*	*	-	-	46%	*	*	48%	67%	-	46%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	29%	20%	28%	32%	*	63%	*	*	27%	36%	10%	31%	34%	31%	26%	-	31%	-	-
	CWD	23%	18%	10%	8%	9%	0%	-	25%	-	-	8%	17%	10%	-	5%	12%	6%	-	*	-	-
	CWOD	50%	42%	31%	23%	31%	37%	*	72%	*	*	30%	39%	-	31%	38%	34%	28%	-	35%	-	-
	EL	29%	30%	34%	43%	29%	40%	*	67%	-	-	33%	43%	5%	38%	34%	36%	32%	-	25%	-	-
	Male	45%	38%	31%	23%	30%	31%	-	56%	-	*	30%	33%	12%	34%	36%	31%	-	-	29%	-	-
	Female	48%	41%	26%	19%	26%	33%	*	73%	*	-	23%	40%	6%	28%	32%	-	26%	-	33%	-	-
Reading	All Students	52%	45%	34%	27%	32%	50%	*	58%	*	*	32%	42%	8%	38%	36%	31%	37%	-	44%	-	-
	CWD	24%	19%	8%	8%	10%	*	-	*	-	-	6%	17%	8%	-	0%	8%	7%	-	*	-	-
	CWOD	56%	48%	38%	30%	36%	59%	*	73%	*	*	37%	46%	-	38%	41%	36%	41%	-	50%	-	-
	EL	31%	33%	36%	50%	32%	40%	*	59%	-	-	34%	43%	0%	41%	36%	30%	43%	-	33%	-	-
	Male	47%	41%	31%	32%	26%	50%	-	42%	-	*	31%	34%	8%	36%	30%	31%	-	-	25%	-	-
	Female	56%	49%	37%	23%	40%	50%	*	86%	*	-	34%	52%	7%	41%	43%	-	37%	-	63%	-	-
Mathematics	All Students	41%	33%	26%	18%	24%	25%	*	74%	*	*	24%	35%	13%	28%	33%	31%	20%	-	19%	-	-
	CWD	22%	17%	13%	8%	10%	*	-	*	-	-	12%	17%	13%	-	11%	16%	7%	-	*	-	-
	CWOD	44%	35%	28%	20%	26%	29%	*	80%	*	*	26%	37%	-	28%	36%	34%	21%	-	21%	-	-
	EL	29%	29%	33%	33%	25%	40%	*	82%	-	-	31%	43%	11%	36%	33%	39%	25%	-	17%	-	-
	Male	42%	34%	31%	19%	30%	25%	-	75%	-	*	31%	34%	16%	34%	39%	31%	-	-	25%	-	-
	Female	40%	33%	20%	17%	16%	25%	*	71%	*	-	17%	35%	7%	21%	25%	-	20%	-	13%	-	-
Science	All Students	46%	37%	15%	5%	28%	0%	*	*	-	-	16%	11%	*	16%	35%	26%	4%	-	*	-	-
	CWD	23%	17%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	49%	39%	16%	6%	29%	0%	*	*	-	-	17%	11%	-	16%	36%	28%	4%	-	*	-	-
	EL	25%	25%	35%	*	39%	-	*	*	-	-	35%	*	*	36%	35%	64%	8%	-	-	-	-
	Male	47%	37%	26%	0%	50%	0%	-	*	-	-	27%	20%	*	28%	64%	26%	-	-	*	-	-
	Female	45%	36%	4%	9%	0%	*	*	*	-	-	4%	*	*	4%	8%	-	4%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	11%	6%	11%	11%	*	33%	*	*	11%	13%	0%	13%	14%	14%	8%	-	11%	-	-
	CWD	9%	6%	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	24%	18%	13%	7%	13%	12%	*	41%	*	*	12%	15%	-	13%	16%	16%	9%	-	13%	-	-
	EL	12%	12%	14%	14%	12%	0%	*	33%	-	-	13%	20%	0%	16%	14%	17%	10%	-	0%	-	-
	Male	21%	16%	14%	8%	13%	10%	-	32%	-	*	13%	17%	0%	16%	17%	14%	-	-	12%	-	-
	Female	23%	18%	8%	5%	8%	11%	*	33%	*	-	8%	8%	0%	9%	10%	-	8%	-	11%	-	-
Reading	All Students	25%	20%	14%	9%	13%	20%	*	32%	*	*	14%	13%	0%	16%	15%	15%	12%	-	13%	-	-
	CWD	9%	6%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	27%	21%	16%	11%	15%	24%	*	40%	*	*	16%	15%	-	16%	17%	18%	14%	-	14%	-	-
	EL	13%	14%	15%	33%	12%	0%	*	29%	-	-	14%	17%	0%	17%	15%	13%	17%	-	0%	-	-
	Male	22%	17%	15%	13%	12%	25%	-	25%	-	*	14%	17%	0%	18%	13%	15%	-	-	13%	-	-
	Female	28%	22%	12%	6%	13%	13%	*	43%	*	-	13%	9%	0%	14%	17%	-	12%	-	13%	-	-
Mathematics	All Students	20%	14%	10%	5%	9%	5%	*	37%	*	*	8%	15%	0%	11%	13%	13%	6%	-	6%	-	-
	CWD	9%	6%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	21%	16%	11%	6%	10%	6%	*	47%	*	*	10%	17%	-	11%	15%	16%	7%	-	7%	-	-
	EL	12%	12%	13%	0%	11%	0%	*	41%	-	-	11%	26%	0%	15%	13%	19%	5%	-	0%	-	-
	Male	21%	15%	13%	6%	12%	0%	-	42%	-	*	11%	21%	0%	16%	19%	13%	-	-	0%	-	-
	Female	19%	13%	6%	4%	4%	13%	*	29%	*	-	6%	9%	0%	7%	5%	-	6%	-	13%	-	-
Science	All Students	20%	15%	7%	0%	14%	0%	*	*	-	-	8%	0%	*	7%	13%	13%	0%	-	*	-	-
	CWD	8%	5%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	22%	16%	7%	0%	14%	0%	*	*	-	-	9%	0%	-	7%	14%	14%	0%	-	*	-	-
	EL	7%	8%	13%	*	17%	-	*	*	-	-	15%	*	*	14%	13%	27%	0%	-	-	-	-
	Male	22%	15%	13%	0%	25%	0%	-	*	-	-	15%	0%	*	14%	27%	13%	-	-	*	-	-
	Female	19%	14%	0%	0%	0%	*	*	*	-	-	0%	*	*	0%	0%	-	0%	-	*	-	-

- Indicates there are no students in the group.

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

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

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

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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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<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	77	77	74	83	*	88	-	*	75	50	76
CWD	50	38	58	*	-	-	-	-	50	50	44
CWOD	81	85	76	90	*	88	-	*	78	-	79
EL ◇	76	*	71	*	*	88	-	-	75	44	76
Male	71	71	68	78	-	81	-	*	68	36	68
Female	83	82	80	*	*	100	-	-	82	75	85
<b>Mathematics</b>											
All Students	72	76	68	54	*	92	-	*	72	61	74
CWD	61	50	67	*	-	-	-	-	69	61	67
CWOD	73	81	69	50	*	92	-	*	73	-	74
EL ◇	74	*	68	*	*	92	-	-	76	67	74
Male	70	72	67	50	-	100	-	*	70	75	73
Female	74	80	70	*	*	80	-	-	75	38	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	-	-	-	-	-	-	-	-	-	-	-	-	-
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
224	18	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	34	27	35	34	*	57	*	*	33	13	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	N	N	N						N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<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											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%	100%	100%	-
	CWD	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	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%	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%	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%	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%	100%	100%	100%	100%	100%	100%	-

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

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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	19	11	5	2	0	1	0	0	4		
	Female	9	6	2	0	0	1	0	0	2		
	Total	28	17	7	2	0	2	0	0	6		
<b>Out-of-School Suspensions</b>												
	Male	6	2	4	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	6	2	4	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	4	1	3	0	0	0	0	0	1		4
	Female	1	1	0	0	0	0	0	0	0		0
	Total	5	2	3	0	0	0	0	0	1		4
<b>Out-of-School Suspensions</b>												
	Male	2	0	1	0	0	0	0	1	0		1
	Female	1	1	0	0	0	0	0	0	0		0
	Total	3	1	1	0	0	0	0	1	0		1
<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	22	10	6	5	-8	1	-8	-8	3	3	-8
	Female	22	10	6	4	-8	-8	1	1	3	1	-8
	Total	44	20	12	9	-8	1	1	1	6	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
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	28	1	27	0	0	0	0	0	25	0
	Female	40	9	19	6	0	4	1	1	21	0
	Total	68	10	46	6	0	4	1	1	46	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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	5.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.9	5.1%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	*	4%
Mathematics	6,587	2%	48	1%	*	4%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	3%
Mathematics	6,177	2%	59	1%	*	3%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	10	2%
Reading	48,805	1%	354	1%	5	2%
Mathematics	43,293	1%	319	1%	5	2%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	23%	29%	20%	30%	*	12%	*	*	24%	23%	17%

- 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 and 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%	68%	71%	54%	54%	83%	-	100%	-	78%	60%	85%	57%	74%	53%	65%	77%	-	*	-	-	
	CWD	52%	42%	57%	*	*	56%	-	-	-	*	64%	*	57%	-	*	50%	63%	-	-	-	-	
	CWOD	80%	72%	74%	50%	54%	90%	-	100%	-	86%	60%	89%	-	74%	54%	68%	80%	-	*	-	-	
	EL	66%	64%	53%	-	36%	-	-	*	-	-	50%	*	*	54%	53%	56%	50%	-	-	-	-	
	Male	74%	64%	65%	*	50%	75%	-	*	-	80%	50%	82%	50%	68%	56%	65%	-	-	-	-	-	
	Female	78%	71%	77%	67%	58%	90%	-	*	-	*	69%	89%	63%	80%	50%	-	77%	-	*	-	-	
Mathematics	All Students	70%	61%	72%	31%	58%	88%	-	100%	-	89%	57%	93%	43%	78%	53%	74%	71%	-	*	-	-	
	CWD	46%	38%	43%	*	*	44%	-	-	-	*	36%	*	43%	-	*	50%	38%	-	-	-	-	
	CWOD	74%	64%	78%	33%	58%	100%	-	100%	-	100%	62%	95%	-	78%	54%	78%	78%	-	*	-	-	
	EL	64%	61%	53%	-	36%	-	-	*	-	-	50%	*	*	54%	53%	56%	50%	-	-	-	-	
	Male	72%	62%	74%	*	57%	90%	-	*	-	80%	58%	91%	50%	78%	56%	74%	-	-	-	-	-	
	Female	68%	59%	71%	33%	58%	85%	-	*	-	*	55%	95%	38%	78%	50%	-	71%	-	*	-	-	
Grade 4																							
Reading	All Students	76%	68%	67%	69%	62%	70%	*	80%	-	*	62%	73%	23%	78%	65%	63%	72%	-	-	-	*	
	CWD	48%	39%	23%	*	40%	13%	-	*	-	*	29%	13%	23%	-	*	29%	13%	-	-	-	-	
	CWOD	81%	72%	78%	75%	70%	82%	*	*	-	-	72%	86%	-	78%	76%	73%	86%	-	-	-	*	
	EL	66%	63%	65%	-	58%	*	-	80%	-	-	67%	*	*	76%	65%	55%	78%	-	-	-	-	
	Male	73%	64%	63%	67%	60%	67%	-	*	-	*	59%	68%	29%	73%	55%	63%	-	-	-	-	*	
	Female	79%	72%	72%	71%	65%	79%	*	*	-	*	67%	81%	13%	86%	78%	-	72%	-	-	-	-	
Mathematics	All Students	68%	56%	50%	31%	43%	64%	*	40%	-	*	38%	66%	14%	59%	30%	53%	44%	-	-	-	*	
	CWD	42%	32%	14%	*	20%	13%	-	*	-	*	14%	13%	14%	-	*	14%	13%	-	-	-	-	
	CWOD	73%	60%	59%	33%	52%	74%	*	*	-	-	45%	78%	-	59%	35%	65%	51%	-	-	-	*	
	EL	63%	58%	30%	-	17%	*	-	40%	-	-	33%	*	*	35%	30%	36%	22%	-	-	-	-	
	Male	70%	58%	53%	33%	40%	67%	-	*	-	*	47%	61%	14%	65%	36%	53%	-	-	-	-	*	
	Female	67%	55%	44%	29%	47%	57%	*	*	-	*	26%	75%	13%	51%	22%	-	44%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	75%	70%	40%	71%	77%	-	100%	-	67%	56%	86%	50%	74%	64%	63%	76%	-	-	-	-	
	CWD	50%	44%	50%	*	*	71%	-	*	-	*	50%	50%	50%	-	*	50%	*	-	-	-	-	
	CWOD	85%	79%	74%	50%	70%	78%	-	100%	-	86%	57%	91%	-	74%	62%	67%	78%	-	-	-	-	
	EL	71%	72%	64%	-	50%	-	-	*	-	-	50%	*	*	62%	64%	50%	83%	-	-	-	-	
	Male	77%	72%	63%	29%	57%	80%	-	*	-	*	44%	86%	50%	67%	50%	63%	-	-	-	-	-	
	Female	83%	78%	76%	50%	82%	74%	-	100%	-	83%	67%	86%	*	78%	83%	-	76%	-	-	-	-	
Mathematics	All Students	76%	65%	77%	53%	81%	85%	-	100%	-	56%	67%	88%	50%	82%	79%	78%	76%	-	-	-	-	
	CWD	50%	38%	50%	*	*	86%	-	*	-	*	50%	50%	50%	-	*	60%	*	-	-	-	-	
	CWOD	80%	69%	82%	67%	83%	84%	-	100%	-	71%	70%	93%	-	82%	77%	83%	80%	-	-	-	-	
	EL	70%	66%	79%	-	70%	-	-	*	-	-	70%	*	*	77%	79%	75%	83%	-	-	-	-	
	Male	75%	65%	78%	43%	79%	90%	-	*	-	*	72%	86%	60%	83%	75%	78%	-	-	-	-	-	
	Female	76%	66%	76%	63%	82%	79%	-	100%	-	50%	63%	89%	*	80%	83%	-	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%	54%	62%	33%	52%	79%	-	100%	-	44%	42%	84%	43%	66%	57%	61%	64%	-	-	-	-	
	CWD	40%	33%	43%	*	*	57%	-	*	-	*	38%	50%	43%	-	*	50%	*	-	-	-	-	
	CWOD	69%	57%	66%	33%	53%	84%	-	100%	-	57%	43%	88%	-	66%	54%	64%	67%	-	-	-	-	
	EL	52%	49%	57%	-	40%	-	-	*	-	-	40%	*	*	54%	57%	50%	67%	-	-	-	-	
	Male	67%	57%	61%	43%	50%	75%	-	*	-	*	40%	86%	50%	64%	50%	61%	-	-	-	-	-	
	Female	63%	52%	64%	25%	53%	84%	-	100%	-	50%	44%	82%	*	67%	67%	-	64%	-	-	-	-	
Grade 6																							
Reading	All Students	69%	68%	75%	59%	64%	85%	*	*	-	70%	65%	85%	38%	80%	76%	78%	72%	-	-	-	*	
	CWD	38%	38%	38%	*	*	40%	*	-	-	*	50%	*	38%	-	*	50%	29%	-	-	-	-	
	CWOD	74%	73%	80%	63%	67%	91%	-	*	-	88%	68%	90%	-	80%	75%	81%	78%	-	-	-	*	
	EL	53%	61%	76%	-	64%	*	-	*	-	*	76%	-	*	75%	76%	67%	88%	-	-	-	-	
	Male	66%	64%	78%	58%	67%	95%	*	*	-	*	62%	96%	50%	81%	67%	78%	-	-	-	-	-	
	Female	72%	72%	72%	60%	62%	78%	-	*	-	67%	68%	75%	29%	78%	88%	-	72%	-	-	-	*	
Mathematics	All Students	72%	70%	79%	71%	79%	83%	*	*	-	70%	74%	85%	54%	82%	88%	80%	79%	-	-	-	*	
	CWD	47%	47%	54%	*	*	40%	*	-	-	*	60%	*	54%	-	*	67%	43%	-	-	-	-	
	CWOD	76%	74%	82%	69%	79%	86%	-	*	-	88%	75%	88%	-	82%	88%	81%	83%	-	-	-	*	
	EL	61%	69%	88%	-	82%	*	-	*	-	*	88%	-	*	88%	88%	78%	100%	-	-	-	-	
	Male	73%	70%	80%	67%	80%	86%	*	*	-	*	69%	92%	67%	81%	78%	80%	-	-	-	-	-	
	Female	72%	70%	79%	80%	77%	81%	-	*	-	67%	79%	79%	43%	83%	100%	-	79%	-	-	-	*	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	48%	31%	23%	60%	-	100%	-	56%	34%	66%	21%	53%	40%	43%	52%	-	*	-	-	
	CWD	30%	24%	21%	*	*	33%	-	-	-	*	27%	*	21%	-	*	17%	25%	-	-	-	-	
	CWOD	54%	44%	53%	33%	25%	68%	-	100%	-	71%	36%	71%	-	53%	46%	48%	58%	-	*	-	-	
	EL	37%	36%	40%	-	18%	-	-	*	-	-	36%	*	*	46%	40%	33%	50%	-	-	-	-	
	Male	49%	40%	43%	*	14%	55%	-	*	-	60%	25%	64%	17%	48%	33%	43%	-	-	-	-	-	
	Female	52%	43%	52%	33%	33%	65%	-	*	-	*	41%	68%	25%	58%	50%	-	52%	-	*	-	-	
Mathematics	All Students	42%	32%	41%	8%	31%	45%	-	83%	-	78%	28%	59%	7%	48%	33%	43%	40%	-	*	-	-	
	CWD	27%	19%	7%	*	*	0%	-	-	-	*	0%	*	7%	-	*	0%	13%	-	-	-	-	
	CWOD	45%	34%	48%	8%	33%	58%	-	83%	-	86%	36%	61%	-	48%	38%	50%	45%	-	*	-	-	
	EL	35%	32%	33%	-	18%	-	-	*	-	-	29%	*	*	38%	33%	22%	50%	-	-	-	-	
	Male	45%	35%	43%	*	29%	50%	-	*	-	80%	29%	59%	0%	50%	22%	43%	-	-	-	-	-	
	Female	39%	30%	40%	11%	33%	40%	-	*	-	*	28%	58%	13%	45%	50%	-	40%	-	*	-	-	
Grade 4																							
Reading	All Students	53%	45%	54%	46%	49%	62%	*	60%	-	*	48%	64%	14%	65%	50%	55%	53%	-	-	-	*	
	CWD	29%	21%	14%	*	20%	13%	-	*	-	*	14%	13%	14%	-	*	14%	13%	-	-	-	-	
	CWOD	57%	48%	65%	50%	59%	72%	*	*	-	-	57%	75%	-	65%	59%	67%	63%	-	-	-	*	
	EL	41%	40%	50%	-	42%	*	-	60%	-	-	50%	*	*	59%	50%	45%	56%	-	-	-	-	
	Male	51%	43%	55%	50%	40%	67%	-	*	-	*	47%	64%	14%	67%	45%	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	Female	55%	46%	53%	43%	59%	50%	*	*	-	*	48%	63%	13%	63%	56%	-	53%	-	-	-	-
Mathematics	All Students	42%	29%	27%	15%	16%	40%	*	20%	-	*	15%	43%	5%	33%	15%	32%	19%	-	-	-	*
	CWD	25%	18%	5%	*	0%	13%	-	*	-	*	0%	13%	5%	-	*	7%	0%	-	-	-	-
	CWOD	45%	31%	33%	17%	22%	46%	*	*	-	-	19%	50%	-	33%	18%	40%	23%	-	-	-	*
	EL	34%	29%	15%	-	8%	*	-	20%	-	-	17%	*	*	18%	15%	27%	0%	-	-	-	-
	Male	45%	32%	32%	17%	15%	45%	-	*	-	*	24%	43%	7%	40%	27%	32%	-	-	-	-	*
	Female	38%	26%	19%	14%	18%	29%	*	*	-	*	4%	44%	0%	23%	0%	-	19%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	55%	27%	45%	72%	-	100%	-	33%	33%	80%	29%	60%	50%	48%	62%	-	-	-	-
	CWD	29%	22%	29%	*	*	43%	-	*	-	*	13%	50%	29%	-	*	30%	*	-	-	-	-
	CWOD	61%	52%	60%	33%	47%	78%	-	100%	-	43%	36%	84%	-	60%	46%	53%	65%	-	-	-	-
	EL	43%	44%	50%	-	30%	-	-	*	-	-	40%	*	*	46%	50%	38%	67%	-	-	-	-
	Male	53%	46%	48%	14%	29%	70%	-	*	-	*	24%	76%	30%	53%	38%	48%	-	-	-	-	-
	Female	60%	52%	62%	38%	59%	74%	-	100%	-	33%	41%	82%	*	65%	67%	-	62%	-	-	-	-
Mathematics	All Students	47%	36%	48%	13%	45%	59%	-	100%	-	22%	33%	63%	21%	52%	50%	39%	55%	-	-	-	-
	CWD	25%	17%	21%	*	*	29%	-	*	-	*	13%	33%	21%	-	*	20%	*	-	-	-	-
	CWOD	50%	38%	52%	17%	47%	66%	-	100%	-	29%	36%	67%	-	52%	46%	44%	57%	-	-	-	-
	EL	38%	35%	50%	-	30%	-	-	*	-	-	40%	*	*	46%	50%	25%	83%	-	-	-	-
	Male	48%	37%	39%	0%	36%	50%	-	*	-	*	20%	62%	20%	44%	25%	39%	-	-	-	-	-
	Female	46%	35%	55%	25%	53%	68%	-	100%	-	17%	44%	64%	*	57%	83%	-	55%	-	-	-	-
Science	All Students	38%	28%	37%	0%	23%	56%	-	100%	-	11%	17%	57%	21%	39%	50%	33%	40%	-	-	-	-
	CWD	23%	16%	21%	*	*	29%	-	*	-	*	13%	33%	21%	-	*	20%	*	-	-	-	-
	CWOD	40%	29%	39%	0%	23%	63%	-	100%	-	14%	18%	60%	-	39%	46%	36%	41%	-	-	-	-
	EL	24%	23%	50%	-	30%	-	-	*	-	-	40%	*	*	46%	50%	38%	67%	-	-	-	-
	Male	41%	31%	33%	0%	14%	50%	-	*	-	*	12%	57%	20%	36%	38%	33%	-	-	-	-	-
	Female	34%	24%	40%	0%	29%	63%	-	100%	-	0%	22%	57%	*	41%	67%	-	40%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	55%	29%	43%	73%	*	*	-	50%	41%	70%	31%	59%	35%	50%	60%	-	-	-	*
	CWD	21%	20%	31%	*	*	40%	*	-	-	*	40%	*	31%	-	*	33%	29%	-	-	-	-
	CWOD	46%	45%	59%	31%	46%	77%	-	*	-	63%	41%	74%	-	59%	38%	52%	65%	-	-	-	*
	EL	24%	34%	35%	-	27%	*	-	*	-	*	35%	-	*	38%	35%	22%	50%	-	-	-	-
	Male	40%	40%	50%	25%	33%	76%	*	*	-	*	31%	72%	33%	52%	22%	50%	-	-	-	-	-
	Female	45%	44%	60%	40%	54%	70%	-	*	-	50%	52%	68%	29%	65%	50%	-	60%	-	-	-	*
Mathematics	All Students	38%	37%	50%	18%	43%	62%	*	*	-	60%	40%	60%	15%	54%	47%	50%	50%	-	-	-	*
	CWD	20%	21%	15%	*	*	20%	*	-	-	*	20%	*	15%	-	*	17%	14%	-	-	-	-
	CWOD	41%	40%	54%	19%	50%	65%	-	*	-	75%	43%	64%	-	54%	50%	54%	54%	-	-	-	*
	EL	24%	35%	47%	-	27%	*	-	*	-	*	47%	-	*	50%	47%	33%	63%	-	-	-	-
	Male	40%	39%	50%	17%	40%	71%	*	*	-	*	34%	68%	17%	54%	33%	50%	-	-	-	-	-
	Female	36%	35%	50%	20%	46%	54%	-	*	-	67%	46%	54%	14%	54%	63%	-	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%	23%	28%	15%	8%	28%	-	100%	-	56%	23%	34%	7%	31%	27%	26%	29%	-	*	-	-
	CWD	12%	8%	7%	*	*	11%	-	-	-	*	9%	*	7%	-	*	17%	0%	-	-	-	-
	CWOD	32%	25%	31%	17%	8%	32%	-	100%	-	71%	26%	37%	-	31%	31%	28%	35%	-	*	-	-
	EL	19%	20%	27%	-	0%	-	-	*	-	-	21%	*	*	31%	27%	33%	17%	-	-	-	-
	Male	28%	21%	26%	*	0%	30%	-	*	-	60%	25%	27%	17%	28%	33%	26%	-	-	-	-	-
	Female	31%	25%	29%	22%	17%	25%	-	*	-	*	21%	42%	0%	35%	17%	-	29%	-	*	-	-
Mathematics	All Students	20%	14%	23%	0%	19%	23%	-	50%	-	56%	15%	34%	0%	28%	27%	30%	17%	-	*	-	-
	CWD	10%	6%	0%	*	*	0%	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	22%	15%	28%	0%	21%	29%	-	50%	-	71%	19%	37%	-	28%	31%	35%	20%	-	*	-	-
	EL	15%	15%	27%	-	9%	-	-	*	-	-	21%	*	*	31%	27%	22%	33%	-	-	-	-
	Male	23%	16%	30%	*	14%	30%	-	*	-	80%	21%	41%	0%	35%	22%	30%	-	-	-	-	-
	Female	18%	12%	17%	0%	25%	15%	-	*	-	*	10%	26%	0%	20%	33%	-	17%	-	*	-	-
Grade 4																						
Reading	All Students	28%	22%	34%	31%	27%	40%	*	40%	-	*	26%	45%	0%	43%	35%	32%	37%	-	-	-	*
	CWD	10%	7%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	31%	24%	43%	33%	37%	49%	*	*	-	-	34%	56%	-	43%	41%	42%	46%	-	-	-	*
	EL	18%	18%	35%	-	33%	*	-	40%	-	-	33%	*	*	41%	35%	36%	33%	-	-	-	-
	Male	26%	22%	32%	33%	15%	42%	-	*	-	*	29%	36%	0%	42%	36%	32%	-	-	-	-	*
	Female	29%	22%	37%	29%	41%	36%	*	*	-	*	22%	63%	0%	46%	33%	-	37%	-	-	-	-
Mathematics	All Students	22%	14%	12%	8%	8%	19%	*	0%	-	*	2%	27%	0%	16%	5%	16%	7%	-	-	-	*
	CWD	10%	6%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	25%	15%	16%	8%	11%	23%	*	*	-	-	2%	33%	-	16%	6%	21%	9%	-	-	-	*
	EL	16%	14%	5%	-	0%	*	-	0%	-	-	6%	*	*	6%	5%	9%	0%	-	-	-	-
	Male	25%	16%	16%	0%	5%	27%	-	*	-	*	3%	32%	0%	21%	9%	16%	-	-	-	-	*
	Female	19%	12%	7%	14%	12%	0%	*	*	-	*	0%	19%	0%	9%	0%	-	7%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	35%	13%	16%	51%	-	86%	-	22%	19%	51%	21%	37%	43%	22%	45%	-	-	-	-
	CWD	12%	10%	21%	*	*	29%	-	*	-	*	13%	33%	21%	-	*	20%	*	-	-	-	-
	CWOD	40%	32%	37%	17%	17%	56%	-	83%	-	29%	20%	53%	-	37%	38%	22%	47%	-	-	-	-
	EL	23%	25%	43%	-	20%	-	-	*	-	-	30%	*	*	38%	43%	25%	67%	-	-	-	-
	Male	32%	27%	22%	0%	7%	35%	-	*	-	*	8%	38%	20%	22%	25%	22%	-	-	-	-	-
	Female	39%	31%	45%	25%	24%	68%	-	100%	-	17%	30%	61%	*	47%	67%	-	45%	-	-	-	-
Mathematics	All Students	24%	16%	24%	0%	10%	33%	-	100%	-	11%	13%	35%	14%	25%	29%	24%	24%	-	-	-	-
	CWD	9%	6%	14%	*	*	14%	-	*	-	*	13%	17%	14%	-	*	10%	*	-	-	-	-
	CWOD	26%	17%	25%	0%	10%	38%	-	100%	-	14%	14%	37%	-	25%	23%	28%	24%	-	-	-	-
	EL	17%	15%	29%	-	0%	-	-	*	-	-	20%	*	*	23%	29%	13%	50%	-	-	-	-
	Male	25%	17%	24%	0%	21%	25%	-	*	-	*	20%	29%	10%	28%	13%	24%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	23%	14%	24%	0%	0%	42%	-	100%	-	0%	7%	39%	*	24%	50%	-	24%	-	-	-	-
Science	All Students	17%	12%	17%	0%	6%	28%	-	43%	-	11%	8%	27%	7%	18%	21%	11%	22%	-	-	-	-
	CWD	9%	6%	7%	*	*	14%	-	*	-	*	0%	17%	7%	-	*	10%	*	-	-	-	-
	CWOD	19%	12%	18%	0%	7%	31%	-	50%	-	14%	9%	28%	-	18%	23%	11%	24%	-	-	-	-
	EL	9%	8%	21%	-	10%	-	-	*	-	-	20%	*	*	23%	21%	0%	50%	-	-	-	-
	Male	20%	14%	11%	0%	0%	20%	-	*	-	*	4%	19%	10%	11%	0%	11%	-	-	-	-	-
	Female	15%	10%	22%	0%	12%	37%	-	60%	-	0%	11%	32%	*	24%	50%	-	22%	-	-	-	-
Grade 6																						
Reading	All Students	23%	21%	36%	12%	18%	52%	*	*	-	40%	28%	43%	15%	38%	24%	33%	38%	-	-	-	*
	CWD	8%	7%	15%	*	*	20%	*	-	-	*	20%	*	15%	-	*	17%	14%	-	-	-	-
	CWOD	25%	23%	38%	13%	21%	56%	-	*	-	50%	30%	46%	-	38%	25%	35%	41%	-	-	-	*
	EL	9%	15%	24%	-	9%	*	-	*	-	*	24%	-	*	25%	24%	11%	38%	-	-	-	-
	Male	21%	19%	33%	17%	13%	57%	*	*	-	*	21%	48%	17%	35%	11%	33%	-	-	-	-	-
	Female	25%	23%	38%	0%	23%	48%	-	*	-	50%	36%	39%	14%	41%	38%	-	38%	-	-	-	*
Mathematics	All Students	16%	16%	19%	0%	14%	28%	*	*	-	10%	13%	25%	8%	20%	6%	24%	13%	-	-	-	*
	CWD	8%	9%	8%	*	*	0%	*	-	-	*	10%	*	8%	-	*	17%	0%	-	-	-	-
	CWOD	17%	17%	20%	0%	17%	30%	-	*	-	13%	14%	26%	-	20%	6%	25%	15%	-	-	-	*
	EL	7%	14%	6%	-	0%	*	-	*	-	*	6%	-	*	6%	6%	0%	13%	-	-	-	-
	Male	17%	18%	24%	0%	20%	43%	*	*	-	*	17%	32%	17%	25%	0%	24%	-	-	-	-	-
	Female	14%	13%	13%	0%	8%	15%	-	*	-	17%	8%	18%	0%	15%	13%	-	13%	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	69%	50%	62%	79%	*	92%	-	64%	58%	83%	39%	75%	62%	68%	71%	-	*	-	*
	CWD	44%	36%	39%	20%	40%	47%	*	60%	-	11%	42%	33%	39%	-	47%	43%	33%	-	-	-	-
	CWOD	77%	70%	75%	53%	65%	85%	*	95%	-	82%	61%	89%	-	75%	64%	73%	76%	-	*	-	*
	EL	59%	58%	62%	-	50%	80%	-	89%	-	*	59%	83%	47%	64%	62%	57%	69%	-	-	-	-
	Male	71%	63%	68%	48%	59%	79%	*	89%	-	62%	56%	82%	43%	73%	57%	68%	-	-	-	-	*
	Female	75%	68%	71%	52%	65%	79%	*	94%	-	65%	60%	83%	33%	76%	69%	-	71%	-	*	-	*
Reading	All Students	74%	67%	71%	55%	63%	79%	*	95%	-	67%	61%	82%	40%	76%	65%	67%	74%	-	*	-	*
	CWD	43%	35%	40%	17%	47%	45%	*	*	-	13%	47%	25%	40%	-	43%	42%	37%	-	-	-	-
	CWOD	78%	72%	76%	60%	66%	86%	*	100%	-	86%	64%	89%	-	76%	68%	73%	80%	-	*	-	*
	EL	57%	57%	65%	-	52%	80%	-	94%	-	*	63%	86%	43%	68%	65%	57%	76%	-	-	-	-
	Male	70%	63%	67%	48%	59%	78%	*	88%	-	62%	54%	82%	42%	73%	57%	67%	-	-	-	-	*
	Female	78%	73%	74%	62%	68%	80%	*	100%	-	71%	68%	82%	37%	80%	76%	-	74%	-	*	-	*
Mathematics	All Students	71%	64%	69%	48%	64%	79%	*	86%	-	67%	58%	83%	37%	75%	61%	70%	69%	-	*	-	*
	CWD	44%	36%	37%	17%	35%	46%	*	*	-	13%	38%	35%	37%	-	43%	42%	31%	-	-	-	-
	CWOD	75%	67%	75%	52%	69%	86%	*	89%	-	86%	63%	89%	-	75%	63%	76%	74%	-	*	-	*
	EL	61%	61%	61%	-	50%	80%	-	81%	-	*	59%	71%	43%	63%	61%	59%	62%	-	-	-	-
	Male	71%	63%	70%	48%	62%	81%	*	88%	-	69%	61%	81%	42%	76%	59%	70%	-	-	-	-	*



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Mathematics	Female	71%	64%	69%	48%	66%	77%	*	85%	-	65%	55%	85%	31%	74%	62%	-	69%	-	*	-	*
Science	All Students	74%	66%	62%	33%	52%	79%	-	100%	-	44%	42%	84%	43%	66%	57%	61%	64%	-	-	-	-
	CWD	47%	38%	43%	*	*	57%	-	*	-	*	38%	50%	43%	-	*	50%	*	-	-	-	-
	CWOD	78%	69%	66%	33%	53%	84%	-	100%	-	57%	43%	88%	-	66%	54%	64%	67%	-	-	-	-
	EL	58%	56%	57%	-	40%	-	-	*	-	-	40%	*	*	54%	57%	50%	67%	-	-	-	-
	Male	74%	65%	61%	43%	50%	75%	-	*	-	*	40%	86%	50%	64%	50%	61%	-	-	-	-	-
	Female	75%	66%	64%	25%	53%	84%	-	100%	-	50%	44%	82%	*	67%	67%	-	64%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	46%	21%	35%	59%	*	80%	-	42%	32%	63%	17%	51%	40%	44%	48%	-	*	-	*
	CWD	23%	18%	17%	0%	9%	23%	*	60%	-	6%	15%	22%	17%	-	20%	17%	18%	-	-	-	-
	CWOD	50%	42%	51%	23%	39%	66%	*	82%	-	55%	36%	68%	-	51%	43%	50%	53%	-	*	-	*
	EL	29%	30%	40%	-	26%	70%	-	72%	-	*	37%	67%	20%	43%	40%	32%	52%	-	-	-	-
	Male	45%	38%	44%	17%	28%	59%	*	78%	-	48%	28%	62%	17%	50%	32%	44%	-	-	-	-	*
	Female	48%	41%	48%	24%	43%	58%	*	81%	-	38%	36%	63%	18%	53%	52%	-	48%	-	*	-	*
Reading	All Students	52%	45%	53%	33%	41%	67%	*	81%	-	43%	39%	70%	22%	59%	44%	50%	57%	-	*	-	*
	CWD	24%	19%	22%	0%	18%	31%	*	*	-	0%	23%	20%	22%	-	14%	22%	22%	-	-	-	-
	CWOD	56%	48%	59%	37%	45%	74%	*	84%	-	59%	43%	76%	-	59%	47%	55%	63%	-	*	-	*
	EL	31%	33%	44%	-	30%	80%	-	75%	-	*	41%	71%	14%	47%	44%	35%	55%	-	-	-	-
	Male	47%	41%	50%	28%	30%	67%	*	75%	-	46%	33%	69%	22%	55%	35%	50%	-	-	-	-	*
	Female	56%	49%	57%	38%	53%	66%	*	85%	-	41%	45%	71%	22%	63%	55%	-	57%	-	*	-	*
Mathematics	All Students	41%	33%	41%	14%	33%	51%	*	71%	-	50%	28%	57%	11%	47%	35%	41%	42%	-	*	-	*
	CWD	22%	17%	11%	0%	0%	14%	*	*	-	13%	7%	20%	11%	-	14%	11%	12%	-	-	-	-
	CWOD	44%	35%	47%	15%	38%	59%	*	74%	-	64%	33%	61%	-	47%	37%	47%	47%	-	*	-	*
	EL	29%	29%	35%	-	20%	60%	-	63%	-	*	32%	57%	14%	37%	35%	27%	45%	-	-	-	-
	Male	42%	34%	41%	10%	29%	53%	*	75%	-	54%	27%	57%	11%	47%	27%	41%	-	-	-	-	*
	Female	40%	33%	42%	17%	37%	49%	*	69%	-	47%	30%	56%	12%	47%	45%	-	42%	-	*	-	*
Science	All Students	46%	37%	37%	0%	23%	56%	-	100%	-	11%	17%	57%	21%	39%	50%	33%	40%	-	-	-	-
	CWD	23%	17%	21%	*	*	29%	-	*	-	*	13%	33%	21%	-	*	20%	*	-	-	-	-
	CWOD	49%	39%	39%	0%	23%	63%	-	100%	-	14%	18%	60%	-	39%	46%	36%	41%	-	-	-	-
	EL	25%	25%	50%	-	30%	-	-	*	-	-	40%	*	*	46%	50%	38%	67%	-	-	-	-
	Male	47%	37%	33%	0%	14%	50%	-	*	-	*	12%	57%	20%	36%	38%	33%	-	-	-	-	-
	Female	45%	36%	40%	0%	29%	63%	-	100%	-	0%	22%	57%	*	41%	67%	-	40%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						



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All Subjects	All Students	22%	17%	25%	8%	14%	34%	*	59%	-	28%	16%	36%	7%	29%	23%	24%	26%	-	*	-	*
	CWD	9%	6%	7%	0%	0%	9%	*	40%	-	0%	6%	9%	7%	-	13%	9%	5%	-	-	-	-
	CWOD	24%	18%	29%	9%	16%	39%	*	61%	-	37%	19%	39%	-	29%	24%	28%	29%	-	*	-	*
	EL	12%	12%	23%	-	9%	40%	-	58%	-	*	20%	50%	13%	24%	23%	17%	31%	-	-	-	-
	Male	21%	16%	24%	6%	11%	35%	*	50%	-	38%	16%	34%	9%	28%	17%	24%	-	-	-	-	*
	Female	23%	18%	26%	11%	18%	33%	*	65%	-	20%	16%	38%	5%	29%	31%	-	26%	-	*	-	*
Reading	All Students	25%	20%	33%	17%	18%	43%	*	71%	-	37%	24%	44%	10%	38%	32%	29%	38%	-	*	-	*
	CWD	9%	6%	10%	0%	0%	14%	*	*	-	0%	9%	10%	10%	-	14%	11%	7%	-	-	-	-
	CWOD	27%	21%	38%	19%	21%	49%	*	74%	-	50%	28%	48%	-	38%	34%	33%	42%	-	*	-	*
	EL	13%	14%	32%	-	16%	60%	-	69%	-	*	27%	71%	14%	34%	32%	27%	38%	-	-	-	-
	Male	22%	17%	29%	14%	10%	41%	*	63%	-	38%	21%	38%	11%	33%	27%	29%	-	-	-	-	*
	Female	28%	22%	38%	21%	27%	45%	*	77%	-	35%	27%	51%	7%	42%	38%	-	38%	-	*	-	*
Mathematics	All Students	20%	14%	19%	2%	12%	25%	*	52%	-	23%	11%	30%	5%	22%	15%	23%	16%	-	*	-	*
	CWD	9%	6%	5%	0%	0%	4%	*	*	-	0%	5%	5%	5%	-	14%	6%	4%	-	-	-	-
	CWOD	21%	16%	22%	2%	14%	30%	*	53%	-	32%	12%	33%	-	22%	15%	27%	17%	-	*	-	*
	EL	12%	12%	15%	-	2%	20%	-	50%	-	*	12%	43%	14%	15%	15%	11%	21%	-	-	-	-
	Male	21%	15%	23%	0%	14%	31%	*	50%	-	38%	14%	33%	6%	27%	11%	23%	-	-	-	-	*
	Female	19%	13%	16%	3%	10%	19%	*	54%	-	12%	7%	26%	4%	17%	21%	-	16%	-	*	-	*
Science	All Students	20%	15%	17%	0%	6%	28%	-	43%	-	11%	8%	27%	7%	18%	21%	11%	22%	-	-	-	-
	CWD	8%	5%	7%	*	*	14%	-	*	-	*	0%	17%	7%	-	*	10%	*	-	-	-	-
	CWOD	22%	16%	18%	0%	7%	31%	-	50%	-	14%	9%	28%	-	18%	23%	11%	24%	-	-	-	-
	EL	7%	8%	21%	-	10%	-	-	*	-	-	20%	*	*	23%	21%	0%	50%	-	-	-	-
	Male	22%	15%	11%	0%	0%	20%	-	*	-	*	4%	19%	10%	11%	0%	11%	-	-	-	-	-
	Female	19%	14%	22%	0%	12%	37%	-	60%	-	0%	11%	32%	*	24%	50%	-	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	80	75	79	81	*	100	-	74	79	62	88
CWD	62	*	70	76	*	*	-	20	64	62	*
CWOD	83	82	81	81	*	100	-	93	83	-	90
EL ◇	88	-	80	100	-	100	-	*	86	*	88
Male	77	68	78	80	*	*	-	63	74	64	83
Female	83	83	80	81	*	100	-	82	86	60	94
<b>Mathematics</b>											
All Students	69	71	76	65	*	80	-	61	63	66	68
CWD	66	*	64	78	*	*	-	40	69	66	*
CWOD	69	74	78	63	*	78	-	68	62	-	69
EL ◇	68	-	64	80	-	71	-	*	65	*	68
Male	69	68	76	67	*	*	-	56	64	68	70
Female	69	73	76	62	*	88	-	64	63	63	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
116	23	20%

- 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	47	26	37	57	*	77	-	45	35	21	42
<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				N	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	N	Y				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	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N				N	N	N	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	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N				N	N	N	N
<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%	99%	100%	100%	100%	100%	-
	CWD	99%	100%	100%	98%	*	100%	-	100%	99%	100%	99%	-	100%	100%	98%	-
	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%	99%	*	100%	-	100%	100%	100%	98%	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%	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>Mathematics</b>	All Students	100%	100%	100%	99%	*	100%	-	100%	100%	100%	98%	100%	100%	100%	99%	-
		100%	100%	100%	99%	*	100%	-	100%	100%	100%	98%	100%	100%	100%	99%	-
	CWD	98%	100%	100%	97%	*	*	-	100%	98%	100%	98%	-	100%	100%	96%	-
		98%	100%	100%	97%	*	*	-	100%	98%	100%	98%	-	100%	100%	96%	-
	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%	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	99%	100%	100%	99%	*	100%	-	100%	99%	100%	96%	100%	100%	-	99%	-
		99%	100%	100%	99%	*	100%	-	100%	99%	100%	96%	100%	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%	-	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	0%	0%	2%	*	0%	-	0%	1%	0%	1%	-	0%	0%	2%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	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%	0%	0%	1%	*	0%	-	0%	0%	0%	2%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	-	0%	0%	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%	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%	1%	*	0%	-	0%	0%	0%	2%	0%	0%	0%	1%	-
	CWD	2%	0%	0%	3%	*	*	-	0%	2%	0%	2%	-	0%	0%	4%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	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%	0%	1%	*	0%	-	0%	1%	0%	4%	0%	0%	-	1%	-
Science	All Students	0%	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%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	*	0%	0%	-	0%	-

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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	25	5	9	10	0	0	0	1	3		
	Female	2	0	0	1	0	0	0	1	0		
	Total	27	5	9	11	0	0	0	2	3		
<b>Out-of-School Suspensions</b>												
	Male	10	2	2	6	0	0	0	0	0		
	Female	1	0	0	0	0	0	0	1	0		
	Total	11	2	2	6	0	0	0	1	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	7	0	4	3	0	0	0	0	1		1
	Female	1	0	0	0	0	0	0	1	0		1
	Total	8	0	4	3	0	0	0	1	1		2
<b>Out-of-School Suspensions</b>												
	Male	15	2	7	6	0	0	0	0	2		3
	Female	2	0	0	0	0	0	0	2	0		1
	Total	17	2	7	6	0	0	0	2	2		4
<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	31	4	8	18	1	-8	-8	-8	7	11	-8
	Female	39	3	18	16	-8	-8	-8	2	8	7	-8
	Total	70	7	26	34	1	-8	-8	2	15	18	-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	22	2	9	3	1	6	0	1	12	0
	Female	15	2	7	1	0	5	0	0	9	0
	Total	37	4	16	4	1	11	0	1	21	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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	6.6%
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	1.2	2.8%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	1%
Mathematics	6,408	2%	49	1%	*	1%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	*	0%
Reading	48,805	1%	354	1%	*	0%
Mathematics	43,293	1%	319	1%	*	0%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	30%	24%	8%	*	4%	-	18%	23%	19%	27%

- 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 and 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%	68%	57%	53%	70%	*	-	-	-	*	53%	73%	27%	61%	*	46%	72%	-	*	-	-
	CWD	52%	42%	27%	50%	*	-	-	-	-	-	20%	*	27%	-	-	0%	*	-	*	-	-
	CWOD	80%	72%	61%	54%	88%	*	-	-	-	*	59%	71%	-	61%	*	53%	70%	-	*	-	-
	EL	66%	64%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	74%	64%	46%	41%	55%	*	-	-	-	*	40%	64%	0%	53%	-	46%	-	-	*	-	-
	Female	78%	71%	72%	67%	89%	-	-	-	-	*	67%	*	*	70%	*	-	72%	-	*	-	-
Mathematics	All Students	70%	61%	45%	41%	55%	*	-	-	-	*	41%	60%	36%	46%	*	47%	42%	-	*	-	-
	CWD	46%	38%	36%	50%	*	*	-	-	-	-	30%	*	36%	-	-	14%	*	-	*	-	-
	CWOD	74%	64%	46%	40%	63%	*	-	-	-	*	43%	57%	-	46%	*	53%	36%	-	*	-	-
	EL	64%	61%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	72%	62%	47%	41%	64%	*	-	-	-	*	44%	55%	14%	53%	-	47%	-	-	*	-	-
	Female	68%	59%	42%	41%	44%	-	-	-	-	*	36%	*	*	36%	*	-	42%	-	*	-	-
Grade 4																						
Reading	All Students	76%	68%	49%	42%	59%	*	-	*	-	*	47%	59%	25%	53%	86%	44%	55%	-	*	-	-
	CWD	48%	39%	25%	11%	*	-	-	-	-	*	11%	*	25%	-	-	25%	*	-	-	-	-
	CWOD	81%	72%	53%	48%	63%	*	-	*	-	*	53%	57%	-	53%	86%	48%	58%	-	*	-	-
	EL	66%	63%	86%	*	*	*	-	*	-	-	83%	*	-	86%	86%	*	83%	-	-	-	-
	Male	73%	64%	44%	33%	75%	-	-	*	-	*	38%	71%	25%	48%	*	44%	-	-	*	-	-
	Female	79%	72%	55%	52%	44%	*	-	*	-	*	56%	50%	*	58%	83%	-	55%	-	*	-	-
Mathematics	All Students	68%	56%	21%	17%	29%	*	-	*	-	*	21%	24%	25%	21%	29%	17%	25%	-	*	-	-
	CWD	42%	32%	25%	22%	*	-	-	-	-	*	22%	*	25%	-	-	25%	*	-	-	-	-
	CWOD	73%	60%	21%	16%	31%	*	-	*	-	*	20%	21%	-	21%	29%	15%	25%	-	*	-	-
	EL	63%	58%	29%	*	*	*	-	*	-	-	33%	*	-	29%	29%	*	33%	-	-	-	-
	Male	70%	58%	17%	13%	25%	-	-	*	-	*	15%	29%	25%	15%	*	17%	-	-	*	-	-
	Female	67%	55%	25%	21%	33%	*	-	*	-	*	26%	20%	*	25%	33%	-	25%	-	*	-	-
Grade 5																						
Reading	All Students	80%	75%	69%	69%	65%	60%	*	-	-	*	70%	54%	43%	72%	*	69%	69%	-	*	*	*
	CWD	50%	44%	43%	*	*	-	-	-	-	-	43%	-	43%	-	-	60%	*	-	-	-	-
	CWOD	85%	79%	72%	70%	71%	60%	*	-	-	*	73%	54%	-	72%	*	71%	73%	-	*	*	*
	EL	71%	72%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	77%	72%	69%	75%	50%	*	-	-	-	-	71%	40%	60%	71%	*	69%	-	-	*	-	-
	Female	83%	78%	69%	61%	78%	*	*	-	-	*	68%	63%	*	73%	-	-	69%	-	-	*	*
Mathematics	All Students	76%	65%	42%	43%	35%	20%	*	-	-	*	40%	46%	14%	45%	*	42%	43%	-	*	*	*
	CWD	50%	38%	14%	*	*	-	-	-	-	-	14%	-	14%	-	-	20%	*	-	-	-	-
	CWOD	80%	69%	45%	45%	43%	20%	*	-	-	*	44%	46%	-	45%	*	44%	45%	-	*	*	*
	EL	70%	66%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	75%	65%	42%	46%	25%	*	-	-	-	-	41%	40%	20%	44%	*	42%	-	-	*	-	-
	Female	76%	66%	43%	39%	44%	*	*	-	-	*	39%	50%	*	45%	-	-	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%	54%	34%	29%	35%	40%	*	-	-	*	32%	38%	29%	35%	*	34%	34%	-	*	*	*
	CWD	40%	33%	29%	*	*	-	-	-	-	-	29%	-	29%	-	-	40%	*	-	-	-	-
	CWOD	69%	57%	35%	28%	43%	40%	*	-	-	*	33%	38%	-	35%	*	32%	36%	-	*	*	*
	EL	52%	49%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	67%	57%	34%	36%	25%	*	-	-	-	-	32%	40%	40%	32%	*	34%	-	-	*	-	-
	Female	63%	52%	34%	22%	44%	*	*	-	-	*	32%	38%	*	36%	-	-	34%	-	-	*	*
Grade 6																						
Reading	All Students	69%	68%	56%	52%	69%	*	-	-	-	*	55%	63%	20%	60%	71%	53%	60%	-	*	-	*
	CWD	38%	38%	20%	20%	*	*	-	-	-	-	13%	*	20%	-	*	40%	0%	-	*	-	*
	CWOD	74%	73%	60%	55%	83%	*	-	-	-	*	60%	64%	-	60%	83%	54%	69%	-	*	-	*
	EL	53%	61%	71%	*	67%	-	-	-	-	-	80%	*	*	83%	71%	*	*	-	-	-	-
	Male	66%	64%	53%	49%	63%	*	-	-	-	*	49%	67%	40%	54%	*	53%	-	-	*	-	-
	Female	72%	72%	60%	57%	75%	*	-	-	-	-	61%	*	0%	69%	*	-	60%	-	*	-	*
Mathematics	All Students	72%	70%	49%	43%	63%	*	-	-	-	*	44%	75%	30%	52%	71%	53%	45%	-	*	-	*
	CWD	47%	47%	30%	40%	*	*	-	-	-	-	25%	*	30%	-	*	40%	20%	-	*	-	*
	CWOD	76%	74%	52%	44%	75%	*	-	-	-	*	46%	79%	-	52%	83%	54%	49%	-	*	-	*
	EL	61%	69%	71%	*	67%	-	-	-	-	-	60%	*	*	83%	71%	*	*	-	-	-	-
	Male	73%	70%	53%	41%	88%	*	-	-	-	*	46%	75%	40%	54%	*	53%	-	-	*	-	-
	Female	72%	70%	45%	47%	38%	*	-	-	-	-	42%	*	20%	49%	*	-	45%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	41%	41%	45%	*	-	-	-	*	38%	53%	27%	43%	*	35%	50%	-	*	-	-
	CWD	30%	24%	27%	50%	*	-	-	-	-	-	20%	*	27%	-	-	0%	*	-	*	-	-
	CWOD	54%	44%	43%	40%	56%	*	-	-	-	*	41%	50%	-	43%	*	40%	45%	-	*	-	-
	EL	37%	36%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	49%	40%	35%	31%	45%	*	-	-	-	*	31%	45%	0%	40%	-	35%	-	-	*	-	-
	Female	52%	43%	50%	52%	44%	-	-	-	-	*	45%	*	*	45%	*	-	50%	-	*	-	-
Mathematics	All Students	42%	32%	13%	12%	10%	*	-	-	-	*	10%	27%	9%	14%	*	17%	8%	-	*	-	-
	CWD	27%	19%	9%	17%	*	*	-	-	-	-	10%	*	9%	-	-	0%	*	-	*	-	-
	CWOD	45%	34%	14%	12%	13%	*	-	-	-	*	10%	29%	-	14%	*	20%	6%	-	*	-	-
	EL	35%	32%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	45%	35%	17%	16%	9%	*	-	-	-	*	14%	27%	0%	20%	-	17%	-	-	*	-	-
	Female	39%	30%	8%	7%	11%	-	-	-	-	*	6%	*	*	6%	*	-	8%	-	*	-	-
Grade 4																						
Reading	All Students	53%	45%	27%	20%	29%	*	-	*	-	*	29%	18%	17%	29%	71%	22%	32%	-	*	-	-
	CWD	29%	21%	17%	11%	*	-	-	-	-	*	11%	*	17%	-	-	25%	*	-	-	-	-
	CWOD	57%	48%	29%	22%	31%	*	-	*	-	*	32%	14%	-	29%	71%	21%	35%	-	*	-	-
	EL	41%	40%	71%	*	*	*	-	*	-	-	67%	*	-	71%	71%	*	67%	-	-	-	-
	Male	51%	43%	22%	13%	38%	-	-	*	-	*	24%	14%	25%	21%	*	22%	-	-	*	-	-

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	Female	55%	46%	32%	28%	22%	*	-	*	-	*	35%	20%	*	35%	67%	-	32%	-	*	-	-
Mathematics	All Students	42%	29%	12%	10%	6%	*	-	*	-	*	12%	12%	25%	10%	29%	12%	11%	-	*	-	-
	CWD	25%	18%	25%	22%	*	-	-	-	-	*	22%	*	25%	-	-	25%	*	-	-	-	-
	CWOD	45%	31%	10%	8%	6%	*	-	*	-	*	10%	7%	-	10%	29%	9%	10%	-	*	-	-
	EL	34%	29%	29%	*	*	*	-	*	-	-	33%	*	-	29%	29%	*	33%	-	-	-	-
	Male	45%	32%	12%	13%	0%	-	-	*	-	*	9%	29%	25%	9%	*	12%	-	-	*	-	-
	Female	38%	26%	11%	7%	11%	*	-	*	-	*	15%	0%	*	10%	33%	-	11%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	31%	33%	24%	20%	*	-	-	*	27%	46%	29%	31%	*	33%	29%	-	*	*	*
	CWD	29%	22%	29%	*	*	-	-	-	-	-	29%	-	29%	-	-	40%	*	-	-	-	-
	CWOD	61%	52%	31%	32%	29%	20%	*	-	-	*	27%	46%	-	31%	*	32%	30%	-	*	*	*
	EL	43%	44%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	53%	46%	33%	39%	25%	*	-	-	-	-	31%	40%	40%	32%	*	33%	-	-	*	-	-
	Female	60%	52%	29%	26%	22%	*	*	-	-	*	21%	50%	*	30%	-	-	29%	-	-	*	*
Mathematics	All Students	47%	36%	16%	14%	29%	0%	*	-	-	*	16%	15%	14%	17%	*	16%	17%	-	*	*	*
	CWD	25%	17%	14%	*	*	-	-	-	-	-	14%	-	14%	-	-	20%	*	-	-	-	-
	CWOD	50%	38%	17%	13%	36%	0%	*	-	-	*	16%	15%	-	17%	*	15%	18%	-	*	*	*
	EL	38%	35%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	48%	37%	16%	18%	13%	*	-	-	-	-	15%	20%	20%	15%	*	16%	-	-	*	-	-
	Female	46%	35%	17%	9%	44%	*	*	-	-	*	18%	13%	*	18%	-	-	17%	-	-	*	*
Science	All Students	38%	28%	15%	12%	24%	20%	*	-	-	*	15%	15%	14%	15%	*	13%	17%	-	*	*	*
	CWD	23%	16%	14%	*	*	-	-	-	-	-	14%	-	14%	-	-	20%	*	-	-	-	-
	CWOD	40%	29%	15%	11%	29%	20%	*	-	-	*	15%	15%	-	15%	*	12%	18%	-	*	*	*
	EL	24%	23%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	41%	31%	13%	11%	13%	*	-	-	-	-	12%	20%	20%	12%	*	13%	-	-	*	-	-
	Female	34%	24%	17%	13%	33%	*	*	-	-	*	18%	13%	*	18%	-	-	17%	-	-	*	*
Grade 6																						
Reading	All Students	42%	42%	32%	26%	50%	*	-	-	-	*	29%	44%	20%	33%	43%	33%	30%	-	*	-	*
	CWD	21%	20%	20%	20%	*	*	-	-	-	-	13%	*	20%	-	*	40%	0%	-	*	-	*
	CWOD	46%	45%	33%	27%	58%	*	-	-	-	*	31%	43%	-	33%	50%	33%	34%	-	*	-	*
	EL	24%	34%	43%	*	50%	-	-	-	-	-	60%	*	*	50%	43%	*	*	-	-	-	-
	Male	40%	40%	33%	28%	50%	*	-	-	-	*	28%	50%	40%	33%	*	33%	-	-	*	-	-
	Female	45%	44%	30%	23%	50%	*	-	-	-	-	31%	*	0%	34%	*	-	30%	-	*	-	*
Mathematics	All Students	38%	37%	18%	12%	31%	*	-	-	-	*	13%	38%	30%	16%	14%	25%	8%	-	*	-	*
	CWD	20%	21%	30%	40%	*	*	-	-	-	-	25%	*	30%	-	*	40%	20%	-	*	-	*
	CWOD	41%	40%	16%	9%	33%	*	-	-	-	*	12%	36%	-	16%	17%	24%	6%	-	*	-	*
	EL	24%	35%	14%	*	17%	-	-	-	-	-	20%	*	*	17%	14%	*	*	-	-	-	-
	Male	40%	39%	25%	18%	50%	*	-	-	-	*	18%	50%	40%	24%	*	25%	-	-	*	-	-
	Female	36%	35%	8%	3%	13%	*	-	-	-	-	8%	*	20%	6%	*	-	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
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	21%	19%	25%	*	-	-	-	*	16%	40%	9%	22%	*	20%	22%	-	*	-	-
	CWD	12%	8%	9%	17%	*	-	-	-	-	-	10%	*	9%	-	-	0%	*	-	*	-	-
	CWOD	32%	25%	22%	19%	31%	*	-	-	-	*	17%	43%	-	22%	*	23%	21%	-	*	-	-
	EL	19%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	28%	21%	20%	16%	27%	*	-	-	-	*	14%	36%	0%	23%	-	20%	-	-	*	-	-
	Female	31%	25%	22%	22%	22%	-	-	-	-	*	18%	*	*	21%	*	-	22%	-	*	-	-
Mathematics	All Students	20%	14%	8%	7%	10%	*	-	-	-	*	6%	20%	0%	10%	*	11%	6%	-	*	-	-
	CWD	10%	6%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	*	-	-
	CWOD	22%	15%	10%	8%	13%	*	-	-	-	*	7%	21%	-	10%	*	13%	6%	-	*	-	-
	EL	15%	15%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	23%	16%	11%	9%	9%	*	-	-	-	*	8%	18%	0%	13%	-	11%	-	-	*	-	-
	Female	18%	12%	6%	4%	11%	-	-	-	-	*	3%	*	*	6%	*	-	6%	-	*	-	-
Grade 4																						
Reading	All Students	28%	22%	11%	7%	18%	*	-	*	-	*	12%	6%	0%	12%	43%	5%	16%	-	*	-	-
	CWD	10%	7%	0%	0%	*	-	-	-	-	*	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	31%	24%	12%	8%	19%	*	-	*	-	*	14%	7%	-	12%	43%	6%	18%	-	*	-	-
	EL	18%	18%	43%	*	*	*	-	*	-	-	33%	*	-	43%	43%	*	50%	-	-	-	-
	Male	26%	22%	5%	3%	13%	-	-	*	-	*	6%	0%	0%	6%	*	5%	-	-	*	-	-
	Female	29%	22%	16%	10%	22%	*	-	*	-	*	18%	10%	*	18%	50%	-	16%	-	*	-	-
Mathematics	All Students	22%	14%	4%	2%	6%	*	-	*	-	*	4%	0%	0%	4%	14%	2%	5%	-	*	-	-
	CWD	10%	6%	0%	0%	*	-	-	-	-	*	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	25%	15%	4%	2%	6%	*	-	*	-	*	5%	0%	-	4%	14%	3%	5%	-	*	-	-
	EL	16%	14%	14%	*	*	*	-	*	-	-	17%	*	-	14%	14%	*	17%	-	-	-	-
	Male	25%	16%	2%	3%	0%	-	-	*	-	*	3%	0%	0%	3%	*	2%	-	-	*	-	-
	Female	19%	12%	5%	0%	11%	*	-	*	-	*	6%	0%	*	5%	17%	-	5%	-	*	-	-
Grade 5																						
Reading	All Students	36%	29%	19%	18%	24%	0%	*	-	-	*	16%	31%	14%	19%	*	15%	23%	-	*	*	*
	CWD	12%	10%	14%	*	*	-	-	-	-	-	14%	-	14%	-	-	20%	*	-	-	-	-
	CWOD	40%	32%	19%	17%	29%	0%	*	-	-	*	16%	31%	-	19%	*	15%	24%	-	*	*	*
	EL	23%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	32%	27%	15%	14%	25%	*	-	-	-	-	14%	20%	20%	15%	*	15%	-	-	*	-	-
	Female	39%	31%	23%	22%	22%	*	*	-	-	*	18%	38%	*	24%	-	-	23%	-	-	*	*
Mathematics	All Students	24%	16%	3%	2%	6%	0%	*	-	-	*	3%	0%	0%	3%	*	3%	3%	-	*	*	*
	CWD	9%	6%	0%	*	*	-	-	-	-	-	0%	-	0%	-	-	0%	*	-	-	-	-
	CWOD	26%	17%	3%	2%	7%	0%	*	-	-	*	4%	0%	-	3%	*	3%	3%	-	*	*	*
	EL	17%	15%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	25%	17%	3%	4%	0%	*	-	-	-	-	3%	0%	0%	3%	*	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
Mathematics	Female	23%	14%	3%	0%	11%	*	*	-	-	*	4%	0%	*	3%	-	-	3%	-	-	*	*
Science	All Students	17%	12%	5%	4%	6%	20%	*	-	-	*	6%	0%	0%	6%	*	8%	3%	-	*	*	*
	CWD	9%	6%	0%	*	*	-	-	-	-	-	0%	-	0%	-	-	0%	*	-	-	-	-
	CWOD	19%	12%	6%	4%	7%	20%	*	-	-	*	7%	0%	-	6%	*	9%	3%	-	*	*	*
	EL	9%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	20%	14%	8%	7%	0%	*	-	-	-	-	9%	0%	0%	9%	*	8%	-	-	*	-	-
	Female	15%	10%	3%	0%	11%	*	*	-	-	*	4%	0%	*	3%	-	-	3%	-	-	*	*
Grade 6																						
Reading	All Students	23%	21%	14%	10%	31%	*	-	-	-	*	12%	25%	0%	16%	43%	16%	13%	-	*	-	*
	CWD	8%	7%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	*	-	*
	CWOD	25%	23%	16%	11%	42%	*	-	-	-	*	13%	29%	-	16%	50%	17%	14%	-	*	-	*
	EL	9%	15%	43%	*	50%	-	-	-	-	-	60%	*	*	50%	43%	*	*	-	-	-	-
	Male	21%	19%	16%	13%	38%	*	-	-	-	*	13%	25%	0%	17%	*	16%	-	-	*	-	-
	Female	25%	23%	13%	7%	25%	*	-	-	-	-	11%	*	0%	14%	*	-	13%	-	*	-	*
Mathematics	All Students	16%	16%	10%	7%	13%	*	-	-	-	*	8%	19%	10%	10%	14%	18%	0%	-	*	-	*
	CWD	8%	9%	10%	20%	*	*	-	-	-	-	13%	*	10%	-	*	20%	0%	-	*	-	*
	CWOD	17%	17%	10%	6%	17%	*	-	-	-	*	7%	21%	-	10%	17%	17%	0%	-	*	-	*
	EL	7%	14%	14%	*	17%	-	-	-	-	-	20%	*	*	17%	14%	*	*	-	-	-	-
	Male	17%	18%	18%	13%	25%	*	-	-	-	*	15%	25%	20%	17%	*	18%	-	-	*	-	-
	Female	14%	13%	0%	0%	0%	*	-	-	-	-	0%	*	0%	0%	*	-	0%	-	*	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	47%	43%	54%	53%	*	*	-	63%	45%	57%	28%	50%	57%	45%	49%	-	41%	*	71%
	CWD	44%	36%	28%	33%	15%	*	-	-	-	*	23%	58%	28%	-	*	28%	28%	-	*	-	*
	CWOD	77%	70%	50%	45%	63%	60%	*	*	-	60%	48%	57%	-	50%	61%	48%	51%	-	39%	*	100%
	EL	59%	58%	57%	*	52%	*	-	*	-	-	55%	67%	*	61%	57%	55%	58%	-	-	-	-
	Male	71%	63%	45%	42%	54%	56%	-	*	-	70%	42%	60%	28%	48%	55%	45%	-	-	32%	-	-
	Female	75%	68%	49%	46%	54%	50%	*	*	-	56%	48%	54%	28%	51%	58%	-	49%	-	63%	*	71%
Reading	All Students	74%	67%	58%	54%	66%	60%	*	*	-	67%	56%	64%	28%	61%	71%	53%	63%	-	46%	*	*
	CWD	43%	35%	28%	29%	17%	*	-	-	-	*	21%	67%	28%	-	*	29%	27%	-	*	-	*
	CWOD	78%	72%	61%	56%	76%	69%	*	*	-	57%	61%	64%	-	61%	75%	56%	67%	-	45%	*	*
	EL	57%	57%	71%	*	62%	*	-	*	-	-	71%	*	*	75%	71%	60%	75%	-	-	-	-
	Male	70%	63%	53%	49%	60%	63%	-	*	-	60%	50%	65%	29%	56%	60%	53%	-	-	33%	-	-
	Female	78%	73%	63%	59%	71%	57%	*	*	-	*	63%	64%	27%	67%	75%	-	63%	-	*	*	*
Mathematics	All Students	71%	64%	39%	36%	46%	47%	*	*	-	56%	37%	53%	28%	41%	47%	41%	38%	-	38%	*	*
	CWD	44%	36%	28%	33%	17%	*	-	-	-	*	24%	50%	28%	-	*	24%	33%	-	*	-	*
	CWOD	75%	67%	41%	37%	53%	54%	*	*	-	57%	38%	53%	-	41%	50%	43%	39%	-	36%	*	*
	EL	61%	61%	47%	*	46%	*	-	*	-	-	43%	*	*	50%	47%	60%	42%	-	-	-	-
	Male	71%	63%	41%	36%	53%	50%	-	*	-	80%	37%	56%	24%	43%	60%	41%	-	-	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	Female	71%	64%	38%	37%	40%	43%	*	*	-	*	36%	48%	33%	39%	42%	-	38%	-	*	*	*
Science	All Students	74%	66%	34%	29%	35%	40%	*	-	-	*	32%	38%	29%	35%	*	34%	34%	-	*	*	*
	CWD	47%	38%	29%	*	*	-	-	-	-	-	29%	-	29%	-	-	40%	*	-	-	-	-
	CWOD	78%	69%	35%	28%	43%	40%	*	-	-	*	33%	38%	-	35%	*	32%	36%	-	*	*	*
	EL	58%	56%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	74%	65%	34%	36%	25%	*	-	-	-	-	32%	40%	40%	32%	*	34%	-	-	*	-	-
	Female	75%	66%	34%	22%	44%	*	*	-	-	*	32%	38%	*	36%	-	-	34%	-	-	*	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	23%	20%	28%	38%	*	*	-	26%	21%	31%	21%	23%	31%	23%	22%	-	30%	*	57%
	CWD	23%	18%	21%	27%	7%	*	-	-	-	*	18%	42%	21%	-	*	22%	19%	-	*	-	*
	CWOD	50%	42%	23%	19%	32%	43%	*	*	-	20%	22%	30%	-	23%	33%	24%	23%	-	26%	*	80%
	EL	29%	30%	31%	*	26%	*	-	*	-	-	34%	17%	*	33%	31%	36%	29%	-	-	-	-
	Male	45%	38%	23%	21%	28%	33%	-	*	-	40%	20%	38%	22%	24%	36%	23%	-	-	26%	-	-
	Female	48%	41%	22%	19%	28%	44%	*	*	-	11%	22%	23%	19%	23%	29%	-	22%	-	38%	*	57%
Reading	All Students	52%	45%	33%	30%	37%	40%	*	*	-	33%	31%	41%	23%	34%	47%	31%	35%	-	46%	*	*
	CWD	24%	19%	23%	29%	8%	*	-	-	-	*	18%	50%	23%	-	*	25%	20%	-	*	-	*
	CWOD	56%	48%	34%	30%	43%	46%	*	*	-	29%	33%	40%	-	34%	50%	32%	36%	-	45%	*	*
	EL	31%	33%	47%	*	38%	*	-	*	-	-	50%	*	*	50%	47%	60%	42%	-	-	-	-
	Male	47%	41%	31%	28%	40%	25%	-	*	-	40%	29%	41%	25%	32%	60%	31%	-	-	33%	-	-
	Female	56%	49%	35%	32%	34%	57%	*	*	-	*	34%	40%	20%	36%	42%	-	35%	-	*	*	*
Mathematics	All Students	41%	33%	15%	12%	19%	40%	*	*	-	22%	13%	24%	20%	14%	18%	18%	11%	-	15%	*	*
	CWD	22%	17%	20%	25%	8%	*	-	-	-	*	18%	33%	20%	-	*	20%	20%	-	*	-	*
	CWOD	44%	35%	14%	10%	21%	46%	*	*	-	14%	12%	23%	-	14%	19%	18%	10%	-	9%	*	*
	EL	29%	29%	18%	*	15%	*	-	*	-	-	21%	*	*	19%	18%	20%	17%	-	-	-	-
	Male	42%	34%	18%	16%	18%	38%	-	*	-	40%	14%	35%	20%	18%	20%	18%	-	-	22%	-	-
	Female	40%	33%	11%	6%	20%	43%	*	*	-	*	12%	8%	20%	10%	17%	-	11%	-	*	*	*
Science	All Students	46%	37%	15%	12%	24%	20%	*	-	-	*	15%	15%	14%	15%	*	13%	17%	-	*	*	*
	CWD	23%	17%	14%	*	*	-	-	-	-	-	14%	-	14%	-	-	20%	*	-	-	-	-
	CWOD	49%	39%	15%	11%	29%	20%	*	-	-	*	15%	15%	-	15%	*	12%	18%	-	*	*	*
	EL	25%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	47%	37%	13%	11%	13%	*	-	-	-	-	12%	20%	20%	12%	*	13%	-	-	*	-	-
	Female	45%	36%	17%	13%	33%	*	*	-	-	*	18%	13%	*	18%	-	-	17%	-	-	*	*
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	11%	8%	15%	26%	*	*	-	0%	9%	16%	3%	12%	23%	11%	10%	-	22%	*	14%
	CWD	9%	6%	3%	6%	0%	*	-	-	-	*	4%	0%	3%	-	*	4%	3%	-	*	-	*
	CWOD	24%	18%	12%	9%	19%	30%	*	*	-	0%	10%	18%	-	12%	24%	12%	11%	-	22%	*	20%
	EL	12%	12%	23%	*	22%	*	-	*	-	-	24%	17%	*	24%	23%	27%	21%	-	-	-	-
	Male	21%	16%	11%	9%	16%	28%	-	*	-	0%	10%	18%	4%	12%	27%	11%	-	-	21%	-	-
	Female	23%	18%	10%	7%	15%	25%	*	*	-	0%	9%	14%	3%	11%	21%	-	10%	-	25%	*	14%
Reading	All Students	25%	20%	16%	13%	24%	27%	*	*	-	0%	14%	25%	5%	17%	35%	14%	18%	-	31%	*	*
	CWD	9%	6%	5%	8%	0%	*	-	-	-	*	6%	0%	5%	-	*	4%	7%	-	*	-	*
	CWOD	27%	21%	17%	14%	29%	31%	*	*	-	0%	15%	28%	-	17%	38%	16%	19%	-	36%	*	*
	EL	13%	14%	35%	*	31%	*	-	*	-	-	36%	*	*	38%	35%	40%	33%	-	-	-	-
	Male	22%	17%	14%	12%	26%	13%	-	*	-	0%	12%	24%	4%	16%	40%	14%	-	-	22%	-	-
	Female	28%	22%	18%	15%	23%	43%	*	*	-	*	16%	28%	7%	19%	33%	-	18%	-	*	*	*
Mathematics	All Students	20%	14%	6%	5%	9%	27%	*	*	-	0%	5%	10%	3%	7%	12%	9%	3%	-	15%	*	*
	CWD	9%	6%	3%	4%	0%	*	-	-	-	*	3%	0%	3%	-	*	4%	0%	-	*	-	*
	CWOD	21%	16%	7%	5%	11%	31%	*	*	-	0%	6%	11%	-	7%	13%	10%	4%	-	9%	*	*
	EL	12%	12%	12%	*	15%	*	-	*	-	-	14%	*	*	13%	12%	20%	8%	-	-	-	-
	Male	21%	15%	9%	8%	9%	38%	-	*	-	0%	8%	15%	4%	10%	20%	9%	-	-	22%	-	-
	Female	19%	13%	3%	1%	9%	14%	*	*	-	*	3%	4%	0%	4%	8%	-	3%	-	*	*	*
Science	All Students	20%	15%	5%	4%	6%	20%	*	-	-	*	6%	0%	0%	6%	*	8%	3%	-	*	*	*
	CWD	8%	5%	0%	*	*	-	-	-	-	-	0%	-	0%	-	-	0%	*	-	-	-	-
	CWOD	22%	16%	6%	4%	7%	20%	*	-	-	*	7%	0%	-	6%	*	9%	3%	-	*	*	*
	EL	7%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	22%	15%	8%	7%	0%	*	-	-	-	-	9%	0%	0%	9%	*	8%	-	-	*	-	-
	Female	19%	14%	3%	0%	11%	*	*	-	-	*	4%	0%	*	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)



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<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	77	78	64	100	*	*	-	90	77	54	73
CWD	54	50	56	*	-	-	-	*	57	54	*
CWOD	81	82	67	100	*	*	-	*	80	-	80
EL ◇	73	*	57	*	-	*	-	-	67	*	73
Male	75	75	66	100	-	*	-	*	75	53	*
Female	79	81	64	100	*	*	-	*	79	56	75
<b>Mathematics</b>											
All Students	74	72	78	80	*	*	-	80	76	75	64
CWD	75	79	63	*	-	-	-	*	76	75	*
CWOD	74	71	82	78	*	*	-	*	76	-	70
EL ◇	64	*	43	*	-	*	-	-	56	*	64
Male	77	75	88	60	-	*	-	*	78	87	*
Female	72	68	70	100	*	*	-	*	74	56	63

- Indicates there are no students in the group.

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

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

This section provides information on high school graduation rates for the class of 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
28	7	25%

- 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	27	24	32	43	*	*	-	30	25	17	37
<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	Y						N	Y	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	
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											

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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	98%	98%	99%	89%	*	*	-	100%	98%	96%	99%	98%	100%	98%	98%	-
	CWD	99%	100%	100%	*	-	-	-	*	99%	100%	99%	-	*	98%	100%	-
	CWOD	98%	98%	98%	90%	*	*	-	100%	98%	95%	-	98%	100%	97%	98%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	98%	98%	97%	95%	-	*	-	100%	98%	96%	98%	97%	100%	98%	-	-
	Female	98%	98%	100%	81%	*	*	-	100%	99%	95%	100%	98%	100%	-	98%	-
<b>Reading</b>	All Students	98%	98%	100%	87%	*	*	-	100%	98%	97%	98%	98%	100%	98%	98%	-
	CWD	98%	100%	100%	*	-	-	-	*	97%	100%	98%	-	*	96%	100%	-
	CWOD	98%	98%	100%	92%	*	*	-	100%	98%	96%	-	98%	100%	98%	98%	-
	EL	100%	*	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	98%	98%	100%	88%	-	*	-	100%	98%	97%	96%	98%	100%	98%	-	-
	Female	98%	98%	100%	86%	*	*	-	*	98%	96%	100%	98%	100%	-	98%	-
<b>Mathematics</b>	All Students	98%	98%	99%	93%	*	*	-	100%	98%	97%	100%	98%	100%	98%	98%	-
		98%	98%	99%	93%	*	*	-	100%	98%	97%	100%	98%	100%	98%	98%	-
	CWD	100%	100%	100%	*	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
		100%	100%	100%	*	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	98%	98%	98%	92%	*	*	-	100%	98%	96%	-	98%	100%	97%	98%	-
		98%	98%	98%	92%	*	*	-	100%	98%	96%	-	98%	100%	97%	98%	-
	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	98%	98%	97%	100%	-	*	-	100%	98%	97%	100%	97%	100%	98%	-	-
		98%	98%	97%	100%	-	*	-	100%	98%	97%	100%	97%	100%	98%	-	-
	Female	98%	98%	100%	86%	*	*	-	*	98%	96%	100%	98%	100%	-	98%	-
		98%	98%	100%	86%	*	*	-	*	98%	96%	100%	98%	100%	-	98%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	2%	2%	1%	11%	*	*	-	0%	2%	4%	1%	2%	0%	2%	2%	-
	CWD	1%	0%	0%	*	-	-	-	*	1%	0%	1%	-	*	2%	0%	-
	CWOD	2%	2%	2%	10%	*	*	-	0%	2%	5%	-	2%	0%	3%	2%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	2%	2%	3%	5%	-	*	-	0%	2%	4%	2%	3%	0%	2%	-	-
	Female	2%	2%	0%	19%	*	*	-	0%	1%	5%	0%	2%	0%	-	2%	-
Reading	All Students	2%	2%	0%	13%	*	*	-	0%	2%	3%	2%	2%	0%	2%	2%	-
	CWD	2%	0%	0%	*	-	-	-	*	3%	0%	2%	-	*	4%	0%	-
	CWOD	2%	2%	0%	8%	*	*	-	0%	2%	4%	-	2%	0%	2%	2%	-
	EL	0%	*	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	2%	2%	0%	12%	-	*	-	0%	2%	3%	4%	2%	0%	2%	-	-
	Female	2%	2%	0%	14%	*	*	-	*	2%	4%	0%	2%	0%	-	2%	-
Mathematics	All Students	2%	2%	1%	7%	*	*	-	0%	2%	3%	0%	2%	0%	2%	2%	-
	CWD	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	2%	2%	2%	8%	*	*	-	0%	2%	4%	-	2%	0%	3%	2%	-
	EL	0%	*	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	2%	2%	3%	0%	-	*	-	0%	2%	3%	0%	3%	0%	2%	-	-
	Female	2%	2%	0%	14%	*	*	-	*	2%	4%	0%	2%	0%	-	2%	-
Science	All Students	4%	2%	6%	20%	*	-	-	*	2%	15%	0%	4%	*	5%	3%	-
	CWD	0%	*	*	-	-	-	-	-	0%	-	0%	-	-	0%	*	-
	CWOD	4%	2%	7%	20%	*	-	-	*	2%	15%	-	4%	*	6%	3%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	5%	3%	12%	*	-	-	-	-	3%	20%	0%	6%	*	5%	-	-
	Female	3%	0%	0%	*	*	-	-	*	0%	12%	*	3%	-	-	3%	-

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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	55	38	9	5	0	0	0	3	1		
	Female	12	11	0	1	0	0	0	0	0		
	Total	67	49	9	6	0	0	0	3	1		
<b>Out-of-School Suspensions</b>												
	Male	37	27	6	0	0	0	0	4	3		
	Female	8	6	1	1	0	0	0	0	0		
	Total	45	33	7	1	0	0	0	4	3		
<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	23	12	6	5	0	0	0	0	2		10
	Female	5	4	0	1	0	0	0	0	0		2
	Total	28	16	6	6	0	0	0	0	2		12
<b>Out-of-School Suspensions</b>												
	Male	15	9	4	2	0	0	0	0	2		2
	Female	3	3	0	0	0	0	0	0	0		1
	Total	18	12	4	2	0	0	0	0	2		3
<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	90	46	24	10	-8	-8	1	9	3	21	-8
	Female	70	37	25	4	1	-8	1	2	2	12	-8
	Total	160	83	49	14	1	-8	2	11	5	33	-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	1
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	20	11	5	3	0	0	0	1	3	0
	Female	14	6	7	1	0	0	0	0	2	0
	Total	34	17	12	4	0	0	0	1	5	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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.8	21.7%
Teachers Teaching with Emergency or Provisional Credentials	5.0	11.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.3	3.1%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	*	2%
Mathematics	6,587	2%	48	1%	*	2%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	3%
Mathematics	6,408	2%	49	1%	*	3%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	1%
Mathematics	6,205	2%	32	1%	*	1%
Science	6,200	2%	32	1%	*	1%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	4%
Mathematics	6,177	2%	59	1%	*	4%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	21	3%
Reading	48,805	1%	354	1%	10	3%
Mathematics	43,293	1%	319	1%	10	3%
Science	17,856	1%	118	1%	*	1%

- Indicates there are no students in the group.

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

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	41%	44%	41%	20%	29%	25%	*	29%	42%	39%	35%

- 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 and 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%	68%	69%	60%	58%	92%	-	*	-	*	58%	87%	31%	78%	43%	62%	76%	-	*	-	*
	CWD	52%	42%	31%	*	0%	71%	-	-	-	-	9%	80%	31%	-	*	25%	*	-	-	-	-
	CWOD	80%	72%	78%	67%	75%	100%	-	*	-	*	71%	88%	-	78%	50%	76%	79%	-	*	-	*
	EL	66%	64%	43%	-	20%	*	-	*	-	-	33%	*	*	50%	43%	40%	*	-	-	-	-
	Male	74%	64%	62%	50%	50%	86%	-	*	-	*	50%	87%	25%	76%	40%	62%	-	-	*	-	-
	Female	78%	71%	76%	67%	70%	100%	-	-	-	-	68%	88%	*	79%	*	-	76%	-	*	-	*
Mathematics	All Students	70%	61%	55%	43%	54%	71%	-	*	-	*	44%	74%	25%	63%	71%	51%	61%	-	*	-	*
	CWD	46%	38%	25%	*	17%	43%	-	-	-	-	18%	40%	25%	-	*	17%	*	-	-	-	-
	CWOD	74%	64%	63%	48%	65%	82%	-	*	-	*	51%	81%	-	63%	67%	64%	62%	-	*	-	*
	EL	64%	61%	71%	-	60%	*	-	*	-	-	67%	*	*	67%	71%	80%	*	-	-	-	-
	Male	72%	62%	51%	42%	50%	57%	-	*	-	*	43%	67%	17%	64%	80%	51%	-	-	*	-	-
	Female	68%	59%	61%	44%	60%	90%	-	-	-	-	45%	81%	*	62%	*	-	61%	-	*	-	*
Grade 4																						
Reading	All Students	76%	68%	71%	68%	79%	64%	*	83%	-	80%	72%	68%	40%	77%	69%	69%	74%	-	*	-	-
	CWD	48%	39%	40%	*	*	43%	-	*	-	-	44%	33%	40%	-	*	45%	*	-	-	-	-
	CWOD	81%	72%	77%	73%	83%	69%	*	100%	-	80%	75%	81%	-	77%	73%	76%	77%	-	*	-	-
	EL	66%	63%	69%	-	50%	*	-	100%	-	-	64%	*	*	73%	69%	75%	63%	-	-	-	-
	Male	73%	64%	69%	64%	81%	62%	*	*	-	*	76%	56%	45%	76%	75%	69%	-	-	*	-	-
	Female	79%	72%	74%	73%	75%	60%	-	*	-	*	69%	100%	*	77%	63%	-	74%	-	*	-	-
Mathematics	All Students	68%	56%	46%	44%	43%	50%	*	67%	-	40%	51%	32%	20%	51%	50%	41%	53%	-	*	-	-
	CWD	42%	32%	20%	*	*	29%	-	*	-	-	22%	17%	20%	-	*	18%	*	-	-	-	-
	CWOD	73%	60%	51%	50%	46%	56%	*	80%	-	40%	54%	38%	-	51%	53%	47%	54%	-	*	-	-
	EL	63%	58%	50%	-	25%	*	-	80%	-	-	50%	*	*	53%	50%	38%	63%	-	-	-	-
	Male	70%	58%	41%	36%	38%	54%	*	*	-	*	45%	31%	18%	47%	38%	41%	-	-	*	-	-
	Female	67%	55%	53%	55%	50%	40%	-	*	-	*	56%	33%	*	54%	63%	-	53%	-	*	-	-
Grade 5																						
Reading	All Students	80%	75%	66%	61%	62%	68%	-	100%	-	*	61%	79%	40%	71%	67%	58%	77%	-	*	-	-
	CWD	50%	44%	40%	20%	29%	*	-	-	-	-	46%	*	40%	-	*	33%	50%	-	-	-	-
	CWOD	85%	79%	71%	68%	74%	63%	-	100%	-	*	65%	86%	-	71%	73%	63%	82%	-	*	-	-
	EL	71%	72%	67%	-	67%	*	-	*	-	-	67%	-	*	73%	67%	63%	*	-	-	-	-
	Male	77%	72%	58%	52%	46%	62%	-	*	-	*	54%	69%	33%	63%	63%	58%	-	-	*	-	-
	Female	83%	78%	77%	73%	77%	78%	-	*	-	-	71%	91%	50%	82%	*	-	77%	-	*	-	-
Mathematics	All Students	76%	65%	44%	44%	38%	36%	-	80%	-	*	39%	58%	13%	50%	50%	40%	49%	-	*	-	-
	CWD	50%	38%	13%	20%	14%	*	-	-	-	-	15%	*	13%	-	*	11%	17%	-	-	-	-
	CWOD	80%	69%	50%	48%	47%	42%	-	80%	-	*	44%	64%	-	50%	55%	47%	55%	-	*	-	-
	EL	70%	66%	50%	-	33%	*	-	*	-	-	50%	-	*	55%	50%	50%	*	-	-	-	-
	Male	75%	65%	40%	43%	31%	23%	-	*	-	*	38%	46%	11%	47%	50%	40%	-	-	*	-	-
	Female	76%	66%	49%	47%	46%	56%	-	*	-	-	39%	73%	17%	55%	*	-	49%	-	*	-	-

Texas Education Agency  
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MILLER EL (220901135) - ARLINGTON ISD - TARRANT 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%	54%	63%	56%	58%	73%	-	80%	-	*	58%	75%	33%	68%	67%	63%	62%	-	*	-	-	
	CWD	40%	33%	33%	20%	14%	*	-	-	-	-	38%	*	33%	-	*	33%	33%	-	-	-	-	
	CWOD	69%	57%	68%	61%	74%	68%	-	80%	-	*	63%	82%	-	68%	73%	70%	67%	-	*	-	-	
	EL	52%	49%	67%	-	67%	*	-	*	-	-	67%	-	*	73%	67%	63%	*	-	-	-	-	
	Male	67%	57%	63%	57%	46%	77%	-	*	-	*	59%	77%	33%	70%	63%	63%	-	-	*	-	-	
	Female	63%	52%	62%	53%	69%	67%	-	*	-	-	57%	73%	33%	67%	*	-	62%	-	*	-	-	
Grade 6																							
Reading	All Students	69%	68%	69%	60%	64%	81%	-	89%	-	*	67%	73%	47%	74%	80%	60%	78%	-	*	-	-	
	CWD	38%	38%	47%	50%	17%	*	-	*	-	*	40%	57%	47%	-	*	45%	50%	-	-	-	-	
	CWOD	74%	73%	74%	63%	79%	83%	-	88%	-	*	72%	79%	-	74%	92%	65%	83%	-	*	-	-	
	EL	53%	61%	80%	-	57%	*	-	100%	-	-	79%	*	*	92%	80%	50%	100%	-	*	-	-	
	Male	66%	64%	60%	38%	58%	79%	-	*	-	*	53%	80%	45%	65%	50%	60%	-	-	*	-	-	
	Female	72%	72%	78%	83%	69%	86%	-	86%	-	*	84%	69%	50%	83%	100%	-	78%	-	*	-	-	
Mathematics	All Students	72%	70%	70%	58%	68%	81%	-	89%	-	*	68%	74%	53%	75%	67%	67%	73%	-	*	-	-	
	CWD	47%	47%	53%	33%	33%	*	-	*	-	*	50%	57%	53%	-	*	55%	50%	-	-	-	-	
	CWOD	76%	74%	75%	65%	79%	78%	-	88%	-	*	72%	80%	-	75%	75%	72%	77%	-	*	-	-	
	EL	61%	69%	67%	-	57%	*	-	86%	-	-	64%	*	*	75%	67%	33%	89%	-	*	-	-	
	Male	73%	70%	67%	43%	75%	86%	-	*	-	*	63%	82%	55%	72%	33%	67%	-	-	*	-	-	
	Female	72%	70%	73%	75%	62%	71%	-	100%	-	*	76%	69%	50%	77%	89%	-	73%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	40%	20%	42%	67%	-	*	-	*	25%	65%	6%	48%	14%	31%	50%	-	*	-	*	
	CWD	30%	24%	6%	*	0%	14%	-	-	-	-	0%	20%	6%	-	*	0%	*	-	-	-	-	
	CWOD	54%	44%	48%	22%	55%	88%	-	*	-	*	32%	73%	-	48%	17%	42%	53%	-	*	-	*	
	EL	37%	36%	14%	-	0%	*	-	*	-	-	0%	*	*	17%	14%	0%	*	-	-	-	-	
	Male	49%	40%	31%	8%	31%	57%	-	*	-	*	17%	60%	0%	42%	0%	31%	-	-	*	-	-	
	Female	52%	43%	50%	28%	60%	80%	-	-	-	-	36%	69%	*	53%	*	-	50%	-	*	-	*	
Mathematics	All Students	42%	32%	24%	20%	27%	29%	-	*	-	*	13%	42%	6%	28%	0%	20%	29%	-	*	-	*	
	CWD	27%	19%	6%	*	0%	14%	-	-	-	-	0%	20%	6%	-	*	0%	*	-	-	-	-	
	CWOD	45%	34%	28%	22%	35%	35%	-	*	-	*	17%	46%	-	28%	0%	27%	29%	-	*	-	*	
	EL	35%	32%	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-	
	Male	45%	35%	20%	8%	19%	36%	-	*	-	*	10%	40%	0%	27%	0%	20%	-	-	*	-	-	
	Female	39%	30%	29%	28%	40%	20%	-	-	-	-	18%	44%	*	29%	*	-	29%	-	*	-	*	
Grade 4																							
Reading	All Students	53%	45%	39%	28%	50%	36%	*	50%	-	40%	40%	36%	20%	42%	44%	37%	42%	-	*	-	-	
	CWD	29%	21%	20%	*	*	29%	-	*	-	-	33%	0%	20%	-	*	18%	*	-	-	-	-	
	CWOD	57%	48%	42%	32%	54%	38%	*	60%	-	40%	40%	50%	-	42%	47%	42%	43%	-	*	-	-	
	EL	41%	40%	44%	-	38%	*	-	60%	-	-	43%	*	*	47%	44%	38%	50%	-	-	-	-	
	Male	51%	43%	37%	21%	56%	38%	*	*	-	*	42%	25%	18%	42%	38%	37%	-	-	*	-	-	

Texas Education Agency  
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MILLER EL (220901135) - ARLINGTON ISD - TARRANT 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%	46%	42%	36%	42%	30%	-	*	-	*	38%	67%	*	43%	50%	-	42%	-	*	-	-
Mathematics	All Students	42%	29%	25%	24%	25%	32%	*	33%	-	0%	28%	18%	7%	29%	25%	27%	24%	-	*	-	-
	CWD	25%	18%	7%	*	*	14%	-	*	-	-	11%	0%	7%	-	*	9%	*	-	-	-	-
	CWOD	45%	31%	29%	27%	29%	38%	*	40%	-	0%	30%	25%	-	29%	27%	32%	26%	-	*	-	-
	EL	34%	29%	25%	-	13%	*	-	40%	-	-	21%	*	*	27%	25%	25%	25%	-	-	-	-
	Male	45%	32%	27%	21%	19%	46%	*	*	-	*	33%	13%	9%	32%	25%	27%	-	-	*	-	-
	Female	38%	26%	24%	27%	33%	10%	-	*	-	*	22%	33%	*	26%	25%	-	24%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	41%	33%	46%	36%	-	60%	-	*	34%	58%	20%	45%	42%	37%	46%	-	*	-	-
	CWD	29%	22%	20%	0%	29%	*	-	-	-	-	23%	*	20%	-	*	22%	17%	-	-	-	-
	CWOD	61%	52%	45%	39%	53%	37%	-	60%	-	*	37%	64%	-	45%	45%	40%	52%	-	*	-	-
	EL	43%	44%	42%	-	50%	*	-	*	-	-	42%	-	*	45%	42%	38%	*	-	-	-	-
	Male	53%	46%	37%	29%	46%	31%	-	*	-	*	31%	54%	22%	40%	38%	37%	-	-	*	-	-
	Female	60%	52%	46%	40%	46%	44%	-	*	-	-	39%	64%	17%	52%	*	-	46%	-	*	-	-
Mathematics	All Students	47%	36%	22%	17%	23%	23%	-	60%	-	*	18%	33%	13%	24%	25%	17%	28%	-	*	-	-
	CWD	25%	17%	13%	20%	14%	*	-	-	-	-	15%	*	13%	-	*	11%	17%	-	-	-	-
	CWOD	50%	38%	24%	16%	26%	26%	-	60%	-	*	19%	36%	-	24%	27%	19%	30%	-	*	-	-
	EL	38%	35%	25%	-	0%	*	-	*	-	-	25%	-	*	27%	25%	25%	*	-	-	-	-
	Male	48%	37%	17%	10%	23%	15%	-	*	-	*	15%	23%	11%	19%	25%	17%	-	-	*	-	-
	Female	46%	35%	28%	27%	23%	33%	-	*	-	-	21%	45%	17%	30%	*	-	28%	-	*	-	-
Science	All Students	38%	28%	36%	25%	38%	41%	-	60%	-	*	31%	50%	20%	39%	50%	37%	36%	-	*	-	-
	CWD	23%	16%	20%	20%	14%	*	-	-	-	-	23%	*	20%	-	*	22%	17%	-	-	-	-
	CWOD	40%	29%	39%	26%	47%	42%	-	60%	-	*	33%	55%	-	39%	55%	40%	39%	-	*	-	-
	EL	24%	23%	50%	-	50%	*	-	*	-	-	50%	-	*	55%	50%	50%	*	-	-	-	-
	Male	41%	31%	37%	24%	38%	38%	-	*	-	*	33%	46%	22%	40%	50%	37%	-	-	*	-	-
	Female	34%	24%	36%	27%	38%	44%	-	*	-	-	29%	55%	17%	39%	*	-	36%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	40%	36%	28%	57%	-	44%	-	*	33%	54%	18%	45%	27%	26%	54%	-	*	-	-
	CWD	21%	20%	18%	33%	0%	*	-	*	-	*	10%	29%	18%	-	*	9%	33%	-	-	-	-
	CWOD	46%	45%	45%	37%	37%	67%	-	50%	-	*	38%	63%	-	45%	33%	32%	57%	-	*	-	-
	EL	24%	34%	27%	-	14%	*	-	43%	-	-	21%	*	*	33%	27%	0%	44%	-	*	-	-
	Male	40%	40%	26%	23%	17%	43%	-	*	-	*	22%	40%	9%	32%	0%	26%	-	-	*	-	-
	Female	45%	44%	54%	50%	38%	86%	-	57%	-	*	48%	63%	33%	57%	44%	-	54%	-	*	-	-
Mathematics	All Students	38%	37%	25%	15%	20%	29%	-	44%	-	*	21%	33%	18%	27%	33%	26%	24%	-	*	-	-
	CWD	20%	21%	18%	0%	17%	*	-	*	-	*	10%	29%	18%	-	*	18%	17%	-	-	-	-
	CWOD	41%	40%	27%	20%	21%	33%	-	38%	-	*	23%	35%	-	27%	33%	28%	26%	-	*	-	-
	EL	24%	35%	33%	-	14%	*	-	57%	-	-	29%	*	*	33%	33%	17%	44%	-	*	-	-
	Male	40%	39%	26%	14%	25%	29%	-	*	-	*	19%	45%	18%	28%	17%	26%	-	-	*	-	-
	Female	36%	35%	24%	17%	15%	29%	-	43%	-	*	24%	25%	17%	26%	44%	-	24%	-	*	-	-

Texas Education Agency  
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MILLER EL (220901135) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	22%	10%	27%	33%	-	*	-	*	13%	35%	6%	25%	14%	11%	34%	-	*	-	*
	CWD	12%	8%	6%	*	0%	14%	-	-	-	-	0%	20%	6%	-	*	0%	*	-	-	-	-
	CWOD	32%	25%	25%	11%	35%	41%	-	*	-	*	17%	38%	-	25%	17%	15%	35%	-	*	-	*
	EL	19%	20%	14%	-	0%	*	-	*	-	-	0%	*	*	17%	14%	0%	*	-	-	-	-
	Male	28%	21%	11%	0%	19%	14%	-	*	-	*	7%	20%	0%	15%	0%	11%	-	-	*	-	-
	Female	31%	25%	34%	17%	40%	60%	-	-	-	-	23%	50%	*	35%	*	-	34%	-	*	-	*
Mathematics	All Students	20%	14%	7%	3%	15%	4%	-	*	-	*	4%	13%	0%	9%	0%	2%	13%	-	*	-	*
	CWD	10%	6%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	15%	9%	4%	20%	6%	-	*	-	*	5%	15%	-	9%	0%	3%	15%	-	*	-	*
	EL	15%	15%	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	23%	16%	2%	0%	6%	0%	-	*	-	*	3%	0%	0%	3%	0%	2%	-	-	*	-	-
	Female	18%	12%	13%	6%	30%	10%	-	-	-	-	5%	25%	*	15%	*	-	13%	-	*	-	*
Grade 4																						
Reading	All Students	28%	22%	24%	12%	39%	27%	*	17%	-	0%	25%	23%	13%	26%	25%	24%	24%	-	*	-	-
	CWD	10%	7%	13%	*	*	14%	-	*	-	-	22%	0%	13%	-	*	18%	*	-	-	-	-
	CWOD	31%	24%	26%	14%	42%	31%	*	20%	-	0%	25%	31%	-	26%	27%	26%	26%	-	*	-	-
	EL	18%	18%	25%	-	25%	*	-	20%	-	-	21%	*	*	27%	25%	13%	38%	-	-	-	-
	Male	26%	22%	24%	7%	38%	38%	*	*	-	*	27%	19%	18%	26%	13%	24%	-	-	*	-	-
	Female	29%	22%	24%	18%	42%	10%	-	*	-	*	22%	33%	*	26%	38%	-	24%	-	*	-	-
Mathematics	All Students	22%	14%	9%	8%	11%	9%	*	17%	-	0%	8%	14%	0%	11%	13%	4%	16%	-	*	-	-
	CWD	10%	6%	0%	*	*	0%	-	*	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	15%	11%	9%	13%	13%	*	20%	-	0%	9%	19%	-	11%	13%	5%	17%	-	*	-	-
	EL	16%	14%	13%	-	13%	*	-	20%	-	-	7%	*	*	13%	13%	0%	25%	-	-	-	-
	Male	25%	16%	4%	0%	6%	8%	*	*	-	*	3%	6%	0%	5%	0%	4%	-	-	*	-	-
	Female	19%	12%	16%	18%	17%	10%	-	*	-	*	13%	33%	*	17%	25%	-	16%	-	*	-	-
Grade 5																						
Reading	All Students	36%	29%	31%	28%	31%	32%	-	40%	-	*	24%	50%	13%	34%	33%	29%	33%	-	*	-	-
	CWD	12%	10%	13%	0%	29%	*	-	-	-	-	15%	*	13%	-	*	11%	17%	-	-	-	-
	CWOD	40%	32%	34%	32%	32%	37%	-	40%	-	*	26%	55%	-	34%	36%	33%	36%	-	*	-	-
	EL	23%	25%	33%	-	33%	*	-	*	-	-	33%	-	*	36%	33%	38%	*	-	-	-	-
	Male	32%	27%	29%	24%	38%	23%	-	*	-	*	23%	46%	11%	33%	38%	29%	-	-	*	-	-
	Female	39%	31%	33%	33%	23%	44%	-	*	-	-	25%	55%	17%	36%	*	-	33%	-	*	-	-
Mathematics	All Students	24%	16%	5%	6%	4%	0%	-	40%	-	*	3%	13%	0%	7%	8%	4%	8%	-	*	-	-
	CWD	9%	6%	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	26%	17%	7%	6%	5%	0%	-	40%	-	*	4%	14%	-	7%	9%	5%	9%	-	*	-	-
	EL	17%	15%	8%	-	0%	*	-	*	-	-	8%	-	*	9%	8%	13%	*	-	-	-	-
	Male	25%	17%	4%	5%	0%	0%	-	*	-	*	3%	8%	0%	5%	13%	4%	-	-	*	-	-

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Mathematics	Female	23%	14%	8%	7%	8%	0%	-	*	-	-	4%	18%	0%	9%	*	-	8%	-	*	-	-
Science	All Students	17%	12%	12%	8%	15%	9%	-	40%	-	*	9%	21%	7%	13%	0%	12%	13%	-	*	-	-
	CWD	9%	6%	7%	0%	14%	*	-	-	-	-	8%	*	7%	-	*	11%	0%	-	-	-	-
	CWOD	19%	12%	13%	10%	16%	11%	-	40%	-	*	9%	23%	-	13%	0%	12%	15%	-	*	-	-
	EL	9%	8%	0%	-	0%	*	-	*	-	-	0%	-	*	0%	0%	0%	*	-	-	-	-
	Male	20%	14%	12%	14%	8%	8%	-	*	-	*	10%	15%	11%	12%	0%	12%	-	-	*	-	-
	Female	15%	10%	13%	0%	23%	11%	-	*	-	-	7%	27%	0%	15%	*	-	13%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	18%	12%	16%	24%	-	33%	-	*	16%	23%	0%	23%	27%	17%	20%	-	*	-	-
	CWD	8%	7%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	25%	23%	23%	16%	21%	28%	-	38%	-	*	19%	32%	-	23%	33%	23%	23%	-	*	-	-
	EL	9%	15%	27%	-	14%	*	-	43%	-	-	21%	*	*	33%	27%	0%	44%	-	*	-	-
	Male	21%	19%	17%	8%	8%	36%	-	*	-	*	13%	30%	0%	23%	0%	17%	-	-	*	-	-
	Female	25%	23%	20%	17%	23%	0%	-	43%	-	*	20%	19%	0%	23%	44%	-	20%	-	*	-	-
Mathematics	All Students	16%	16%	13%	4%	16%	14%	-	33%	-	*	12%	15%	12%	13%	27%	14%	12%	-	*	-	-
	CWD	8%	9%	12%	0%	17%	*	-	*	-	*	10%	14%	12%	-	*	18%	0%	-	-	-	-
	CWOD	17%	17%	13%	5%	16%	17%	-	25%	-	*	13%	15%	-	13%	25%	13%	14%	-	*	-	-
	EL	7%	14%	27%	-	14%	*	-	43%	-	-	29%	*	*	25%	27%	17%	33%	-	*	-	-
	Male	17%	18%	14%	0%	17%	21%	-	*	-	*	9%	27%	18%	13%	17%	14%	-	-	*	-	-
	Female	14%	13%	12%	8%	15%	0%	-	29%	-	*	16%	6%	0%	14%	33%	-	12%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	61%	55%	58%	69%	*	84%	-	67%	58%	70%	35%	67%	63%	57%	67%	-	47%	-	*
	CWD	44%	36%	35%	23%	21%	59%	-	*	-	*	32%	40%	35%	-	23%	32%	41%	-	-	-	-
	CWOD	77%	70%	67%	60%	69%	71%	*	87%	-	64%	63%	77%	-	67%	69%	64%	71%	-	47%	-	*
	EL	59%	58%	63%	-	48%	59%	-	94%	-	-	62%	88%	23%	69%	63%	55%	74%	-	*	-	-
	Male	71%	63%	57%	48%	53%	65%	*	80%	-	75%	53%	65%	32%	64%	55%	57%	-	-	56%	-	-
	Female	75%	68%	67%	62%	64%	73%	-	88%	-	58%	63%	76%	41%	71%	74%	-	67%	-	43%	-	*
Reading	All Students	74%	67%	69%	62%	66%	76%	*	86%	-	73%	65%	78%	40%	75%	68%	62%	76%	-	54%	-	*
	CWD	43%	35%	40%	29%	22%	68%	-	*	-	*	36%	50%	40%	-	17%	37%	47%	-	-	-	-
	CWOD	78%	72%	75%	68%	78%	79%	*	90%	-	70%	71%	84%	-	75%	75%	70%	80%	-	54%	-	*
	EL	57%	57%	68%	-	50%	67%	-	100%	-	-	65%	*	17%	75%	68%	59%	78%	-	*	-	-
	Male	70%	63%	62%	52%	60%	72%	*	82%	-	80%	58%	72%	37%	70%	59%	62%	-	-	*	-	-
	Female	78%	73%	76%	73%	73%	83%	-	91%	-	67%	73%	84%	47%	80%	78%	-	76%	-	44%	-	*
Mathematics	All Students	71%	64%	54%	47%	50%	60%	*	82%	-	55%	50%	62%	29%	59%	58%	49%	59%	-	46%	-	*
	CWD	44%	36%	29%	18%	22%	42%	-	*	-	*	26%	35%	29%	-	33%	26%	37%	-	-	-	-
	CWOD	75%	67%	59%	52%	59%	64%	*	85%	-	50%	55%	68%	-	59%	61%	56%	62%	-	46%	-	*
	EL	61%	61%	58%	-	42%	56%	-	87%	-	-	57%	*	33%	61%	58%	48%	70%	-	*	-	-
	Male	71%	63%	49%	41%	47%	56%	*	73%	-	60%	47%	55%	26%	56%	48%	49%	-	-	*	-	-

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Mathematics	Female	71%	64%	59%	54%	54%	66%	-	91%	-	50%	54%	69%	37%	62%	70%	-	59%	-	44%	-	*
Science	All Students	74%	66%	63%	56%	58%	73%	-	80%	-	*	58%	75%	33%	68%	67%	63%	62%	-	*	-	-
	CWD	47%	38%	33%	20%	14%	*	-	-	-	-	38%	*	33%	-	*	33%	33%	-	-	-	-
	CWOD	78%	69%	68%	61%	74%	68%	-	80%	-	*	63%	82%	-	68%	73%	70%	67%	-	*	-	-
	EL	58%	56%	67%	-	67%	*	-	*	-	-	67%	-	*	73%	67%	63%	*	-	-	-	-
	Male	74%	65%	63%	57%	46%	77%	-	*	-	*	59%	77%	33%	70%	63%	63%	-	-	*	-	-
	Female	75%	66%	62%	53%	69%	67%	-	*	-	-	57%	73%	33%	67%	*	-	62%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	32%	24%	33%	39%	*	45%	-	38%	28%	44%	14%	36%	31%	29%	37%	-	20%	-	*
	CWD	23%	18%	14%	10%	11%	17%	-	*	-	*	14%	14%	14%	-	8%	12%	20%	-	-	-	-
	CWOD	50%	42%	36%	27%	40%	45%	*	47%	-	32%	30%	51%	-	36%	34%	34%	39%	-	20%	-	*
	EL	29%	30%	31%	-	21%	41%	-	44%	-	-	29%	63%	8%	34%	31%	24%	40%	-	*	-	-
	Male	45%	38%	29%	18%	31%	37%	*	32%	-	42%	25%	38%	12%	34%	24%	29%	-	-	11%	-	-
	Female	48%	41%	37%	31%	37%	42%	-	58%	-	33%	31%	51%	20%	39%	40%	-	37%	-	24%	-	*
Reading	All Students	52%	45%	40%	29%	42%	49%	*	45%	-	45%	34%	54%	16%	45%	34%	33%	48%	-	31%	-	*
	CWD	24%	19%	16%	12%	13%	21%	-	*	-	*	17%	15%	16%	-	0%	12%	26%	-	-	-	-
	CWOD	56%	48%	45%	32%	50%	57%	*	50%	-	40%	37%	64%	-	45%	39%	39%	51%	-	31%	-	*
	EL	31%	33%	34%	-	27%	44%	-	40%	-	-	30%	*	0%	39%	34%	22%	48%	-	*	-	-
	Male	47%	41%	33%	22%	39%	43%	*	18%	-	40%	28%	44%	12%	39%	22%	33%	-	-	*	-	-
	Female	56%	49%	48%	38%	46%	60%	-	73%	-	50%	40%	65%	26%	51%	48%	-	48%	-	33%	-	*
Mathematics	All Students	41%	33%	24%	19%	24%	28%	*	41%	-	18%	20%	33%	11%	27%	24%	22%	26%	-	15%	-	*
	CWD	22%	17%	11%	6%	9%	11%	-	*	-	*	10%	15%	11%	-	17%	9%	16%	-	-	-	-
	CWOD	44%	35%	27%	21%	28%	33%	*	40%	-	10%	23%	37%	-	27%	25%	26%	28%	-	15%	-	*
	EL	29%	29%	24%	-	8%	33%	-	47%	-	-	22%	*	17%	25%	24%	19%	30%	-	*	-	-
	Male	42%	34%	22%	13%	21%	31%	*	36%	-	20%	19%	29%	9%	26%	19%	22%	-	-	*	-	-
	Female	40%	33%	26%	25%	27%	23%	-	45%	-	17%	21%	37%	16%	28%	30%	-	26%	-	22%	-	*
Science	All Students	46%	37%	36%	25%	38%	41%	-	60%	-	*	31%	50%	20%	39%	50%	37%	36%	-	*	-	-
	CWD	23%	17%	20%	20%	14%	*	-	-	-	-	23%	*	20%	-	*	22%	17%	-	-	-	-
	CWOD	49%	39%	39%	26%	47%	42%	-	60%	-	*	33%	55%	-	39%	55%	40%	39%	-	*	-	-
	EL	25%	25%	50%	-	50%	*	-	*	-	-	50%	-	*	55%	50%	50%	*	-	-	-	-
	Male	47%	37%	37%	24%	38%	38%	-	*	-	*	33%	46%	22%	40%	50%	37%	-	-	*	-	-
	Female	45%	36%	36%	27%	38%	44%	-	*	-	-	29%	55%	17%	39%	*	-	36%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	16%	10%	19%	17%	*	29%	-	4%	13%	23%	6%	18%	18%	13%	19%	-	13%	-	*
	CWD	9%	6%	6%	0%	9%	5%	-	*	-	*	6%	5%	6%	-	8%	6%	5%	-	-	-	-
	CWOD	24%	18%	18%	12%	22%	20%	*	29%	-	5%	14%	27%	-	18%	19%	15%	21%	-	13%	-	*
	EL	12%	12%	18%	-	12%	18%	-	28%	-	-	15%	50%	8%	19%	18%	10%	28%	-	*	-	-
	Male	21%	16%	13%	8%	16%	17%	*	16%	-	8%	11%	18%	6%	15%	10%	13%	-	-	11%	-	-
	Female	23%	18%	19%	13%	24%	18%	-	42%	-	0%	15%	28%	5%	21%	28%	-	19%	-	14%	-	*
Reading	All Students	25%	20%	24%	16%	29%	29%	*	27%	-	9%	20%	33%	8%	27%	26%	21%	28%	-	23%	-	*
	CWD	9%	6%	8%	0%	13%	11%	-	*	-	*	10%	5%	8%	-	0%	7%	11%	-	-	-	-
	CWOD	27%	21%	27%	19%	33%	34%	*	30%	-	10%	22%	40%	-	27%	30%	25%	30%	-	23%	-	*
	EL	13%	14%	26%	-	19%	44%	-	27%	-	-	22%	*	0%	30%	26%	15%	39%	-	*	-	-
	Male	22%	17%	21%	12%	26%	28%	*	9%	-	20%	18%	28%	7%	25%	15%	21%	-	-	*	-	-
	Female	28%	22%	28%	21%	31%	31%	-	45%	-	0%	22%	39%	11%	30%	39%	-	28%	-	22%	-	*
Mathematics	All Students	20%	14%	9%	5%	11%	7%	*	27%	-	0%	7%	13%	3%	10%	14%	6%	12%	-	8%	-	*
	CWD	9%	6%	3%	0%	4%	0%	-	*	-	*	2%	5%	3%	-	17%	5%	0%	-	-	-	-
	CWOD	21%	16%	10%	6%	13%	9%	*	25%	-	0%	8%	15%	-	10%	14%	6%	14%	-	8%	-	*
	EL	12%	12%	14%	-	8%	0%	-	33%	-	-	13%	*	17%	14%	14%	7%	22%	-	*	-	-
	Male	21%	15%	6%	2%	7%	7%	*	18%	-	0%	4%	9%	5%	6%	7%	6%	-	-	*	-	-
	Female	19%	13%	12%	9%	17%	6%	-	36%	-	0%	9%	18%	0%	14%	22%	-	12%	-	11%	-	*
Science	All Students	20%	15%	12%	8%	15%	9%	-	40%	-	*	9%	21%	7%	13%	0%	12%	13%	-	*	-	-
	CWD	8%	5%	7%	0%	14%	*	-	-	-	-	8%	*	7%	-	*	11%	0%	-	-	-	-
	CWOD	22%	16%	13%	10%	16%	11%	-	40%	-	*	9%	23%	-	13%	0%	12%	15%	-	*	-	-
	EL	7%	8%	0%	-	0%	*	-	*	-	-	0%	-	*	0%	0%	0%	*	-	-	-	-
	Male	22%	15%	12%	14%	8%	8%	-	*	-	*	10%	15%	11%	12%	0%	12%	-	-	*	-	-
	Female	19%	14%	13%	0%	23%	11%	-	*	-	-	7%	27%	0%	15%	*	-	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	78	83	80	74	-	86	-	44	75	78	79
CWD	78	71	73	95	-	*	-	*	78	78	*
CWOD	78	86	81	68	-	91	-	38	75	-	84
EL ◇	79	-	82	57	-	88	-	-	77	*	79
Male	78	79	81	78	-	81	-	*	76	76	68
Female	78	87	78	67	-	90	-	40	75	83	91
<b>Mathematics</b>											
All Students	60	59	52	65	-	89	-	50	60	53	64
CWD	53	32	58	59	-	*	-	*	52	53	*
CWOD	62	65	50	66	-	88	-	44	62	-	65
EL ◇	64	-	41	63	-	92	-	-	63	*	64
Male	61	51	58	68	-	88	-	*	61	52	66
Female	60	67	45	60	-	90	-	50	58	54	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
75	12	16%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	36	30	37	42	*	53	-	36	33	18	37
<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	Y	N					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
<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											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%	99%	100%	99%	*	100%	-	100%	99%	100%	99%	100%	100%	100%	99%	-
	CWD	99%	100%	100%	95%	-	*	-	*	98%	100%	99%	-	100%	100%	96%	-
	CWOD	100%	99%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	99%	-
	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	99%	98%	100%	98%	-	100%	-	100%	98%	100%	96%	99%	100%	-	99%	-
<b>Reading</b>	All Students	99%	99%	100%	99%	*	100%	-	100%	99%	100%	98%	100%	100%	100%	99%	-
	CWD	98%	100%	100%	95%	-	*	-	*	98%	100%	98%	-	100%	100%	95%	-
	CWOD	100%	99%	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%	98%	100%	97%	-	100%	-	100%	98%	100%	95%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	99%	99%	100%	99%	*	100%	-	100%	99%	100%	98%	100%	100%	100%	99%	-
		99%	99%	100%	99%	*	100%	-	100%	99%	100%	98%	100%	100%	100%	99%	-
	CWD	98%	100%	100%	95%	-	*	-	*	98%	100%	98%	-	100%	100%	95%	-
		98%	100%	100%	95%	-	*	-	*	98%	100%	98%	-	100%	100%	95%	-
	CWOD	100%	99%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	99%	-
		100%	99%	100%	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%	-

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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	99%	98%	100%	97%	-	100%	-	100%	98%	100%	95%	99%	100%	-	99%	-
		99%	98%	100%	97%	-	100%	-	100%	98%	100%	95%	99%	100%	-	99%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	1%	1%	0%	1%	*	0%	-	0%	1%	0%	1%	0%	0%	0%	1%	-
	CWD	1%	0%	0%	5%	-	*	-	*	2%	0%	1%	-	0%	0%	4%	-
	CWOD	0%	1%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	1%	-
	EL	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%	2%	0%	2%	-	0%	-	0%	2%	0%	4%	1%	0%	-	1%	-
Reading	All Students	1%	1%	0%	1%	*	0%	-	0%	1%	0%	2%	0%	0%	0%	1%	-
	CWD	2%	0%	0%	5%	-	*	-	*	2%	0%	2%	-	0%	0%	5%	-
	CWOD	0%	1%	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%	2%	0%	3%	-	0%	-	0%	2%	0%	5%	1%	0%	-	1%	-
Mathematics	All Students	1%	1%	0%	1%	*	0%	-	0%	1%	0%	2%	0%	0%	0%	1%	-
	CWD	2%	0%	0%	5%	-	*	-	*	2%	0%	2%	-	0%	0%	5%	-
	CWOD	0%	1%	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%	2%	0%	3%	-	0%	-	0%	2%	0%	5%	1%	0%	-	1%	-
Science	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	*	-	-	0%	-	*	0%	0%	0%	*	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	*	-	0%	-

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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	44	24	10	10	0	0	0	0	2		
	Female	8	5	2	1	0	0	0	0	0		
	Total	52	29	12	11	0	0	0	0	2		
<b>Out-of-School Suspensions</b>												
	Male	7	5	1	1	0	0	0	0	1		
	Female	2	1	1	0	0	0	0	0	0		
	Total	9	6	2	1	0	0	0	0	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		

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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	16	7	4	5	0	0	0	0	0		6
	Female	5	4	0	0	1	0	0	0	0		1
	Total	21	11	4	5	1	0	0	0	0		7
<b>Out-of-School Suspensions</b>												
	Male	4	3	0	1	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	3	0	1	0	0	0	0	0		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
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	36	9	15	12	-8	-8	-8	-8	5	21	-8
	Female	29	9	7	9	1	1	-8	2	4	6	-8
	Total	65	18	22	21	1	1	-8	2	9	27	-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	16	4	8	2	0	1	0	1	5	0
	Female	13	1	6	5	0	0	0	1	0	0
	Total	29	5	14	7	0	1	0	2	5	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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.4	21.6%
Teachers Teaching with Emergency or Provisional Credentials	3.7	8.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.5	1.2%

- Indicates there are no data available in the group.

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

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



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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	1%
Mathematics	6,205	2%	32	1%	*	1%
Science	6,200	2%	32	1%	*	1%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	2%
Mathematics	6,177	2%	59	1%	*	2%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	7	1%
Reading	48,805	1%	354	1%	*	1%
Mathematics	43,293	1%	319	1%	*	1%
Science	17,856	1%	118	1%	*	1%

- Indicates there are no students in the group.

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

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	17%	22%	11%	*	7%	-	30%	19%	21%	16%

- 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 and 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%	68%	70%	59%	76%	*	-	*	-	*	64%	87%	45%	76%	67%	68%	72%	-	-	-	-
	CWD	52%	42%	45%	*	80%	*	-	-	-	-	33%	*	45%	-	*	44%	*	-	-	-	-
	CWOD	80%	72%	76%	77%	75%	*	-	*	-	*	72%	85%	-	76%	67%	77%	74%	-	-	-	-
	EL	66%	64%	67%	*	71%	*	-	*	-	-	56%	100%	*	67%	67%	78%	58%	-	-	-	-
	Male	74%	64%	68%	50%	79%	*	-	*	-	-	61%	88%	44%	77%	78%	68%	-	-	-	-	-
	Female	78%	71%	72%	67%	72%	*	-	-	-	*	68%	86%	*	74%	58%	-	72%	-	-	-	-
Mathematics	All Students	70%	61%	51%	41%	50%	*	-	*	-	*	50%	53%	45%	52%	52%	63%	38%	-	-	-	-
	CWD	46%	38%	45%	*	60%	*	-	-	-	-	33%	*	45%	-	*	56%	*	-	-	-	-
	CWOD	74%	64%	52%	54%	48%	*	-	*	-	*	54%	46%	-	52%	56%	65%	41%	-	-	-	-
	EL	64%	61%	52%	*	53%	*	-	*	-	-	44%	80%	*	56%	52%	78%	33%	-	-	-	-
	Male	72%	62%	63%	63%	60%	*	-	*	-	-	58%	75%	56%	65%	78%	63%	-	-	-	-	-
	Female	68%	59%	38%	22%	39%	*	-	-	-	*	41%	29%	*	41%	33%	-	38%	-	-	-	-
Grade 4																						
Reading	All Students	76%	68%	84%	86%	87%	63%	*	*	-	*	86%	75%	75%	86%	88%	82%	88%	-	-	-	*
	CWD	48%	39%	75%	*	*	*	-	*	-	-	83%	*	75%	-	*	67%	*	-	-	-	-
	CWOD	81%	72%	86%	82%	86%	60%	*	*	-	*	87%	79%	-	86%	93%	86%	87%	-	-	-	*
	EL	66%	63%	88%	*	91%	*	-	*	-	-	92%	*	*	93%	88%	87%	*	-	-	-	-
	Male	73%	64%	82%	78%	93%	57%	-	*	-	*	86%	71%	67%	86%	87%	82%	-	-	-	-	-
	Female	79%	72%	88%	100%	75%	*	*	*	-	-	87%	*	*	87%	*	-	88%	-	-	-	*
Mathematics	All Students	68%	56%	75%	79%	70%	75%	*	*	-	*	78%	69%	75%	75%	71%	77%	71%	-	-	-	*
	CWD	42%	32%	75%	*	*	*	-	*	-	-	83%	*	75%	-	*	67%	*	-	-	-	-
	CWOD	73%	60%	75%	73%	68%	80%	*	*	-	*	77%	71%	-	75%	73%	79%	67%	-	-	-	*
	EL	63%	58%	71%	*	64%	*	-	*	-	-	85%	*	*	73%	71%	67%	*	-	-	-	-
	Male	70%	58%	77%	89%	73%	71%	-	*	-	*	86%	64%	67%	79%	67%	77%	-	-	-	-	-
	Female	67%	55%	71%	60%	63%	*	*	*	-	-	67%	*	*	67%	*	-	71%	-	-	-	*
Grade 5																						
Reading	All Students	80%	75%	89%	90%	88%	89%	-	*	*	*	91%	83%	*	91%	88%	91%	87%	-	-	-	-
	CWD	50%	44%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	85%	79%	91%	90%	88%	100%	-	*	*	*	91%	88%	-	91%	88%	91%	90%	-	-	-	-
	EL	71%	72%	88%	*	82%	-	-	*	-	-	92%	*	-	88%	88%	83%	90%	-	-	-	-
	Male	77%	72%	91%	89%	89%	100%	-	-	*	-	95%	86%	-	91%	83%	91%	-	-	-	-	-
	Female	83%	78%	87%	91%	86%	*	-	*	-	*	89%	*	*	90%	90%	-	87%	-	-	-	-
Mathematics	All Students	76%	65%	82%	80%	78%	89%	-	*	*	*	83%	78%	*	81%	81%	88%	74%	-	-	-	-
	CWD	50%	38%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	80%	69%	81%	80%	78%	88%	-	*	*	*	83%	76%	-	81%	81%	88%	73%	-	-	-	-
	EL	70%	66%	81%	*	73%	-	-	*	-	-	85%	*	-	81%	81%	83%	80%	-	-	-	-
	Male	75%	65%	88%	89%	89%	83%	-	-	*	-	90%	86%	-	88%	83%	88%	-	-	-	-	-
	Female	76%	66%	74%	73%	64%	*	-	*	-	*	78%	*	*	73%	80%	-	74%	-	-	-	-



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Science	All Students	65%	54%	75%	65%	78%	78%	-	*	*	*	74%	78%	*	77%	75%	82%	68%	-	-	-	-
	CWD	40%	33%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	69%	57%	77%	65%	78%	88%	-	*	*	*	74%	82%	-	77%	75%	82%	70%	-	-	-	-
	EL	52%	49%	75%	*	73%	-	-	*	-	-	77%	*	-	75%	75%	83%	70%	-	-	-	-
	Male	67%	57%	82%	78%	83%	83%	-	-	*	-	75%	93%	-	82%	83%	82%	-	-	-	-	-
	Female	63%	52%	68%	55%	71%	*	-	*	-	*	74%	*	*	70%	70%	-	68%	-	-	-	-
Grade 6																						
Reading	All Students	69%	68%	67%	65%	67%	83%	-	*	-	50%	64%	78%	44%	70%	60%	65%	70%	-	*	-	-
	CWD	38%	38%	44%	-	50%	-	-	-	-	*	44%	-	44%	-	20%	57%	*	-	-	-	-
	CWOD	74%	73%	70%	65%	70%	83%	-	*	-	60%	67%	78%	-	70%	70%	67%	74%	-	*	-	-
	EL	53%	61%	60%	*	52%	*	-	*	-	-	57%	*	20%	70%	60%	54%	67%	-	-	-	-
	Male	66%	64%	65%	71%	59%	*	-	*	-	40%	60%	82%	57%	67%	54%	65%	-	-	-	-	-
	Female	72%	72%	70%	56%	74%	*	-	*	-	*	68%	71%	*	74%	67%	-	70%	-	*	-	-
Mathematics	All Students	72%	70%	73%	61%	74%	83%	-	*	-	83%	71%	78%	67%	73%	80%	78%	66%	-	*	-	-
	CWD	47%	47%	67%	-	75%	-	-	-	-	*	67%	-	67%	-	80%	57%	*	-	-	-	-
	CWOD	76%	74%	73%	61%	74%	83%	-	*	-	100%	72%	78%	-	73%	80%	82%	64%	-	*	-	-
	EL	61%	69%	80%	*	76%	*	-	*	-	-	81%	*	80%	80%	80%	85%	75%	-	-	-	-
	Male	73%	70%	78%	71%	77%	*	-	*	-	80%	77%	82%	57%	82%	85%	78%	-	-	-	-	-
	Female	72%	70%	66%	44%	71%	*	-	*	-	*	65%	71%	*	64%	75%	-	66%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	38%	29%	38%	*	-	*	-	*	33%	53%	45%	37%	48%	42%	34%	-	-	-	-
	CWD	30%	24%	45%	*	80%	*	-	-	-	-	33%	*	45%	-	*	44%	*	-	-	-	-
	CWOD	54%	44%	37%	38%	31%	*	-	*	-	*	33%	46%	-	37%	44%	41%	33%	-	-	-	-
	EL	37%	36%	48%	*	47%	*	-	*	-	-	38%	80%	*	44%	48%	56%	42%	-	-	-	-
	Male	49%	40%	42%	38%	42%	*	-	*	-	-	35%	63%	44%	41%	56%	42%	-	-	-	-	-
	Female	52%	43%	34%	22%	33%	*	-	-	-	*	32%	43%	*	33%	42%	-	34%	-	-	-	-
Mathematics	All Students	42%	32%	20%	18%	24%	*	-	*	-	*	20%	20%	27%	18%	14%	22%	17%	-	-	-	-
	CWD	27%	19%	27%	*	60%	*	-	-	-	-	22%	*	27%	-	*	33%	*	-	-	-	-
	CWOD	45%	34%	18%	23%	18%	*	-	*	-	*	19%	15%	-	18%	11%	17%	19%	-	-	-	-
	EL	35%	32%	14%	*	12%	*	-	*	-	-	6%	40%	*	11%	14%	22%	8%	-	-	-	-
	Male	45%	35%	22%	25%	25%	*	-	*	-	-	21%	25%	33%	17%	22%	22%	-	-	-	-	-
	Female	39%	30%	17%	11%	22%	*	-	-	-	*	18%	14%	*	19%	8%	-	17%	-	-	-	-
Grade 4																						
Reading	All Students	53%	45%	67%	64%	61%	63%	*	*	-	*	69%	56%	63%	67%	71%	65%	71%	-	-	-	*
	CWD	29%	21%	63%	*	*	*	-	*	-	-	83%	*	63%	-	*	50%	*	-	-	-	-
	CWOD	57%	48%	67%	64%	59%	60%	*	*	-	*	67%	64%	-	67%	73%	68%	67%	-	-	-	*
	EL	41%	40%	71%	*	64%	*	-	*	-	-	77%	*	*	73%	71%	67%	*	-	-	-	-
	Male	51%	43%	65%	56%	67%	57%	-	*	-	*	71%	50%	50%	68%	67%	65%	-	-	-	-	-

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Reading	Female	55%	46%	71%	80%	50%	*	*	*	-	-	67%	*	*	67%	*	-	71%	-	-	-	*
Mathematics	All Students	42%	29%	38%	43%	30%	50%	*	*	-	*	36%	44%	38%	39%	41%	46%	24%	-	-	-	*
	CWD	25%	18%	38%	*	*	*	-	*	-	-	50%	*	38%	-	*	33%	*	-	-	-	-
	CWOD	45%	31%	39%	45%	32%	40%	*	*	-	*	33%	50%	-	39%	47%	48%	20%	-	-	-	*
	EL	34%	29%	41%	*	36%	*	-	*	-	-	46%	*	*	47%	41%	47%	*	-	-	-	-
	Male	45%	32%	46%	44%	40%	43%	-	*	-	*	48%	43%	33%	48%	47%	46%	-	-	-	-	-
	Female	38%	26%	24%	40%	13%	*	*	*	-	-	20%	*	*	20%	*	-	24%	-	-	-	*
Grade 5																						
Reading	All Students	57%	49%	58%	55%	56%	56%	-	*	*	*	62%	50%	*	59%	63%	62%	55%	-	-	-	-
	CWD	29%	22%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	61%	52%	59%	55%	56%	63%	-	*	*	*	62%	53%	-	59%	63%	62%	57%	-	-	-	-
	EL	43%	44%	63%	*	55%	-	-	*	-	-	69%	*	-	63%	63%	67%	60%	-	-	-	-
	Male	53%	46%	62%	44%	67%	67%	-	-	*	-	70%	50%	-	62%	67%	62%	-	-	-	-	-
	Female	60%	52%	55%	64%	43%	*	-	*	-	*	56%	*	*	57%	60%	-	55%	-	-	-	-
Mathematics	All Students	47%	36%	57%	50%	56%	56%	-	*	*	*	64%	39%	*	58%	50%	65%	48%	-	-	-	-
	CWD	25%	17%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	50%	38%	58%	50%	56%	63%	-	*	*	*	64%	41%	-	58%	50%	65%	50%	-	-	-	-
	EL	38%	35%	50%	*	45%	-	-	*	-	-	62%	*	-	50%	50%	50%	50%	-	-	-	-
	Male	48%	37%	65%	56%	67%	67%	-	-	*	-	80%	43%	-	65%	50%	65%	-	-	-	-	-
	Female	46%	35%	48%	45%	43%	*	-	*	-	*	52%	*	*	50%	50%	-	48%	-	-	-	-
Science	All Students	38%	28%	37%	35%	38%	33%	-	*	*	*	38%	33%	*	38%	38%	50%	23%	-	-	-	-
	CWD	23%	16%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	40%	29%	38%	35%	38%	38%	-	*	*	*	38%	35%	-	38%	38%	50%	23%	-	-	-	-
	EL	24%	23%	38%	*	27%	-	-	*	-	-	38%	*	-	38%	38%	67%	20%	-	-	-	-
	Male	41%	31%	50%	56%	50%	33%	-	-	*	-	60%	36%	-	50%	67%	50%	-	-	-	-	-
	Female	34%	24%	23%	18%	21%	*	-	*	-	*	22%	*	*	23%	20%	-	23%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	49%	52%	44%	67%	-	*	-	50%	47%	56%	33%	51%	44%	52%	46%	-	*	-	-
	CWD	21%	20%	33%	-	38%	-	-	-	-	*	33%	-	33%	-	20%	43%	*	-	-	-	-
	CWOD	46%	45%	51%	52%	46%	67%	-	*	-	60%	49%	56%	-	51%	50%	54%	49%	-	*	-	-
	EL	24%	34%	44%	*	33%	*	-	*	-	-	43%	*	20%	50%	44%	54%	33%	-	-	-	-
	Male	40%	40%	52%	64%	41%	*	-	*	-	40%	49%	64%	43%	54%	54%	52%	-	-	-	-	-
	Female	45%	44%	46%	33%	48%	*	-	*	-	*	45%	43%	*	49%	33%	-	46%	-	*	-	-
Mathematics	All Students	38%	37%	50%	43%	48%	83%	-	*	-	33%	44%	72%	33%	52%	48%	50%	50%	-	*	-	-
	CWD	20%	21%	33%	-	38%	-	-	-	-	*	33%	-	33%	-	20%	43%	*	-	-	-	-
	CWOD	41%	40%	52%	43%	50%	83%	-	*	-	40%	46%	72%	-	52%	55%	51%	53%	-	*	-	-
	EL	24%	35%	48%	*	43%	*	-	*	-	-	43%	*	20%	55%	48%	54%	42%	-	-	-	-
	Male	40%	39%	50%	57%	41%	*	-	*	-	20%	43%	73%	43%	51%	54%	50%	-	-	-	-	-
	Female	36%	35%	50%	22%	54%	*	-	*	-	*	45%	71%	*	53%	42%	-	50%	-	*	-	-

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	18%	24%	16%	*	-	*	-	*	11%	40%	18%	18%	33%	19%	17%	-	-	-	-
	CWD	12%	8%	18%	*	20%	*	-	-	-	-	0%	*	18%	-	*	22%	*	-	-	-	-
	CWOD	32%	25%	18%	31%	16%	*	-	*	-	*	14%	31%	-	18%	33%	18%	19%	-	-	-	-
	EL	19%	20%	33%	*	35%	*	-	*	-	-	19%	80%	*	33%	33%	44%	25%	-	-	-	-
	Male	28%	21%	19%	25%	16%	*	-	*	-	-	9%	50%	22%	18%	44%	19%	-	-	-	-	-
	Female	31%	25%	17%	22%	17%	*	-	-	-	*	14%	29%	*	19%	25%	-	17%	-	-	-	-
Mathematics	All Students	20%	14%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	10%	6%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	15%	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	15%	15%	0%	*	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	23%	16%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	18%	12%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	25%	7%	22%	38%	*	*	-	*	25%	25%	13%	28%	18%	26%	24%	-	-	-	*
	CWD	10%	7%	13%	*	*	*	-	*	-	-	17%	*	13%	-	*	0%	*	-	-	-	-
	CWOD	31%	24%	28%	9%	23%	40%	*	*	-	*	27%	29%	-	28%	20%	32%	20%	-	-	-	*
	EL	18%	18%	18%	*	27%	*	-	*	-	-	23%	*	*	20%	18%	20%	*	-	-	-	-
	Male	26%	22%	26%	0%	27%	29%	-	*	-	*	33%	14%	0%	32%	20%	26%	-	-	-	-	-
	Female	29%	22%	24%	20%	13%	*	*	*	-	-	13%	*	*	20%	*	-	24%	-	-	-	*
Mathematics	All Students	22%	14%	25%	36%	17%	25%	*	*	-	*	22%	31%	13%	27%	29%	29%	18%	-	-	-	*
	CWD	10%	6%	13%	*	*	*	-	*	-	-	17%	*	13%	-	*	17%	*	-	-	-	-
	CWOD	25%	15%	27%	36%	18%	40%	*	*	-	*	23%	36%	-	27%	33%	31%	20%	-	-	-	*
	EL	16%	14%	29%	*	18%	*	-	*	-	-	31%	*	*	33%	29%	33%	*	-	-	-	-
	Male	25%	16%	29%	33%	20%	29%	-	*	-	*	29%	29%	17%	31%	33%	29%	-	-	-	-	-
	Female	19%	12%	18%	40%	13%	*	*	*	-	-	13%	*	*	20%	*	-	18%	-	-	-	*
Grade 5																						
Reading	All Students	36%	29%	40%	30%	41%	56%	-	*	*	*	38%	44%	*	41%	44%	44%	35%	-	-	-	-
	CWD	12%	10%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	40%	32%	41%	30%	41%	63%	-	*	*	*	38%	47%	-	41%	44%	44%	37%	-	-	-	-
	EL	23%	25%	44%	*	36%	-	-	*	-	-	46%	*	-	44%	44%	50%	40%	-	-	-	-
	Male	32%	27%	44%	33%	44%	67%	-	-	*	-	40%	50%	-	44%	50%	44%	-	-	-	-	-
	Female	39%	31%	35%	27%	36%	*	-	*	-	*	37%	*	*	37%	40%	-	35%	-	-	-	-
Mathematics	All Students	24%	16%	23%	25%	16%	22%	-	*	*	*	26%	17%	*	23%	25%	21%	26%	-	-	-	-
	CWD	9%	6%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	26%	17%	23%	25%	16%	25%	-	*	*	*	26%	18%	-	23%	25%	21%	27%	-	-	-	-
	EL	17%	15%	25%	*	18%	-	-	*	-	-	31%	*	-	25%	25%	17%	30%	-	-	-	-
	Male	25%	17%	21%	22%	11%	33%	-	-	*	-	25%	14%	-	21%	17%	21%	-	-	-	-	-

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FITZGERALD EL (220901136) - ARLINGTON ISD - TARRANT 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%	14%	26%	27%	21%	*	-	*	-	*	26%	*	*	27%	30%	-	26%	-	-	-	-	
Science	All Students	17%	12%	17%	10%	22%	11%	-	*	*	*	19%	11%	*	17%	25%	26%	6%	-	-	-	-	
	CWD	9%	6%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	
	CWOD	19%	12%	17%	10%	22%	13%	-	*	*	*	19%	12%	-	17%	25%	26%	7%	-	-	-	-	
	EL	9%	8%	25%	*	18%	-	-	*	-	-	31%	*	-	25%	25%	33%	20%	-	-	-	-	
	Male	20%	14%	26%	22%	33%	17%	-	-	*	-	35%	14%	-	26%	33%	26%	-	-	-	-	-	
	Female	15%	10%	6%	0%	7%	*	-	*	-	*	7%	*	*	7%	20%	-	6%	-	-	-	-	
Grade 6																							
Reading	All Students	23%	21%	24%	30%	20%	17%	-	*	-	17%	23%	28%	11%	26%	20%	20%	30%	-	*	-	-	
	CWD	8%	7%	11%	-	13%	-	-	-	-	*	11%	-	11%	-	20%	14%	*	-	-	-	-	
	CWOD	25%	23%	26%	30%	22%	17%	-	*	-	20%	25%	28%	-	26%	20%	21%	31%	-	*	-	-	
	EL	9%	15%	20%	*	10%	*	-	*	-	-	19%	*	20%	20%	20%	23%	17%	-	-	-	-	
	Male	21%	19%	20%	29%	14%	*	-	*	-	0%	14%	36%	14%	21%	23%	20%	-	-	-	-	-	
	Female	25%	23%	30%	33%	26%	*	-	*	-	*	32%	14%	*	31%	17%	-	30%	-	*	-	-	
Mathematics	All Students	16%	16%	26%	26%	24%	17%	-	*	-	33%	23%	39%	22%	27%	20%	26%	26%	-	*	-	-	
	CWD	8%	9%	22%	-	25%	-	-	-	-	*	22%	-	22%	-	20%	29%	*	-	-	-	-	
	CWOD	17%	17%	27%	26%	24%	17%	-	*	-	40%	23%	39%	-	27%	20%	26%	28%	-	*	-	-	
	EL	7%	14%	20%	*	14%	*	-	*	-	-	14%	*	20%	20%	20%	31%	8%	-	-	-	-	
	Male	17%	18%	26%	29%	18%	*	-	*	-	20%	23%	36%	29%	26%	31%	26%	-	-	-	-	-	
	Female	14%	13%	26%	22%	29%	*	-	*	-	*	23%	43%	*	28%	8%	-	26%	-	*	-	-	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	66%	74%	69%	73%	82%	*	80%	*	83%	73%	77%	56%	76%	72%	77%	70%	-	*	-	*	
	CWD	44%	36%	56%	43%	68%	62%	-	*	-	*	54%	64%	56%	-	50%	57%	53%	-	-	-	-	
	CWOD	77%	70%	76%	71%	74%	88%	*	89%	*	90%	75%	78%	-	76%	75%	80%	71%	-	*	-	*	
	EL	59%	58%	72%	86%	69%	100%	-	75%	-	-	73%	71%	50%	75%	72%	76%	68%	-	-	-	-	
	Male	71%	63%	77%	75%	77%	84%	-	50%	*	75%	75%	81%	57%	80%	76%	77%	-	-	-	-	-	
	Female	75%	68%	70%	62%	68%	79%	*	100%	-	100%	71%	65%	53%	71%	68%	-	70%	-	*	-	*	
Reading	All Students	74%	67%	77%	74%	77%	81%	*	78%	*	73%	75%	83%	52%	80%	73%	76%	78%	-	*	-	*	
	CWD	43%	35%	52%	43%	64%	50%	-	*	-	*	50%	60%	52%	-	40%	55%	43%	-	-	-	-	
	CWOD	78%	72%	80%	78%	79%	90%	*	88%	*	80%	78%	85%	-	80%	78%	80%	80%	-	*	-	*	
	EL	57%	57%	73%	89%	70%	*	-	71%	-	-	71%	81%	40%	78%	73%	74%	72%	-	-	-	-	
	Male	70%	63%	76%	73%	78%	83%	-	*	*	63%	73%	83%	55%	80%	74%	76%	-	-	-	-	-	
	Female	78%	73%	78%	76%	76%	75%	*	100%	-	*	77%	84%	43%	80%	72%	-	78%	-	*	-	*	
Mathematics	All Students	71%	64%	70%	65%	68%	85%	*	78%	*	91%	70%	70%	62%	71%	71%	77%	62%	-	*	-	*	
	CWD	44%	36%	62%	43%	71%	83%	-	*	-	*	58%	80%	62%	-	60%	59%	71%	-	-	-	-	
	CWOD	75%	67%	71%	67%	67%	86%	*	88%	*	100%	72%	69%	-	71%	72%	80%	61%	-	*	-	*	
	EL	61%	61%	71%	89%	67%	*	-	71%	-	-	73%	63%	60%	72%	71%	77%	64%	-	-	-	-	
	Male	71%	63%	77%	78%	75%	84%	-	*	*	88%	77%	77%	59%	80%	77%	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	
Mathematics	Female	71%	64%	62%	50%	59%	88%	*	100%	-	*	63%	55%	71%	61%	64%	-	62%	-	*	-	*	
Science	All Students	74%	66%	75%	65%	78%	78%	-	*	*	*	74%	78%	*	77%	75%	82%	68%	-	-	-	-	
	CWD	47%	38%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	
	CWOD	78%	69%	77%	65%	78%	88%	-	*	*	*	74%	82%	-	77%	75%	82%	70%	-	-	-	-	
	EL	58%	56%	75%	*	73%	-	-	*	-	-	77%	*	-	75%	75%	83%	70%	-	-	-	-	
	Male	74%	65%	82%	78%	83%	83%	-	-	*	-	75%	93%	-	82%	83%	82%	-	-	-	-	-	
	Female	75%	66%	68%	55%	71%	*	-	*	-	*	74%	*	*	70%	70%	-	68%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	39%	46%	43%	44%	55%	*	60%	*	61%	46%	48%	37%	47%	45%	51%	41%	-	*	-	*	
	CWD	23%	18%	37%	21%	50%	38%	-	*	-	*	40%	27%	37%	-	30%	41%	27%	-	-	-	-	
	CWOD	50%	42%	47%	45%	43%	59%	*	67%	*	67%	46%	50%	-	47%	47%	52%	42%	-	*	-	*	
	EL	29%	30%	45%	62%	39%	83%	-	63%	-	-	45%	46%	30%	47%	45%	53%	37%	-	-	-	-	
	Male	45%	38%	51%	51%	48%	56%	-	50%	*	56%	51%	50%	41%	52%	53%	51%	-	-	-	-	-	
	Female	48%	41%	41%	35%	38%	53%	*	67%	-	71%	40%	44%	27%	42%	37%	-	41%	-	*	-	*	
Reading	All Students	52%	45%	53%	50%	48%	65%	*	67%	*	73%	52%	55%	45%	53%	54%	55%	49%	-	*	-	*	
	CWD	24%	19%	45%	29%	57%	50%	-	*	-	*	46%	40%	45%	-	40%	45%	43%	-	-	-	-	
	CWOD	56%	48%	53%	52%	47%	70%	*	75%	*	80%	52%	57%	-	53%	57%	57%	50%	-	*	-	*	
	EL	31%	33%	54%	78%	47%	*	-	71%	-	-	54%	56%	40%	57%	54%	60%	47%	-	-	-	-	
	Male	47%	41%	55%	53%	53%	67%	-	*	*	63%	55%	57%	45%	57%	60%	55%	-	-	-	-	-	
	Female	56%	49%	49%	47%	43%	63%	*	80%	-	*	48%	53%	43%	50%	47%	-	49%	-	*	-	*	
Mathematics	All Students	41%	33%	42%	39%	40%	52%	*	56%	*	55%	42%	45%	31%	44%	38%	46%	37%	-	*	-	*	
	CWD	22%	17%	31%	14%	43%	33%	-	*	-	*	33%	20%	31%	-	20%	36%	14%	-	-	-	-	
	CWOD	44%	35%	44%	42%	40%	57%	*	63%	*	60%	43%	47%	-	44%	41%	48%	39%	-	*	-	*	
	EL	29%	29%	38%	44%	33%	*	-	57%	-	-	38%	38%	20%	41%	38%	44%	31%	-	-	-	-	
	Male	42%	34%	46%	48%	43%	53%	-	*	*	50%	46%	47%	36%	48%	44%	46%	-	-	-	-	-	
	Female	40%	33%	37%	29%	38%	50%	*	60%	-	*	37%	40%	14%	39%	31%	-	37%	-	*	-	*	
Science	All Students	46%	37%	37%	35%	38%	33%	-	*	*	*	38%	33%	*	38%	38%	50%	23%	-	-	-	-	
	CWD	23%	17%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	
	CWOD	49%	39%	38%	35%	38%	38%	-	*	*	*	38%	35%	-	38%	38%	50%	23%	-	-	-	-	
	EL	25%	25%	38%	*	27%	-	-	*	-	-	38%	*	-	38%	38%	67%	20%	-	-	-	-	
	Male	47%	37%	50%	56%	50%	33%	-	-	*	-	60%	36%	-	50%	67%	50%	-	-	-	-	-	
	Female	45%	36%	23%	18%	21%	*	-	*	-	*	22%	*	*	23%	20%	-	23%	-	-	-	-	
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%	17%	<b>22%</b>	21%	19%	26%	*	40%	*	39%	21%	27%	12%	24%	23%	24%	21%	-	*	-	*
	CWD	9%	6%	<b>12%</b>	7%	14%	15%	-	*	-	*	10%	18%	12%	-	15%	14%	7%	-	-	-	-
	CWOD	24%	18%	<b>24%</b>	23%	20%	29%	*	44%	*	43%	22%	27%	-	24%	24%	25%	22%	-	*	-	*
	EL	12%	12%	<b>23%</b>	33%	18%	17%	-	50%	-	-	22%	26%	15%	24%	23%	27%	18%	-	-	-	-
	Male	21%	16%	<b>24%</b>	22%	20%	30%	-	50%	*	38%	22%	27%	14%	25%	27%	24%	-	-	-	-	-
	Female	23%	18%	<b>21%</b>	20%	19%	16%	*	33%	-	43%	20%	26%	7%	22%	18%	-	21%	-	*	-	*
Reading	All Students	25%	20%	<b>27%</b>	24%	24%	38%	*	44%	*	36%	24%	35%	14%	29%	28%	27%	27%	-	*	-	*
	CWD	9%	6%	<b>14%</b>	0%	14%	33%	-	*	-	*	8%	40%	14%	-	20%	14%	14%	-	-	-	-
	CWOD	27%	21%	<b>29%</b>	27%	25%	40%	*	50%	*	40%	26%	35%	-	29%	29%	29%	28%	-	*	-	*
	EL	13%	14%	<b>28%</b>	33%	25%	*	-	57%	-	-	25%	38%	20%	29%	28%	30%	25%	-	-	-	-
	Male	22%	17%	<b>27%</b>	23%	24%	39%	-	*	*	38%	22%	37%	14%	29%	30%	27%	-	-	-	-	-
	Female	28%	22%	<b>27%</b>	26%	24%	38%	*	40%	-	*	26%	32%	14%	28%	25%	-	27%	-	*	-	*
Mathematics	All Students	20%	14%	<b>19%</b>	22%	14%	19%	*	33%	*	45%	18%	22%	10%	20%	18%	20%	18%	-	*	-	*
	CWD	9%	6%	<b>10%</b>	14%	14%	0%	-	*	-	*	13%	0%	10%	-	10%	14%	0%	-	-	-	-
	CWOD	21%	16%	<b>20%</b>	22%	14%	24%	*	38%	*	50%	19%	24%	-	20%	19%	21%	19%	-	*	-	*
	EL	12%	12%	<b>18%</b>	33%	12%	*	-	43%	-	-	17%	19%	10%	19%	18%	23%	11%	-	-	-	-
	Male	21%	15%	<b>20%</b>	23%	12%	26%	-	*	*	38%	19%	21%	14%	21%	23%	20%	-	-	-	-	-
	Female	19%	13%	<b>18%</b>	21%	17%	0%	*	20%	-	*	17%	25%	0%	19%	11%	-	18%	-	*	-	*
Science	All Students	20%	15%	<b>17%</b>	10%	22%	11%	-	*	*	*	19%	11%	*	17%	25%	26%	6%	-	-	-	-
	CWD	8%	5%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	22%	16%	<b>17%</b>	10%	22%	13%	-	*	*	*	19%	12%	-	17%	25%	26%	7%	-	-	-	-
	EL	7%	8%	<b>25%</b>	*	18%	-	-	*	-	-	31%	*	-	25%	25%	33%	20%	-	-	-	-
	Male	22%	15%	<b>26%</b>	22%	33%	17%	-	-	*	-	35%	14%	-	26%	33%	26%	-	-	-	-	-
	Female	19%	14%	<b>6%</b>	0%	7%	*	-	*	-	*	7%	*	*	7%	20%	-	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	79	79	77	79	*	100	-	89	80	82	78
CWD	82	*	100	*	-	*	-	*	86	82	100
CWOD	79	80	75	83	*	100	-	88	80	-	75
EL ◇	78	100	70	*	-	100	-	-	80	100	78
Male	79	75	79	77	-	*	-	86	79	75	76
Female	80	83	75	83	*	*	-	*	81	*	80
<b>Mathematics</b>											
All Students	86	87	85	86	*	83	-	83	84	86	83
CWD	86	*	100	*	-	*	-	*	91	86	83
CWOD	86	86	84	88	*	100	-	81	83	-	83
EL ◇	83	75	86	*	-	83	-	-	81	83	83
Male	84	87	86	80	-	*	-	79	83	80	82
Female	88	88	85	100	*	*	-	*	86	*	84

- Indicates there are no students in the group.

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

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

This section provides information on high school graduation rates for the class of 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
112	21	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	47	44	45	54	*	60	*	61	47	35	47
<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	N					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	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	N	Y	Y	N					Y	Y	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											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%	98%	*	100%	*	100%	100%	99%	100%	99%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	98%	*	100%	*	100%	100%	99%	-	99%	100%	99%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	98%	-	100%	*	100%	100%	99%	100%	99%	100%	99%	-	-
	Female	100%	100%	99%	100%	*	100%	-	100%	100%	98%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	99%	100%	99%	96%	*	100%	*	100%	99%	97%	100%	99%	100%	99%	99%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	98%	95%	*	100%	*	100%	99%	97%	-	99%	100%	98%	99%	-
	EL	100%	100%	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	95%	-	*	*	100%	99%	98%	100%	98%	100%	99%	-	-
	Female	99%	100%	98%	100%	*	100%	-	*	100%	95%	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%	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%	100%	100%	-
	EL	100%	100%	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-

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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%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	1%	0%	1%	2%	*	0%	*	0%	0%	1%	0%	1%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	2%	*	0%	*	0%	0%	1%	-	1%	0%	1%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	2%	-	0%	*	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	0%	0%	1%	0%	*	0%	-	0%	0%	2%	0%	0%	0%	-	0%	-
Reading	All Students	1%	0%	1%	4%	*	0%	*	0%	1%	3%	0%	1%	0%	1%	1%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	2%	5%	*	0%	*	0%	1%	3%	-	1%	0%	2%	1%	-
	EL	0%	0%	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	5%	-	*	*	0%	1%	2%	0%	2%	0%	1%	-	-
	Female	1%	0%	2%	0%	*	0%	-	*	0%	5%	0%	1%	0%	-	1%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	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%	-
Science	All Students	0%	0%	0%	0%	-	*	*	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-
	CWOD	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%	-

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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	12	5	5	1	0	1	0	0	4		
	Female	7	2	3	0	0	1	0	1	1		
	Total	19	7	8	1	0	2	0	1	5		
<b>Out-of-School Suspensions</b>												
	Male	4	2	1	0	0	1	0	0	1		
	Female	1	1	0	0	0	0	0	0	0		
	Total	5	3	1	0	0	1	0	0	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		

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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	1	0	3	0	0	0	0	0		1
	Female	1	0	1	0	0	0	0	0	1		1
	Total	5	1	1	3	0	0	0	0	1		2
<b>Out-of-School Suspensions</b>												
	Male	1	1	0	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	1	0	0	0	0	0	0	0		1
<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	17	3	7	6	-8	-8	1	-8	1	2	-8
	Female	17	6	5	2	-8	2	-8	2	1	2	-8
	Total	34	9	12	8	-8	2	1	2	2	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
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	37	11	15	3	0	6	0	2	17	1
	Female	33	5	19	2	0	7	0	0	19	1
	Total	70	16	34	5	0	13	0	2	36	2
<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	0.9	2.6%
Teachers Teaching with Emergency or Provisional Credentials	0.8	2.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.9	2.7%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	*	2%
Mathematics	6,587	2%	48	1%	*	2%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	2%
Mathematics	6,408	2%	49	1%	*	2%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	1%
Mathematics	6,177	2%	59	1%	*	1%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	6	1%
Reading	48,805	1%	354	1%	*	1%
Mathematics	43,293	1%	319	1%	*	1%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	19%	14%	22%	*	6%	*	9%	17%	22%	14%

- 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 and 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%	68%	93%	67%	91%	97%	-	-	-	*	79%	98%	43%	97%	92%	97%	91%	-	-	-	-	
	CWD	52%	42%	43%	-	*	*	-	-	-	-	*	*	43%	-	*	*	60%	-	-	-	-	
	CWOD	80%	72%	97%	80%	96%	100%	-	-	-	*	88%	100%	-	97%	100%	100%	95%	-	-	-	-	
	EL	66%	64%	92%	-	92%	*	-	-	-	-	86%	100%	*	100%	92%	*	91%	-	-	-	-	
	Male	74%	64%	97%	*	93%	100%	-	-	-	*	75%	100%	*	100%	*	97%	-	-	-	-	-	
	Female	78%	71%	91%	*	89%	95%	-	-	-	*	75%	97%	60%	95%	91%	-	91%	-	-	-	-	
Mathematics	All Students	70%	61%	79%	50%	75%	85%	-	-	-	*	63%	85%	14%	85%	62%	93%	70%	-	-	-	-	
	CWD	46%	38%	14%	-	*	*	-	-	-	-	*	*	14%	-	*	*	20%	-	-	-	-	
	CWOD	74%	64%	85%	60%	86%	87%	-	-	-	*	75%	88%	-	85%	73%	96%	76%	-	-	-	-	
	EL	64%	61%	62%	-	58%	*	-	-	-	-	71%	50%	*	73%	62%	*	55%	-	-	-	-	
	Male	72%	62%	93%	*	93%	92%	-	-	-	*	75%	95%	*	96%	*	93%	-	-	-	-	-	
	Female	68%	59%	70%	*	61%	81%	-	-	-	*	50%	77%	20%	76%	55%	-	70%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	68%	97%	67%	100%	100%	-	*	-	*	85%	100%	*	100%	100%	96%	97%	-	-	-	-	
	CWD	48%	39%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	81%	72%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-	
	EL	66%	63%	100%	-	100%	-	-	-	-	-	*	*	-	100%	100%	*	100%	-	-	-	-	
	Male	73%	64%	96%	*	100%	100%	-	*	-	*	80%	100%	*	100%	*	96%	-	-	-	-	-	
	Female	79%	72%	97%	80%	100%	100%	-	-	-	*	88%	100%	*	100%	100%	-	97%	-	-	-	-	
Mathematics	All Students	68%	56%	92%	33%	100%	97%	-	*	-	*	77%	96%	*	95%	100%	93%	91%	-	-	-	-	
	CWD	42%	32%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	73%	60%	95%	*	100%	97%	-	*	-	*	91%	96%	-	95%	100%	96%	94%	-	-	-	-	
	EL	63%	58%	100%	-	100%	-	-	-	-	-	*	*	-	100%	100%	*	100%	-	-	-	-	
	Male	70%	58%	93%	*	100%	93%	-	*	-	*	80%	95%	*	96%	*	93%	-	-	-	-	-	
	Female	67%	55%	91%	40%	100%	100%	-	-	-	*	75%	96%	*	94%	100%	-	91%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	75%	94%	79%	94%	98%	-	*	-	*	91%	95%	50%	98%	90%	91%	96%	-	*	-	-	
	CWD	50%	44%	50%	*	*	*	-	-	-	-	50%	*	50%	-	*	63%	*	-	-	-	-	
	CWOD	85%	79%	98%	91%	97%	100%	-	*	-	*	96%	98%	-	98%	95%	95%	100%	-	*	-	-	
	EL	71%	72%	90%	*	89%	-	-	*	-	-	91%	89%	*	95%	90%	83%	100%	-	*	-	-	
	Male	77%	72%	91%	*	89%	95%	-	*	-	-	90%	92%	63%	95%	83%	91%	-	-	-	-	-	
	Female	83%	78%	96%	80%	100%	100%	-	-	-	*	92%	98%	*	100%	100%	-	96%	-	*	-	-	
Mathematics	All Students	76%	65%	85%	64%	91%	86%	-	*	-	*	84%	86%	60%	87%	85%	86%	85%	-	*	-	-	
	CWD	50%	38%	60%	*	*	*	-	-	-	-	50%	*	60%	-	*	75%	*	-	-	-	-	
	CWOD	80%	69%	87%	73%	90%	88%	-	*	-	*	89%	87%	-	87%	84%	86%	88%	-	*	-	-	
	EL	70%	66%	85%	*	83%	-	-	*	-	-	91%	78%	*	84%	85%	83%	88%	-	*	-	-	
	Male	75%	65%	86%	*	89%	84%	-	*	-	-	85%	88%	75%	86%	83%	86%	-	-	-	-	-	
	Female	76%	66%	85%	60%	93%	88%	-	-	-	*	83%	85%	*	88%	88%	-	85%	-	*	-	-	

Texas Education Agency  
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**COREY FINE ARTS / DUAL LANGUAGE ACADEMY (220901137) - ARLINGTON ISD - TARRANT 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%	54%	78%	57%	76%	86%	-	*	-	*	69%	83%	40%	82%	75%	75%	81%	-	*	-	-	
	CWD	40%	33%	40%	*	*	*	-	-	-	-	33%	*	40%	-	*	50%	*	-	-	-	-	
	CWOD	69%	57%	82%	73%	74%	90%	-	*	-	*	74%	85%	-	82%	74%	78%	84%	-	*	-	-	
	EL	52%	49%	75%	*	72%	-	-	*	-	-	64%	89%	*	74%	75%	75%	75%	-	*	-	-	
	Male	67%	57%	75%	*	74%	84%	-	*	-	-	65%	83%	50%	78%	75%	75%	-	-	-	-	-	
	Female	63%	52%	81%	70%	80%	88%	-	-	-	*	75%	83%	*	84%	75%	-	81%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	78%	50%	69%	88%	-	-	-	*	53%	87%	29%	82%	54%	86%	72%	-	-	-	-	
	CWD	30%	24%	29%	-	*	*	-	-	-	-	*	*	29%	-	*	*	40%	-	-	-	-	
	CWOD	54%	44%	82%	60%	75%	90%	-	-	-	*	63%	88%	-	82%	55%	89%	76%	-	-	-	-	
	EL	37%	36%	54%	-	50%	*	-	-	-	-	43%	67%	*	55%	54%	*	55%	-	-	-	-	
	Male	49%	40%	86%	*	79%	92%	-	-	-	*	63%	91%	*	89%	*	86%	-	-	-	-	-	
	Female	52%	43%	72%	*	61%	86%	-	-	-	*	42%	84%	40%	76%	55%	-	72%	-	-	-	-	
Mathematics	All Students	42%	32%	54%	33%	41%	67%	-	-	-	*	32%	62%	0%	59%	31%	72%	42%	-	-	-	-	
	CWD	27%	19%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-	
	CWOD	45%	34%	59%	40%	46%	71%	-	-	-	*	38%	66%	-	59%	36%	75%	47%	-	-	-	-	
	EL	35%	32%	31%	-	25%	*	-	-	-	-	29%	33%	*	36%	31%	*	27%	-	-	-	-	
	Male	45%	35%	72%	*	64%	75%	-	-	-	*	38%	82%	*	75%	*	72%	-	-	-	-	-	
	Female	39%	30%	42%	*	22%	62%	-	-	-	*	25%	48%	0%	47%	27%	-	42%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	45%	85%	33%	89%	91%	-	*	-	*	85%	86%	*	88%	86%	85%	86%	-	-	-	-	
	CWD	29%	21%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	57%	48%	88%	*	88%	91%	-	*	-	*	100%	85%	-	88%	86%	88%	88%	-	-	-	-	
	EL	41%	40%	86%	-	86%	-	-	-	-	-	*	*	-	86%	86%	*	80%	-	-	-	-	
	Male	51%	43%	85%	*	89%	87%	-	*	-	*	80%	86%	*	88%	*	85%	-	-	-	-	-	
	Female	55%	46%	86%	40%	89%	95%	-	-	-	*	88%	85%	*	88%	80%	-	86%	-	-	-	-	
Mathematics	All Students	42%	29%	69%	17%	72%	77%	-	*	-	*	31%	80%	*	71%	43%	74%	66%	-	-	-	-	
	CWD	25%	18%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	45%	31%	71%	*	71%	77%	-	*	-	*	36%	79%	-	71%	43%	76%	68%	-	-	-	-	
	EL	34%	29%	43%	-	43%	-	-	-	-	-	*	*	-	43%	43%	*	40%	-	-	-	-	
	Male	45%	32%	74%	*	78%	80%	-	*	-	*	40%	82%	*	76%	*	74%	-	-	-	-	-	
	Female	38%	26%	66%	20%	67%	75%	-	-	-	*	25%	78%	*	68%	40%	-	66%	-	-	-	-	
Grade 5																							
Reading	All Students	57%	49%	77%	57%	74%	84%	-	*	-	*	72%	80%	30%	82%	60%	64%	88%	-	*	-	-	
	CWD	29%	22%	30%	*	*	*	-	-	-	-	17%	*	30%	-	*	38%	*	-	-	-	-	
	CWOD	61%	52%	82%	73%	74%	88%	-	*	-	*	81%	82%	-	82%	63%	68%	92%	-	*	-	-	
	EL	43%	44%	60%	*	56%	-	-	*	-	-	64%	56%	*	63%	60%	42%	88%	-	*	-	-	
	Male	53%	46%	64%	*	58%	74%	-	*	-	-	60%	67%	38%	68%	42%	64%	-	-	-	-	-	



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**COREY FINE ARTS / DUAL LANGUAGE ACADEMY (220901137) - ARLINGTON ISD - TARRANT 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%	52%	88%	70%	93%	92%	-	-	-	*	92%	88%	*	92%	88%	-	88%	-	*	-	-
Mathematics	All Students	47%	36%	54%	43%	50%	59%	-	*	-	*	44%	59%	20%	57%	40%	43%	63%	-	*	-	-
	CWD	25%	17%	20%	*	*	*	-	-	-	-	33%	*	20%	-	*	25%	*	-	-	-	-
	CWOD	50%	38%	57%	55%	52%	61%	-	*	-	*	44%	63%	-	57%	42%	46%	66%	-	*	-	-
	EL	38%	35%	40%	*	33%	-	-	*	-	-	45%	33%	*	42%	40%	33%	50%	-	*	-	-
	Male	48%	37%	43%	*	42%	37%	-	*	-	-	45%	42%	25%	46%	33%	43%	-	-	-	-	-
	Female	46%	35%	63%	40%	60%	76%	-	-	-	*	42%	70%	*	66%	50%	-	63%	-	*	-	-
Science	All Students	38%	28%	45%	21%	50%	48%	-	*	-	*	34%	50%	20%	47%	35%	43%	46%	-	*	-	-
	CWD	23%	16%	20%	*	*	*	-	-	-	-	17%	*	20%	-	*	25%	*	-	-	-	-
	CWOD	40%	29%	47%	27%	48%	51%	-	*	-	*	37%	52%	-	47%	37%	46%	48%	-	*	-	-
	EL	24%	23%	35%	*	33%	-	-	*	-	-	27%	44%	*	37%	35%	33%	38%	-	*	-	-
	Male	41%	31%	43%	*	42%	47%	-	*	-	-	35%	50%	25%	46%	33%	43%	-	-	-	-	-
	Female	34%	24%	46%	30%	60%	48%	-	-	-	*	33%	50%	*	48%	38%	-	46%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	53%	17%	47%	61%	-	-	-	*	26%	62%	14%	56%	31%	66%	44%	-	-	-	-
	CWD	12%	8%	14%	-	*	*	-	-	-	-	*	*	14%	-	*	*	20%	-	-	-	-
	CWOD	32%	25%	56%	20%	54%	61%	-	-	-	*	31%	64%	-	56%	36%	68%	47%	-	-	-	-
	EL	19%	20%	31%	-	25%	*	-	-	-	-	14%	50%	*	36%	31%	*	36%	-	-	-	-
	Male	28%	21%	66%	*	57%	75%	-	-	-	*	13%	82%	*	68%	*	66%	-	-	-	-	-
	Female	31%	25%	44%	*	39%	52%	-	-	-	*	33%	48%	20%	47%	36%	-	44%	-	-	-	-
Mathematics	All Students	20%	14%	29%	17%	19%	39%	-	-	-	*	11%	36%	0%	32%	0%	45%	19%	-	-	-	-
	CWD	10%	6%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	22%	15%	32%	20%	21%	42%	-	-	-	*	13%	38%	-	32%	0%	46%	21%	-	-	-	-
	EL	15%	15%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	*	0%	-	-	-	-
	Male	23%	16%	45%	*	36%	50%	-	-	-	*	13%	55%	*	46%	*	45%	-	-	-	-	-
	Female	18%	12%	19%	*	6%	33%	-	-	-	*	8%	23%	0%	21%	0%	-	19%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	60%	17%	56%	69%	-	*	-	*	31%	67%	*	61%	43%	59%	60%	-	-	-	-
	CWD	10%	7%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	31%	24%	61%	*	53%	69%	-	*	-	*	36%	67%	-	61%	43%	60%	62%	-	-	-	-
	EL	18%	18%	43%	-	43%	-	-	-	-	-	*	*	-	43%	43%	*	40%	-	-	-	-
	Male	26%	22%	59%	*	56%	67%	-	*	-	*	20%	68%	*	60%	*	59%	-	-	-	-	-
	Female	29%	22%	60%	20%	56%	70%	-	-	-	*	38%	67%	*	62%	40%	-	60%	-	-	-	-
Mathematics	All Students	22%	14%	39%	17%	28%	51%	-	*	-	*	0%	49%	*	41%	0%	41%	37%	-	-	-	-
	CWD	10%	6%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	25%	15%	41%	*	29%	51%	-	*	-	*	0%	50%	-	41%	0%	44%	38%	-	-	-	-
	EL	16%	14%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	0%	-	-	-	-
	Male	25%	16%	41%	*	33%	53%	-	*	-	*	0%	50%	*	44%	*	41%	-	-	-	-	-

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COREY FINE ARTS / DUAL LANGUAGE ACADEMY (220901137) - ARLINGTON ISD - TARRANT 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%	12%	37%	20%	22%	50%	-	-	-	*	0%	48%	*	38%	0%	-	37%	-	-	-	-	
Grade 5																							
Reading	All Students	36%	29%	61%	36%	65%	66%	-	*	-	*	47%	69%	30%	64%	45%	48%	73%	-	*	-	-	
	CWD	12%	10%	30%	*	*	*	-	-	-	-	17%	*	30%	-	*	38%	*	-	-	-	-	
	CWOD	40%	32%	64%	45%	65%	68%	-	*	-	*	52%	70%	-	64%	47%	49%	76%	-	*	-	-	
	EL	23%	25%	45%	*	39%	-	-	*	-	-	45%	44%	*	47%	45%	42%	50%	-	*	-	-	
	Male	32%	27%	48%	*	58%	42%	-	*	-	-	40%	54%	38%	49%	42%	48%	-	-	-	-	-	
	Female	39%	31%	73%	50%	73%	84%	-	-	-	*	58%	78%	*	76%	50%	-	73%	-	*	-	-	
Mathematics	All Students	24%	16%	28%	29%	18%	34%	-	*	-	*	19%	33%	10%	30%	30%	18%	37%	-	*	-	-	
	CWD	9%	6%	10%	*	*	*	-	-	-	-	17%	*	10%	-	*	13%	*	-	-	-	-	
	CWOD	26%	17%	30%	36%	16%	37%	-	*	-	*	19%	35%	-	30%	32%	19%	38%	-	*	-	-	
	EL	17%	15%	30%	*	22%	-	-	*	-	-	27%	33%	*	32%	30%	17%	50%	-	*	-	-	
	Male	25%	17%	18%	*	11%	21%	-	*	-	-	10%	25%	13%	19%	17%	18%	-	-	-	-	-	
	Female	23%	14%	37%	40%	27%	44%	-	-	-	*	33%	38%	*	38%	50%	-	37%	-	*	-	-	
Science	All Students	17%	12%	10%	0%	9%	16%	-	*	-	*	3%	14%	10%	10%	0%	5%	15%	-	*	-	-	
	CWD	9%	6%	10%	*	*	*	-	-	-	-	17%	*	10%	-	*	13%	*	-	-	-	-	
	CWOD	19%	12%	10%	0%	6%	17%	-	*	-	*	0%	15%	-	10%	0%	3%	16%	-	*	-	-	
	EL	9%	8%	0%	*	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-	
	Male	20%	14%	5%	*	5%	5%	-	*	-	-	5%	4%	13%	3%	0%	5%	-	-	-	-	-	
	Female	15%	10%	15%	0%	13%	24%	-	-	-	*	0%	20%	*	16%	0%	-	15%	-	*	-	-	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	66%	88%	64%	88%	93%	-	100%	-	93%	79%	91%	44%	91%	84%	89%	87%	-	*	-	-	
	CWD	44%	36%	44%	13%	57%	54%	-	-	-	-	31%	60%	44%	-	43%	55%	22%	-	-	-	-	
	CWOD	77%	70%	91%	76%	91%	95%	-	100%	-	93%	87%	93%	-	91%	87%	92%	91%	-	*	-	-	
	EL	59%	58%	84%	*	83%	*	-	*	-	-	84%	84%	43%	87%	84%	84%	84%	-	*	-	-	
	Male	71%	63%	89%	58%	89%	92%	-	100%	-	*	80%	93%	55%	92%	84%	89%	-	-	-	-	-	
	Female	75%	68%	87%	65%	87%	93%	-	-	-	90%	76%	90%	22%	91%	84%	-	87%	-	*	-	-	
Reading	All Students	74%	67%	94%	76%	94%	98%	-	*	-	100%	86%	98%	47%	98%	93%	94%	95%	-	*	-	-	
	CWD	43%	35%	47%	17%	56%	60%	-	-	-	-	33%	63%	47%	-	*	50%	38%	-	-	-	-	
	CWOD	78%	72%	98%	90%	97%	100%	-	*	-	100%	94%	99%	-	98%	97%	98%	98%	-	*	-	-	
	EL	57%	57%	93%	*	92%	*	-	*	-	-	91%	94%	*	97%	93%	88%	96%	-	*	-	-	
	Male	70%	63%	94%	63%	93%	98%	-	*	-	*	85%	97%	50%	98%	88%	94%	-	-	-	-	-	
	Female	78%	73%	95%	78%	95%	98%	-	-	-	*	84%	98%	38%	98%	96%	-	95%	-	*	-	-	
Mathematics	All Students	71%	64%	85%	56%	87%	89%	-	*	-	100%	77%	89%	42%	89%	80%	90%	82%	-	*	-	-	
	CWD	44%	36%	42%	17%	44%	60%	-	-	-	-	25%	63%	42%	-	*	58%	13%	-	-	-	-	
	CWOD	75%	67%	89%	65%	91%	91%	-	*	-	100%	85%	90%	-	89%	84%	92%	86%	-	*	-	-	
	EL	61%	61%	80%	*	78%	*	-	*	-	-	86%	72%	*	84%	80%	88%	75%	-	*	-	-	
	Male	71%	63%	90%	63%	93%	89%	-	*	-	*	82%	93%	58%	92%	88%	90%	-	-	-	-	-	

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**COREY FINE ARTS / DUAL LANGUAGE ACADEMY (220901137) - ARLINGTON ISD - TARRANT 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%	64%	82%	50%	81%	89%	-	-	-	*	69%	86%	13%	86%	75%	-	82%	-	*	-	-
Science	All Students	74%	66%	78%	57%	76%	86%	-	*	-	*	69%	83%	40%	82%	75%	75%	81%	-	*	-	-
	CWD	47%	38%	40%	*	*	*	-	-	-	-	33%	*	40%	-	*	50%	*	-	-	-	-
	CWOD	78%	69%	82%	73%	74%	90%	-	*	-	*	74%	85%	-	82%	74%	78%	84%	-	*	-	-
	EL	58%	56%	75%	*	72%	-	-	*	-	-	64%	89%	*	74%	75%	75%	75%	-	*	-	-
	Male	74%	65%	75%	*	74%	84%	-	*	-	-	65%	83%	50%	78%	75%	75%	-	-	-	-	-
	Female	75%	66%	81%	70%	80%	88%	-	-	-	*	75%	83%	*	84%	75%	-	81%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	65%	39%	61%	72%	-	100%	-	71%	49%	71%	23%	68%	47%	64%	66%	-	*	-	-
	CWD	23%	18%	23%	0%	38%	23%	-	-	-	-	14%	35%	23%	-	14%	29%	11%	-	-	-	-
	CWOD	50%	42%	68%	49%	63%	75%	-	100%	-	71%	56%	73%	-	68%	49%	67%	69%	-	*	-	-
	EL	29%	30%	47%	*	43%	*	-	*	-	-	47%	47%	14%	49%	47%	41%	52%	-	*	-	-
	Male	45%	38%	64%	37%	60%	68%	-	100%	-	*	49%	71%	29%	67%	41%	64%	-	-	-	-	-
	Female	48%	41%	66%	39%	62%	76%	-	-	-	70%	49%	71%	11%	69%	52%	-	66%	-	*	-	-
Reading	All Students	52%	45%	80%	52%	75%	88%	-	*	-	100%	69%	84%	32%	83%	63%	76%	82%	-	*	-	-
	CWD	24%	19%	32%	0%	44%	40%	-	-	-	-	8%	63%	32%	-	*	33%	25%	-	-	-	-
	CWOD	56%	48%	83%	65%	78%	90%	-	*	-	100%	80%	85%	-	83%	65%	80%	86%	-	*	-	-
	EL	31%	33%	63%	*	59%	*	-	*	-	-	64%	61%	*	65%	63%	50%	71%	-	*	-	-
	Male	47%	41%	76%	38%	71%	83%	-	*	-	*	64%	81%	33%	80%	50%	76%	-	-	-	-	-
	Female	56%	49%	82%	56%	79%	91%	-	-	-	*	72%	86%	25%	86%	71%	-	82%	-	*	-	-
Mathematics	All Students	41%	33%	58%	36%	51%	67%	-	*	-	67%	38%	66%	16%	62%	38%	60%	57%	-	*	-	-
	CWD	22%	17%	16%	0%	22%	20%	-	-	-	-	17%	13%	16%	-	*	25%	0%	-	-	-	-
	CWOD	44%	35%	62%	45%	54%	69%	-	*	-	67%	41%	69%	-	62%	41%	63%	61%	-	*	-	-
	EL	29%	29%	38%	*	32%	*	-	*	-	-	41%	33%	*	41%	38%	38%	38%	-	*	-	-
	Male	42%	34%	60%	50%	57%	61%	-	*	-	*	42%	68%	25%	63%	38%	60%	-	-	-	-	-
	Female	40%	33%	57%	28%	45%	71%	-	-	-	*	31%	65%	0%	61%	38%	-	57%	-	*	-	-
Science	All Students	46%	37%	45%	21%	50%	48%	-	*	-	*	34%	50%	20%	47%	35%	43%	46%	-	*	-	-
	CWD	23%	17%	20%	*	*	*	-	-	-	-	17%	*	20%	-	*	25%	*	-	-	-	-
	CWOD	49%	39%	47%	27%	48%	51%	-	*	-	*	37%	52%	-	47%	37%	46%	48%	-	*	-	-
	EL	25%	25%	35%	*	33%	-	-	*	-	-	27%	44%	*	37%	35%	33%	38%	-	*	-	-
	Male	47%	37%	43%	*	42%	47%	-	*	-	-	35%	50%	25%	46%	33%	43%	-	-	-	-	-
	Female	45%	36%	46%	30%	60%	48%	-	-	-	*	33%	50%	*	48%	38%	-	46%	-	*	-	-
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%	17%	39%	20%	33%	47%	-	63%	-	36%	21%	46%	15%	41%	22%	37%	40%	-	*	-	-
	CWD	9%	6%	15%	0%	24%	15%	-	-	-	-	10%	20%	15%	-	0%	19%	6%	-	-	-	-
	CWOD	24%	18%	41%	25%	34%	49%	-	63%	-	36%	22%	48%	-	41%	24%	39%	43%	-	*	-	-
	EL	12%	12%	22%	*	18%	*	-	*	-	-	20%	24%	0%	24%	22%	18%	25%	-	*	-	-
	Male	21%	16%	37%	11%	34%	41%	-	63%	-	*	16%	48%	19%	39%	18%	37%	-	-	-	-	-
	Female	23%	18%	40%	24%	32%	51%	-	-	-	30%	25%	45%	6%	43%	25%	-	40%	-	*	-	-
Reading	All Students	25%	20%	58%	28%	56%	65%	-	*	-	67%	38%	66%	26%	61%	40%	56%	60%	-	*	-	-
	CWD	9%	6%	26%	0%	33%	40%	-	-	-	-	8%	50%	26%	-	*	33%	13%	-	-	-	-
	CWOD	27%	21%	61%	35%	58%	66%	-	*	-	67%	43%	67%	-	61%	43%	58%	63%	-	*	-	-
	EL	13%	14%	40%	*	35%	*	-	*	-	-	36%	44%	*	43%	40%	38%	42%	-	*	-	-
	Male	22%	17%	56%	13%	57%	59%	-	*	-	*	30%	68%	33%	58%	38%	56%	-	-	-	-	-
	Female	28%	22%	60%	33%	55%	70%	-	-	-	*	44%	65%	13%	63%	42%	-	60%	-	*	-	-
Mathematics	All Students	20%	14%	31%	24%	20%	41%	-	*	-	17%	13%	39%	5%	33%	15%	32%	31%	-	*	-	-
	CWD	9%	6%	5%	0%	11%	0%	-	-	-	-	8%	0%	5%	-	*	8%	0%	-	-	-	-
	CWOD	21%	16%	33%	30%	21%	43%	-	*	-	17%	13%	41%	-	33%	16%	34%	33%	-	*	-	-
	EL	12%	12%	15%	*	11%	*	-	*	-	-	14%	17%	*	16%	15%	13%	17%	-	*	-	-
	Male	21%	15%	32%	13%	24%	39%	-	*	-	*	9%	43%	8%	34%	13%	32%	-	-	-	-	-
	Female	19%	13%	31%	28%	17%	42%	-	-	-	*	16%	36%	0%	33%	17%	-	31%	-	*	-	-
Science	All Students	20%	15%	10%	0%	9%	16%	-	*	-	*	3%	14%	10%	10%	0%	5%	15%	-	*	-	-
	CWD	8%	5%	10%	*	*	*	-	-	-	-	17%	*	10%	-	*	13%	*	-	-	-	-
	CWOD	22%	16%	10%	0%	6%	17%	-	*	-	*	0%	15%	-	10%	0%	3%	16%	-	*	-	-
	EL	7%	8%	0%	*	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	22%	15%	5%	*	5%	5%	-	*	-	-	5%	4%	13%	3%	0%	5%	-	-	-	-	-
	Female	19%	14%	15%	0%	13%	24%	-	-	-	*	0%	20%	*	16%	0%	-	15%	-	*	-	-

- 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	90	84	94	88	-	*	-	*	90	100	96
CWD	100	*	*	*	-	-	-	-	*	100	*
CWOD	89	81	93	87	-	*	-	*	89	-	96
EL ◇	96	*	96	-	-	*	-	-	93	*	96
Male	89	*	92	85	-	*	-	*	95	100	100
Female	91	83	96	89	-	-	-	*	82	*	92
<b>Mathematics</b>											
All Students	79	75	80	78	-	*	-	*	75	81	78
CWD	81	*	*	*	-	-	-	-	*	81	*
CWOD	79	77	80	77	-	*	-	*	72	-	77
EL ◇	78	*	76	-	-	*	-	-	73	*	78
Male	80	*	72	81	-	*	-	*	80	92	71
Female	78	67	89	76	-	-	-	*	68	*	85

- Indicates there are no students in the group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<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
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	41	61	71	-	88	-	67	50	29	51
<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
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y	N	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					Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	N	Y	Y					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											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	99%	97%	99%	99%	-	100%	-	100%	97%	99%	90%	99%	100%	97%	100%	-
	CWD	90%	87%	86%	100%	-	-	-	-	83%	100%	90%	-	100%	84%	100%	-
	CWOD	99%	100%	100%	99%	-	100%	-	100%	100%	99%	-	99%	100%	99%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	97%	90%	97%	97%	-	100%	-	*	94%	98%	84%	99%	100%	97%	-	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	99%	96%	99%	99%	-	*	-	100%	97%	99%	90%	100%	100%	97%	100%	-
	CWD	90%	83%	89%	100%	-	-	-	-	83%	100%	90%	-	*	83%	100%	-
	CWOD	100%	100%	100%	99%	-	*	-	100%	100%	99%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	97%	88%	98%	98%	-	*	-	*	94%	99%	83%	99%	100%	97%	-	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	99%	96%	99%	99%	-	*	-	100%	97%	99%	90%	100%	100%	97%	100%	-
		99%	96%	99%	99%	-	*	-	100%	97%	99%	90%	100%	100%	97%	100%	-
	CWD	90%	83%	89%	100%	-	-	-	-	83%	100%	90%	-	*	83%	100%	-
		90%	83%	89%	100%	-	-	-	-	83%	100%	90%	-	*	83%	100%	-
	CWOD	100%	100%	100%	99%	-	*	-	100%	100%	99%	-	100%	100%	99%	100%	-
		100%	100%	100%	99%	-	*	-	100%	100%	99%	-	100%	100%	99%	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	97%	88%	98%	98%	-	*	-	*	94%	99%	83%	99%	100%	97%	-	-
		97%	88%	98%	98%	-	*	-	*	94%	99%	83%	99%	100%	97%	-	-
	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	1%	3%	1%	1%	-	0%	-	0%	3%	1%	10%	1%	0%	3%	0%	-
	CWD	10%	13%	14%	0%	-	-	-	-	17%	0%	10%	-	0%	16%	0%	-
	CWOD	1%	0%	0%	1%	-	0%	-	0%	0%	1%	-	1%	0%	1%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	3%	10%	3%	3%	-	0%	-	*	6%	2%	16%	1%	0%	3%	-	-
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	1%	4%	1%	1%	-	*	-	0%	3%	1%	10%	0%	0%	3%	0%	-
	CWD	10%	17%	11%	0%	-	-	-	-	17%	0%	10%	-	*	17%	0%	-
	CWOD	0%	0%	0%	1%	-	*	-	0%	0%	1%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	3%	12%	2%	2%	-	*	-	*	6%	1%	17%	1%	0%	3%	-	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	4%	1%	1%	-	*	-	0%	3%	1%	10%	0%	0%	3%	0%	-
	CWD	10%	17%	11%	0%	-	-	-	-	17%	0%	10%	-	*	17%	0%	-
	CWOD	0%	0%	0%	1%	-	*	-	0%	0%	1%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	3%	12%	2%	2%	-	*	-	*	6%	1%	17%	1%	0%	3%	-	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	2%	0%	3%	2%	-	*	-	*	3%	2%	10%	1%	0%	4%	0%	-
	CWD	10%	*	*	*	-	-	-	-	17%	*	10%	-	*	12%	*	-
	CWOD	1%	0%	0%	2%	-	*	-	*	0%	2%	-	1%	0%	3%	0%	-
	EL	0%	*	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	4%	*	5%	5%	-	*	-	-	5%	4%	12%	3%	0%	4%	-	-
	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)

		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	11	7	0	4	0	0	0	0	0		
	Female	3	0	2	1	0	0	0	0	0		
	Total	14	7	2	5	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	6	3	0	3	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	0		
	Total	7	3	1	3	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	5	3	0	2	0	0	0	0	0		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	5	3	0	2	0	0	0	0	0		3
<b>Out-of-School Suspensions</b>												
	Male	4	3	0	1	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	3	0	1	0	0	0	0	0		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
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	14	2	4	8	-8	-8	-8	-8	1	4	-8
	Female	5	-8	2	3	-8	-8	-8	-8	2	-8	-8
	Total	19	2	6	11	-8	-8	-8	-8	3	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
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	2.5	6.4%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.6	9.7%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	3%	3%	2%	*	0%	-	0%	4%	2%	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 and 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%	68%	76%	68%	70%	100%	*	100%	-	*	72%	85%	*	79%	81%	72%	79%	-	*	-	-	
	CWD	52%	42%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	80%	72%	79%	79%	69%	100%	*	100%	-	*	76%	85%	-	79%	81%	79%	79%	-	*	-	-	
	EL	66%	64%	81%	-	73%	-	-	100%	-	-	83%	*	-	81%	81%	89%	71%	-	-	-	-	
	Male	74%	64%	72%	60%	65%	*	-	100%	-	*	70%	78%	*	79%	89%	72%	-	-	-	-	-	
	Female	78%	71%	79%	69%	77%	100%	*	*	-	*	74%	83%	*	79%	71%	-	79%	-	*	-	-	
Mathematics	All Students	70%	61%	63%	50%	67%	71%	*	100%	-	*	58%	75%	*	65%	81%	67%	59%	-	*	-	-	
	CWD	46%	38%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	74%	64%	65%	58%	66%	71%	*	100%	-	*	61%	75%	-	65%	81%	73%	58%	-	*	-	-	
	EL	64%	61%	81%	-	73%	-	-	100%	-	-	75%	*	-	81%	81%	89%	71%	-	-	-	-	
	Male	72%	62%	67%	60%	59%	*	-	100%	-	*	59%	89%	*	73%	89%	67%	-	-	-	-	-	
	Female	68%	59%	59%	38%	77%	60%	*	*	-	*	57%	58%	*	58%	71%	-	59%	-	*	-	-	
Grade 4																							
Reading	All Students	76%	68%	67%	61%	63%	89%	-	*	-	80%	63%	78%	43%	72%	75%	63%	73%	-	*	-	*	
	CWD	48%	39%	43%	*	29%	*	-	-	-	*	40%	*	43%	-	*	45%	*	-	-	-	-	
	CWOD	81%	72%	72%	67%	71%	86%	-	*	-	*	67%	83%	-	72%	89%	69%	76%	-	*	-	*	
	EL	66%	63%	75%	-	67%	*	-	*	-	-	73%	*	*	89%	75%	*	78%	-	-	-	-	
	Male	73%	64%	63%	60%	56%	80%	-	-	-	*	57%	72%	45%	69%	*	63%	-	-	*	-	*	
	Female	79%	72%	73%	56%	70%	*	-	*	-	*	68%	89%	*	76%	78%	-	73%	-	-	-	-	
Mathematics	All Students	68%	56%	52%	43%	55%	56%	-	*	-	40%	46%	63%	21%	58%	75%	46%	59%	-	*	-	*	
	CWD	42%	32%	21%	*	29%	*	-	-	-	*	20%	*	21%	-	*	18%	*	-	-	-	-	
	CWOD	73%	60%	58%	50%	61%	57%	-	*	-	*	52%	70%	-	58%	89%	54%	62%	-	*	-	*	
	EL	63%	58%	75%	-	67%	*	-	*	-	-	73%	*	*	89%	75%	*	78%	-	-	-	-	
	Male	70%	58%	46%	45%	50%	40%	-	-	-	*	39%	56%	18%	54%	*	46%	-	-	*	-	*	
	Female	67%	55%	59%	33%	60%	*	-	*	-	*	54%	78%	*	62%	78%	-	59%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	75%	68%	69%	63%	83%	*	*	-	*	66%	73%	36%	74%	90%	61%	77%	-	-	-	-	
	CWD	50%	44%	36%	*	17%	*	*	-	-	*	17%	60%	36%	-	-	29%	*	-	-	-	-	
	CWOD	85%	79%	74%	71%	71%	80%	-	*	-	*	72%	76%	-	74%	90%	68%	81%	-	-	-	-	
	EL	71%	72%	90%	*	88%	-	-	*	-	-	83%	*	-	90%	90%	83%	*	-	-	-	-	
	Male	77%	72%	61%	54%	58%	80%	-	*	-	*	59%	67%	29%	68%	83%	61%	-	-	-	-	-	
	Female	83%	78%	77%	85%	71%	*	*	*	-	*	75%	82%	*	81%	*	-	77%	-	-	-	-	
Mathematics	All Students	76%	65%	53%	50%	59%	33%	*	*	-	*	51%	58%	18%	59%	90%	52%	54%	-	-	-	-	
	CWD	50%	38%	18%	*	17%	*	*	-	-	*	17%	20%	18%	-	-	14%	*	-	-	-	-	
	CWOD	80%	69%	59%	54%	66%	20%	-	*	-	*	55%	67%	-	59%	90%	59%	58%	-	-	-	-	
	EL	70%	66%	90%	*	88%	-	-	*	-	-	83%	*	-	90%	90%	83%	*	-	-	-	-	
	Male	75%	65%	52%	46%	63%	40%	-	*	-	*	52%	53%	14%	59%	83%	52%	-	-	-	-	-	
	Female	76%	66%	54%	54%	53%	*	*	*	-	*	50%	64%	*	58%	*	-	54%	-	-	-	-	

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Science	All Students	65%	54%	39%	31%	40%	50%	*	*	-	*	36%	44%	9%	43%	60%	34%	44%	-	-	-	-	
	CWD	40%	33%	9%	*	17%	*	*	-	-	*	0%	20%	9%	-	-	0%	*	-	-	-	-	
	CWOD	69%	57%	43%	33%	44%	60%	-	*	-	*	40%	50%	-	43%	60%	41%	47%	-	-	-	-	
	EL	52%	49%	60%	*	63%	-	-	*	-	-	50%	*	-	60%	60%	50%	*	-	-	-	-	
	Male	67%	57%	34%	23%	42%	40%	-	*	-	*	34%	33%	0%	41%	50%	34%	-	-	-	-	-	
	Female	63%	52%	44%	38%	39%	*	*	*	-	*	38%	58%	*	47%	*	-	44%	-	-	-	-	
Grade 6																							
Reading	All Students	69%	68%	61%	48%	59%	80%	*	*	-	*	58%	70%	31%	66%	71%	55%	68%	-	*	-	-	
	CWD	38%	38%	31%	17%	*	*	-	-	-	-	33%	*	31%	-	*	20%	*	-	*	-	-	
	CWOD	74%	73%	66%	58%	63%	86%	*	*	-	*	63%	74%	-	66%	70%	65%	68%	-	*	-	-	
	EL	53%	61%	71%	*	63%	*	-	*	-	*	68%	*	*	70%	71%	75%	69%	-	*	-	-	
	Male	66%	64%	55%	36%	57%	67%	*	*	-	*	47%	80%	20%	65%	75%	55%	-	-	*	-	-	
	Female	72%	72%	68%	64%	61%	*	-	*	-	*	70%	60%	*	68%	69%	-	68%	-	-	-	-	
Mathematics	All Students	72%	70%	61%	40%	64%	80%	*	*	-	*	56%	75%	46%	63%	52%	64%	58%	-	*	-	-	
	CWD	47%	47%	46%	33%	*	*	-	-	-	-	50%	*	46%	-	*	40%	*	-	*	-	-	
	CWOD	76%	74%	63%	42%	65%	86%	*	*	-	*	58%	79%	-	63%	55%	71%	57%	-	*	-	-	
	EL	61%	69%	52%	*	44%	*	-	*	-	*	47%	*	*	55%	52%	63%	46%	-	*	-	-	
	Male	73%	70%	64%	36%	71%	83%	*	*	-	*	56%	90%	40%	71%	63%	64%	-	-	*	-	-	
	Female	72%	70%	58%	45%	57%	*	-	*	-	*	57%	60%	*	57%	46%	-	58%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	41%	41%	40%	57%	*	50%	-	*	30%	70%	*	42%	56%	39%	44%	-	*	-	-	
	CWD	30%	24%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	54%	44%	42%	47%	38%	57%	*	50%	-	*	30%	70%	-	42%	56%	42%	42%	-	*	-	-	
	EL	37%	36%	56%	-	64%	-	-	40%	-	-	50%	*	-	56%	56%	56%	57%	-	-	-	-	
	Male	49%	40%	39%	40%	35%	*	-	40%	-	*	30%	67%	*	42%	56%	39%	-	-	-	-	-	
	Female	52%	43%	44%	38%	46%	60%	*	*	-	*	30%	67%	*	42%	57%	-	44%	-	*	-	-	
Mathematics	All Students	42%	32%	29%	23%	27%	29%	*	50%	-	*	24%	40%	*	30%	38%	31%	26%	-	*	-	-	
	CWD	27%	19%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-	
	CWOD	45%	34%	30%	26%	28%	29%	*	50%	-	*	26%	40%	-	30%	38%	33%	27%	-	*	-	-	
	EL	35%	32%	38%	-	27%	-	-	60%	-	-	42%	*	-	38%	38%	44%	29%	-	-	-	-	
	Male	45%	35%	31%	10%	29%	*	-	40%	-	*	22%	56%	*	33%	44%	31%	-	-	-	-	-	
	Female	39%	30%	26%	31%	23%	0%	*	*	-	*	26%	25%	*	27%	29%	-	26%	-	*	-	-	
Grade 4																							
Reading	All Students	53%	45%	37%	36%	37%	44%	-	*	-	40%	29%	56%	21%	41%	42%	37%	38%	-	*	-	*	
	CWD	29%	21%	21%	*	14%	*	-	-	-	*	10%	*	21%	-	*	27%	*	-	-	-	-	
	CWOD	57%	48%	41%	42%	42%	29%	-	*	-	*	33%	57%	-	41%	44%	40%	41%	-	*	-	*	
	EL	41%	40%	42%	-	33%	*	-	*	-	-	36%	*	*	44%	42%	*	44%	-	-	-	-	
	Male	51%	43%	37%	35%	39%	40%	-	-	-	*	25%	56%	27%	40%	*	37%	-	-	*	-	*	

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Reading	Female	55%	46%	38%	33%	35%	*	-	*	-	*	32%	56%	*	41%	44%	-	38%	-	-	-	-
Mathematics	All Students	42%	29%	13%	4%	16%	22%	-	*	-	20%	11%	19%	7%	14%	17%	17%	8%	-	*	-	*
	CWD	25%	18%	7%	*	0%	*	-	-	-	*	0%	*	7%	-	*	9%	*	-	-	-	-
	CWOD	45%	31%	14%	4%	19%	14%	-	*	-	*	13%	17%	-	14%	22%	20%	9%	-	*	-	*
	EL	34%	29%	17%	-	11%	*	-	*	-	-	18%	*	*	22%	17%	*	11%	-	-	-	-
	Male	45%	32%	17%	5%	28%	20%	-	-	-	*	14%	22%	9%	20%	*	17%	-	-	*	-	*
	Female	38%	26%	8%	0%	5%	*	-	*	-	*	7%	11%	*	9%	11%	-	8%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	44%	42%	44%	50%	*	*	-	*	43%	46%	9%	50%	90%	36%	54%	-	-	-	-
	CWD	29%	22%	9%	*	0%	*	*	-	-	*	17%	0%	9%	-	-	14%	*	-	-	-	-
	CWOD	61%	52%	50%	46%	51%	40%	-	*	-	*	47%	57%	-	50%	90%	41%	61%	-	-	-	-
	EL	43%	44%	90%	*	88%	-	-	*	-	-	83%	*	-	90%	90%	83%	*	-	-	-	-
	Male	53%	46%	36%	23%	46%	40%	-	*	-	*	34%	40%	14%	41%	83%	36%	-	-	-	-	-
	Female	60%	52%	54%	62%	41%	*	*	*	-	*	54%	55%	*	61%	*	-	54%	-	-	-	-
Mathematics	All Students	47%	36%	23%	12%	29%	17%	*	*	-	*	21%	27%	0%	26%	60%	23%	23%	-	-	-	-
	CWD	25%	17%	0%	*	0%	*	*	-	-	*	0%	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	50%	38%	26%	13%	34%	20%	-	*	-	*	23%	33%	-	26%	60%	27%	26%	-	-	-	-
	EL	38%	35%	60%	*	63%	-	-	*	-	-	50%	*	-	60%	60%	33%	*	-	-	-	-
	Male	48%	37%	23%	8%	33%	20%	-	*	-	*	24%	20%	0%	27%	33%	23%	-	-	-	-	-
	Female	46%	35%	23%	15%	24%	*	*	*	-	*	17%	36%	*	26%	*	-	23%	-	-	-	-
Science	All Students	38%	28%	20%	8%	24%	33%	*	*	-	*	15%	30%	9%	22%	40%	16%	25%	-	-	-	-
	CWD	23%	16%	9%	*	17%	*	*	-	-	*	0%	20%	9%	-	-	0%	*	-	-	-	-
	CWOD	40%	29%	22%	8%	25%	40%	-	*	-	*	17%	32%	-	22%	40%	19%	25%	-	-	-	-
	EL	24%	23%	40%	*	38%	-	-	*	-	-	50%	*	-	40%	40%	33%	*	-	-	-	-
	Male	41%	31%	16%	0%	25%	20%	-	*	-	*	14%	20%	0%	19%	33%	16%	-	-	-	-	-
	Female	34%	24%	25%	15%	22%	*	*	*	-	*	17%	42%	*	25%	*	-	25%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	31%	12%	36%	50%	*	*	-	*	31%	30%	15%	34%	29%	27%	35%	-	*	-	-
	CWD	21%	20%	15%	0%	*	*	-	-	-	-	17%	*	15%	-	*	10%	*	-	*	-	-
	CWOD	46%	45%	34%	16%	40%	43%	*	*	-	*	35%	32%	-	34%	30%	32%	35%	-	*	-	-
	EL	24%	34%	29%	*	25%	*	-	*	-	*	21%	*	*	30%	29%	25%	31%	-	*	-	-
	Male	40%	40%	27%	0%	38%	50%	*	*	-	*	26%	30%	10%	32%	25%	27%	-	-	*	-	-
	Female	45%	44%	35%	27%	35%	*	-	*	-	*	37%	30%	*	35%	31%	-	35%	-	-	-	-
Mathematics	All Students	38%	37%	25%	12%	30%	40%	*	*	-	*	25%	25%	23%	25%	29%	27%	23%	-	*	-	-
	CWD	20%	21%	23%	0%	*	*	-	-	-	-	25%	*	23%	-	*	20%	*	-	*	-	-
	CWOD	41%	40%	25%	16%	30%	29%	*	*	-	*	25%	26%	-	25%	30%	29%	22%	-	*	-	-
	EL	24%	35%	29%	*	25%	*	-	*	-	*	26%	*	*	30%	29%	38%	23%	-	*	-	-
	Male	40%	39%	27%	7%	33%	50%	*	*	-	*	26%	30%	20%	29%	38%	27%	-	-	*	-	-
	Female	36%	35%	23%	18%	26%	*	-	*	-	*	23%	20%	*	22%	23%	-	23%	-	-	-	-

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STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	21%	32%	20%	0%	*	17%	-	*	18%	30%	*	23%	19%	22%	21%	-	*	-	-
	CWD	12%	8%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	32%	25%	23%	37%	21%	0%	*	17%	-	*	20%	30%	-	23%	19%	24%	21%	-	*	-	-
	EL	19%	20%	19%	-	18%	-	-	20%	-	-	17%	*	-	19%	19%	22%	14%	-	-	-	-
	Male	28%	21%	22%	30%	18%	*	-	20%	-	*	19%	33%	*	24%	22%	22%	-	-	-	-	-
	Female	31%	25%	21%	31%	23%	0%	*	*	-	*	17%	25%	*	21%	14%	-	21%	-	*	-	-
Mathematics	All Students	20%	14%	10%	5%	10%	14%	*	33%	-	*	10%	10%	*	11%	19%	11%	9%	-	*	-	-
	CWD	10%	6%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	22%	15%	11%	5%	10%	14%	*	33%	-	*	11%	10%	-	11%	19%	12%	9%	-	*	-	-
	EL	15%	15%	19%	-	9%	-	-	40%	-	-	25%	*	-	19%	19%	22%	14%	-	-	-	-
	Male	23%	16%	11%	0%	6%	*	-	40%	-	*	15%	0%	*	12%	22%	11%	-	-	-	-	-
	Female	18%	12%	9%	8%	15%	0%	*	*	-	*	4%	17%	*	9%	14%	-	9%	-	*	-	-
Grade 4																						
Reading	All Students	28%	22%	12%	14%	8%	22%	-	*	-	20%	4%	30%	14%	12%	8%	15%	8%	-	*	-	*
	CWD	10%	7%	14%	*	0%	*	-	-	-	*	0%	*	14%	-	*	18%	*	-	-	-	-
	CWOD	31%	24%	12%	17%	10%	0%	-	*	-	*	4%	26%	-	12%	11%	14%	9%	-	*	-	*
	EL	18%	18%	8%	-	11%	*	-	*	-	-	0%	*	*	11%	8%	*	11%	-	-	-	-
	Male	26%	22%	15%	15%	6%	40%	-	-	-	*	4%	33%	18%	14%	*	15%	-	-	*	-	*
	Female	29%	22%	8%	11%	10%	*	-	*	-	*	4%	22%	*	9%	11%	-	8%	-	-	-	-
Mathematics	All Students	22%	14%	4%	0%	8%	0%	-	*	-	0%	4%	4%	0%	4%	0%	4%	3%	-	*	-	*
	CWD	10%	6%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	15%	4%	0%	10%	0%	-	*	-	*	4%	4%	-	4%	0%	6%	3%	-	*	-	*
	EL	16%	14%	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	25%	16%	4%	0%	11%	0%	-	-	-	*	4%	6%	0%	6%	*	4%	-	-	*	-	*
	Female	19%	12%	3%	0%	5%	*	-	*	-	*	4%	0%	*	3%	0%	-	3%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	28%	12%	32%	50%	*	*	-	*	26%	31%	9%	31%	60%	23%	34%	-	-	-	-
	CWD	12%	10%	9%	*	0%	*	*	-	-	*	17%	0%	9%	-	-	14%	*	-	-	-	-
	CWOD	40%	32%	31%	13%	37%	40%	-	*	-	*	28%	38%	-	31%	60%	24%	39%	-	-	-	-
	EL	23%	25%	60%	*	63%	-	-	*	-	-	67%	*	-	60%	60%	50%	*	-	-	-	-
	Male	32%	27%	23%	0%	33%	40%	-	*	-	*	24%	20%	14%	24%	50%	23%	-	-	-	-	-
	Female	39%	31%	34%	23%	29%	*	*	*	-	*	29%	45%	*	39%	*	-	34%	-	-	-	-
Mathematics	All Students	24%	16%	11%	4%	12%	17%	*	*	-	*	9%	15%	0%	13%	20%	9%	14%	-	-	-	-
	CWD	9%	6%	0%	*	0%	*	*	-	-	*	0%	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	26%	17%	13%	4%	14%	20%	-	*	-	*	11%	19%	-	13%	20%	11%	16%	-	-	-	-
	EL	17%	15%	20%	*	13%	-	-	*	-	-	17%	*	-	20%	20%	0%	*	-	-	-	-
	Male	25%	17%	9%	0%	13%	20%	-	*	-	*	10%	7%	0%	11%	0%	9%	-	-	-	-	-



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Mathematics	Female	23%	14%	14%	8%	12%	*	*	*	-	*	8%	27%	*	16%	*	-	14%	-	-	-	-
Science	All Students	17%	12%	6%	0%	2%	33%	*	*	-	*	4%	11%	0%	7%	20%	5%	8%	-	-	-	-
	CWD	9%	6%	0%	*	0%	*	*	-	-	*	0%	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	19%	12%	7%	0%	3%	40%	-	*	-	*	4%	14%	-	7%	20%	5%	9%	-	-	-	-
	EL	9%	8%	20%	*	13%	-	-	*	-	-	33%	*	-	20%	20%	17%	*	-	-	-	-
	Male	20%	14%	5%	0%	4%	20%	-	*	-	*	3%	7%	0%	5%	17%	5%	-	-	-	-	-
	Female	15%	10%	8%	0%	0%	*	*	*	-	*	4%	17%	*	9%	*	-	8%	-	-	-	-
Grade 6																						
Reading	All Students	23%	21%	7%	4%	7%	20%	*	*	-	*	6%	10%	8%	7%	5%	9%	5%	-	*	-	-
	CWD	8%	7%	8%	0%	*	*	-	-	-	-	8%	*	8%	-	*	10%	*	-	*	-	-
	CWOD	25%	23%	7%	5%	8%	14%	*	*	-	*	6%	11%	-	7%	5%	9%	5%	-	*	-	-
	EL	9%	15%	5%	*	0%	*	-	*	-	*	5%	*	*	5%	5%	13%	0%	-	*	-	-
	Male	21%	19%	9%	0%	10%	33%	*	*	-	*	9%	10%	10%	9%	13%	9%	-	-	*	-	-
	Female	25%	23%	5%	9%	4%	*	-	*	-	*	3%	10%	*	5%	0%	-	5%	-	-	-	-
Mathematics	All Students	16%	16%	8%	4%	11%	10%	*	*	-	*	8%	10%	0%	10%	10%	7%	10%	-	*	-	-
	CWD	8%	9%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	17%	17%	10%	5%	13%	14%	*	*	-	*	10%	11%	-	10%	10%	9%	11%	-	*	-	-
	EL	7%	14%	10%	*	6%	*	-	*	-	*	5%	*	*	10%	10%	13%	8%	-	*	-	-
	Male	17%	18%	7%	0%	10%	17%	*	*	-	*	6%	10%	0%	9%	13%	7%	-	-	*	-	-
	Female	14%	13%	10%	9%	13%	*	-	*	-	*	10%	10%	*	11%	8%	-	10%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	60%	51%	59%	73%	43%	94%	-	68%	56%	68%	29%	64%	73%	57%	63%	-	80%	-	*
	CWD	44%	36%	29%	16%	29%	69%	*	-	-	40%	29%	32%	29%	-	38%	23%	46%	-	*	-	-
	CWOD	77%	70%	64%	57%	64%	74%	*	94%	-	74%	61%	73%	-	64%	76%	64%	65%	-	83%	-	*
	EL	59%	58%	73%	60%	67%	*	-	100%	-	*	69%	92%	38%	76%	73%	76%	71%	-	*	-	-
	Male	71%	63%	57%	46%	58%	66%	*	87%	-	67%	52%	66%	23%	64%	76%	57%	-	-	75%	-	*
	Female	75%	68%	63%	56%	62%	83%	20%	100%	-	69%	60%	71%	46%	65%	71%	-	63%	-	*	-	-
Reading	All Students	74%	67%	68%	61%	63%	88%	*	100%	-	85%	64%	76%	36%	73%	78%	62%	74%	-	80%	-	*
	CWD	43%	35%	36%	20%	28%	83%	*	-	-	*	31%	50%	36%	-	*	29%	55%	-	*	-	-
	CWOD	78%	72%	73%	69%	68%	88%	*	100%	-	82%	70%	80%	-	73%	80%	70%	76%	-	*	-	*
	EL	57%	57%	78%	*	70%	*	-	100%	-	*	75%	91%	*	80%	78%	81%	76%	-	*	-	-
	Male	70%	63%	62%	53%	59%	78%	*	100%	-	100%	58%	73%	29%	70%	81%	62%	-	-	*	-	*
	Female	78%	73%	74%	73%	68%	100%	*	100%	-	67%	71%	80%	55%	76%	76%	-	74%	-	*	-	-
Mathematics	All Students	71%	64%	57%	46%	61%	63%	*	93%	-	54%	53%	67%	29%	61%	71%	56%	58%	-	80%	-	*
	CWD	44%	36%	29%	13%	33%	67%	*	-	-	*	31%	20%	29%	-	*	23%	45%	-	*	-	-
	CWOD	75%	67%	61%	51%	64%	62%	*	93%	-	64%	57%	72%	-	61%	75%	64%	59%	-	*	-	*
	EL	61%	61%	71%	*	64%	*	-	100%	-	*	65%	100%	*	75%	71%	77%	67%	-	*	-	-
	Male	71%	63%	56%	46%	61%	61%	*	86%	-	43%	52%	67%	23%	64%	77%	56%	-	-	*	-	*

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Mathematics	Female	71%	64%	58%	45%	60%	64%	*	100%	-	67%	54%	66%	45%	59%	67%	-	58%	-	*	-	-
Science	All Students	74%	66%	39%	31%	40%	50%	*	*	-	*	36%	44%	9%	43%	60%	34%	44%	-	-	-	-
	CWD	47%	38%	9%	*	17%	*	*	-	-	*	0%	20%	9%	-	-	0%	*	-	-	-	-
	CWOD	78%	69%	43%	33%	44%	60%	-	*	-	*	40%	50%	-	43%	60%	41%	47%	-	-	-	-
	EL	58%	56%	60%	*	63%	-	-	*	-	-	50%	*	-	60%	60%	50%	*	-	-	-	-
	Male	74%	65%	34%	23%	42%	40%	-	*	-	*	34%	33%	0%	41%	50%	34%	-	-	-	-	-
	Female	75%	66%	44%	38%	39%	*	*	*	-	*	38%	58%	*	47%	*	-	44%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	29%	21%	31%	39%	14%	52%	-	25%	25%	38%	13%	32%	41%	28%	30%	-	50%	-	*
	CWD	23%	18%	13%	0%	10%	62%	*	-	-	0%	11%	16%	13%	-	13%	12%	15%	-	*	-	-
	CWOD	50%	42%	32%	24%	34%	33%	*	52%	-	30%	28%	40%	-	32%	43%	31%	32%	-	50%	-	*
	EL	29%	30%	41%	20%	39%	*	-	57%	-	*	36%	62%	13%	43%	41%	43%	40%	-	*	-	-
	Male	45%	38%	28%	14%	34%	39%	*	33%	-	27%	24%	36%	12%	31%	43%	28%	-	-	50%	-	*
	Female	48%	41%	30%	29%	28%	38%	0%	69%	-	23%	27%	39%	15%	32%	40%	-	30%	-	*	-	-
Reading	All Students	52%	45%	38%	33%	39%	50%	*	50%	-	31%	33%	51%	17%	42%	49%	35%	42%	-	40%	-	*
	CWD	24%	19%	17%	0%	11%	83%	*	-	-	*	16%	20%	17%	-	*	16%	18%	-	*	-	-
	CWOD	56%	48%	42%	38%	43%	42%	*	50%	-	36%	36%	54%	-	42%	51%	39%	44%	-	*	-	*
	EL	31%	33%	49%	*	48%	*	-	50%	-	*	40%	91%	*	51%	49%	50%	48%	-	*	-	-
	Male	47%	41%	35%	25%	40%	44%	*	29%	-	29%	29%	48%	16%	39%	50%	35%	-	-	*	-	*
	Female	56%	49%	42%	43%	38%	57%	*	71%	-	33%	38%	54%	18%	44%	48%	-	42%	-	*	-	-
Mathematics	All Students	41%	33%	22%	12%	25%	28%	*	50%	-	23%	20%	27%	10%	24%	34%	24%	20%	-	60%	-	*
	CWD	22%	17%	10%	0%	6%	50%	*	-	-	*	9%	10%	10%	-	*	10%	9%	-	*	-	-
	CWOD	44%	35%	24%	14%	28%	23%	*	50%	-	27%	22%	29%	-	24%	36%	27%	21%	-	*	-	*
	EL	29%	29%	34%	*	30%	*	-	60%	-	*	31%	45%	*	36%	34%	38%	30%	-	*	-	-
	Male	42%	34%	24%	7%	31%	39%	*	43%	-	29%	22%	29%	10%	27%	38%	24%	-	-	*	-	*
	Female	40%	33%	20%	18%	19%	14%	*	57%	-	17%	18%	24%	9%	21%	30%	-	20%	-	*	-	-
Science	All Students	46%	37%	20%	8%	24%	33%	*	*	-	*	15%	30%	9%	22%	40%	16%	25%	-	-	-	-
	CWD	23%	17%	9%	*	17%	*	*	-	-	*	0%	20%	9%	-	-	0%	*	-	-	-	-
	CWOD	49%	39%	22%	8%	25%	40%	-	*	-	*	17%	32%	-	22%	40%	19%	25%	-	-	-	-
	EL	25%	25%	40%	*	38%	-	-	*	-	-	50%	*	-	40%	40%	33%	*	-	-	-	-
	Male	47%	37%	16%	0%	25%	20%	-	*	-	*	14%	20%	0%	19%	33%	16%	-	-	-	-	-
	Female	45%	36%	25%	15%	22%	*	*	*	-	*	17%	42%	*	25%	*	-	25%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	12%	8%	12%	17%	0%	29%	-	11%	10%	17%	4%	13%	16%	11%	12%	-	30%	-	*
	CWD	9%	6%	4%	0%	0%	31%	*	-	-	0%	3%	8%	4%	-	0%	6%	0%	-	*	-	-
	CWOD	24%	18%	13%	9%	14%	14%	*	29%	-	13%	11%	18%	-	13%	17%	13%	13%	-	33%	-	*
	EL	12%	12%	16%	0%	13%	*	-	29%	-	*	14%	23%	0%	17%	16%	17%	14%	-	*	-	-
	Male	21%	16%	11%	5%	13%	24%	*	20%	-	13%	10%	14%	6%	13%	17%	11%	-	-	38%	-	*
	Female	23%	18%	12%	12%	12%	7%	0%	38%	-	8%	9%	20%	0%	13%	14%	-	12%	-	*	-	-
Reading	All Students	25%	20%	17%	15%	16%	22%	*	21%	-	23%	13%	26%	10%	18%	19%	17%	16%	-	40%	-	*
	CWD	9%	6%	10%	0%	0%	67%	*	-	-	*	6%	20%	10%	-	*	13%	0%	-	*	-	-
	CWOD	27%	21%	18%	17%	19%	12%	*	21%	-	27%	14%	27%	-	18%	20%	18%	18%	-	*	-	*
	EL	13%	14%	19%	*	18%	*	-	20%	-	*	15%	36%	*	20%	19%	23%	15%	-	*	-	-
	Male	22%	17%	17%	11%	18%	33%	*	14%	-	29%	14%	25%	13%	18%	23%	17%	-	-	*	-	*
	Female	28%	22%	16%	20%	15%	7%	*	29%	-	17%	12%	27%	0%	18%	15%	-	16%	-	*	-	-
Mathematics	All Students	20%	14%	8%	3%	10%	9%	*	29%	-	0%	8%	10%	0%	9%	12%	8%	9%	-	20%	-	*
	CWD	9%	6%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	21%	16%	9%	3%	12%	12%	*	29%	-	0%	9%	11%	-	9%	13%	9%	10%	-	*	-	*
	EL	12%	12%	12%	*	7%	*	-	30%	-	*	10%	18%	*	13%	12%	12%	12%	-	*	-	-
	Male	21%	15%	8%	0%	10%	17%	*	29%	-	0%	8%	6%	0%	9%	12%	8%	-	-	*	-	*
	Female	19%	13%	9%	7%	11%	0%	*	29%	-	0%	7%	15%	0%	10%	12%	-	9%	-	*	-	-
Science	All Students	20%	15%	6%	0%	2%	33%	*	*	-	*	4%	11%	0%	7%	20%	5%	8%	-	-	-	-
	CWD	8%	5%	0%	*	0%	*	*	-	-	*	0%	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	22%	16%	7%	0%	3%	40%	-	*	-	*	4%	14%	-	7%	20%	5%	9%	-	-	-	-
	EL	7%	8%	20%	*	13%	-	-	*	-	-	33%	*	-	20%	20%	17%	*	-	-	-	-
	Male	22%	15%	5%	0%	4%	20%	-	*	-	*	3%	7%	0%	5%	17%	5%	-	-	-	-	-
	Female	19%	14%	8%	0%	0%	*	*	*	-	*	4%	17%	*	9%	*	-	8%	-	-	-	-

- 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	72	69	73	57	*	100	-	81	71	58	86
CWD	58	44	53	*	*	-	-	*	58	58	*
CWOD	75	74	77	50	-	100	-	75	74	-	84
EL ◇	86	*	81	-	-	100	-	*	82	*	86
Male	66	55	70	63	-	*	-	*	63	50	82
Female	80	88	77	50	*	100	-	*	81	78	88
<b>Mathematics</b>											
All Students	70	68	71	70	*	81	-	63	73	69	80
CWD	69	67	67	*	*	-	-	*	77	69	*
CWOD	71	68	72	64	-	81	-	67	72	-	80
EL ◇	80	*	78	-	-	80	-	*	75	*	80
Male	65	63	61	81	-	*	-	*	67	61	70
Female	77	75	82	57	*	75	-	*	78	89	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
98	16	16%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	34	27	34	43	19	58	-	35	30	15	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	N	Y	Y	N					Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	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	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
<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>											
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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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%	98%	100%	100%	100%	100%	-	100%	100%	99%	100%	99%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	98%	100%	100%	*	100%	-	100%	100%	99%	-	99%	100%	100%	99%	-
	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	99%	96%	100%	100%	100%	100%	-	100%	99%	98%	100%	99%	100%	-	99%	-
<b>Reading</b>	All Students	99%	98%	100%	100%	*	100%	-	100%	100%	99%	100%	99%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	98%	100%	100%	*	100%	-	100%	99%	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%	96%	100%	100%	*	100%	-	100%	99%	98%	100%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	99%	98%	100%	100%	*	100%	-	100%	100%	99%	100%	99%	100%	100%	99%	-
		99%	98%	100%	100%	*	100%	-	100%	100%	99%	100%	99%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	*	100%	100%	-
		100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	98%	100%	100%	*	100%	-	100%	99%	99%	-	99%	100%	100%	99%	-
		99%	98%	100%	100%	*	100%	-	100%	99%	99%	-	99%	100%	100%	99%	-
	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
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	99%	96%	100%	100%	*	100%	-	100%	99%	98%	100%	99%	100%	-	99%	-
		99%	96%	100%	100%	*	100%	-	100%	99%	98%	100%	99%	100%	-	99%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	1%	2%	0%	0%	0%	0%	-	0%	0%	1%	0%	1%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	2%	0%	0%	*	0%	-	0%	0%	1%	-	1%	0%	0%	1%	-
	EL	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%	4%	0%	0%	0%	0%	-	0%	1%	2%	0%	1%	0%	-	1%	-
Reading	All Students	1%	2%	0%	0%	*	0%	-	0%	0%	1%	0%	1%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	2%	0%	0%	*	0%	-	0%	1%	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%	4%	0%	0%	*	0%	-	0%	1%	2%	0%	1%	0%	-	1%	-
Mathematics	All Students	1%	2%	0%	0%	*	0%	-	0%	0%	1%	0%	1%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	2%	0%	0%	*	0%	-	0%	1%	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%	4%	0%	0%	*	0%	-	0%	1%	2%	0%	1%	0%	-	1%	-
Science	All Students	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%	-
	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%	-



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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	46	30	13	2	0	0	0	1	5		
	Female	12	7	2	2	0	0	0	1	0		
	Total	58	37	15	4	0	0	0	2	5		
<b>Out-of-School Suspensions</b>												
	Male	7	7	0	0	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	8	8	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	14	6	6	2	0	0	0	0	2		5
	Female	1	1	0	0	0	0	0	0	0		1
	Total	15	7	6	2	0	0	0	0	2		6
<b>Out-of-School Suspensions</b>												
	Male	5	2	2	1	0	0	0	0	1		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	5	2	2	1	0	0	0	0	1		1
<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	40	18	15	6	-8	1	-8	-8	5	8	-8
	Female	18	10	6	2	-8	-8	-8	-8	1	-8	-8
	Total	58	28	21	8	-8	1	-8	-8	6	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	21	6	11	1	0	2	0	1	13	0
	Female	21	1	14	3	0	2	0	1	12	0
	Total	42	7	25	4	0	4	0	2	25	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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.9	9.8%
Teachers Teaching with Emergency or Provisional Credentials	2.0	5.3%
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%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	1%
Mathematics	6,177	2%	59	1%	*	1%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	*	0%
Reading	48,805	1%	354	1%	*	0%
Mathematics	43,293	1%	319	1%	*	0%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	18%	22%	14%	24%	*	0%	-	33%	20%	28%	14%

- 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 and 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%	68%	71%	65%	75%	*	-	100%	*	50%	71%	69%	45%	74%	76%	69%	73%	-	*	-	-	
	CWD	52%	42%	45%	*	57%	*	-	-	-	*	50%	*	45%	-	38%	50%	*	-	-	-	-	
	CWOD	80%	72%	74%	64%	78%	*	-	100%	*	60%	74%	73%	-	74%	82%	73%	76%	-	*	-	-	
	EL	66%	64%	76%	-	76%	*	-	100%	-	*	80%	56%	38%	82%	76%	72%	80%	-	-	-	-	
	Male	74%	64%	69%	70%	71%	*	-	*	*	*	67%	78%	50%	73%	72%	69%	-	-	*	-	-	
	Female	78%	71%	73%	62%	80%	*	-	*	-	*	76%	57%	*	76%	80%	-	73%	-	*	-	-	
Mathematics	All Students	70%	61%	75%	52%	85%	*	-	80%	*	67%	74%	81%	36%	80%	85%	83%	67%	-	*	-	-	
	CWD	46%	38%	36%	*	43%	*	-	-	-	*	40%	*	36%	-	38%	50%	*	-	-	-	-	
	CWOD	74%	64%	80%	55%	91%	*	-	80%	*	80%	78%	87%	-	80%	92%	89%	71%	-	*	-	-	
	EL	64%	61%	85%	-	86%	*	-	80%	-	*	84%	89%	38%	92%	85%	90%	80%	-	-	-	-	
	Male	72%	62%	83%	70%	87%	*	-	*	*	*	81%	89%	50%	89%	90%	83%	-	-	*	-	-	
	Female	68%	59%	67%	38%	83%	*	-	*	-	*	66%	71%	*	71%	80%	-	67%	-	*	-	-	
Grade 4																							
Reading	All Students	76%	68%	73%	81%	68%	86%	-	*	-	*	71%	78%	60%	74%	66%	70%	76%	-	*	-	-	
	CWD	48%	39%	60%	*	-	*	-	-	-	*	60%	-	60%	-	-	*	*	-	*	-	-	
	CWOD	81%	72%	74%	83%	68%	83%	-	*	-	*	72%	78%	-	74%	66%	71%	76%	-	*	-	-	
	EL	66%	63%	66%	*	67%	*	-	*	-	-	60%	80%	-	66%	66%	63%	69%	-	*	-	-	
	Male	73%	64%	70%	71%	65%	*	-	-	-	*	67%	75%	*	71%	63%	70%	-	-	*	-	-	
	Female	79%	72%	76%	86%	73%	80%	-	*	-	*	74%	83%	*	76%	69%	-	76%	-	*	-	-	
Mathematics	All Students	68%	56%	50%	48%	50%	43%	-	*	-	*	46%	61%	0%	54%	54%	58%	43%	-	*	-	-	
	CWD	42%	32%	0%	*	-	*	-	-	-	*	0%	-	0%	-	-	*	*	-	*	-	-	
	CWOD	73%	60%	54%	56%	50%	50%	-	*	-	*	51%	61%	-	54%	54%	61%	47%	-	*	-	-	
	EL	63%	58%	54%	*	50%	*	-	*	-	-	52%	60%	-	54%	54%	58%	50%	-	*	-	-	
	Male	70%	58%	58%	57%	57%	*	-	-	-	*	52%	67%	*	61%	58%	58%	-	-	*	-	-	
	Female	67%	55%	43%	43%	40%	40%	-	*	-	*	42%	50%	*	47%	50%	-	43%	-	*	-	-	
Grade 5																							
Reading	All Students	80%	75%	78%	84%	73%	100%	-	60%	-	*	77%	80%	50%	80%	70%	70%	86%	-	*	-	-	
	CWD	50%	44%	50%	*	20%	*	-	-	-	-	*	60%	50%	-	*	*	*	-	-	-	-	
	CWOD	85%	79%	80%	83%	78%	*	-	60%	-	*	79%	87%	-	80%	74%	70%	93%	-	*	-	-	
	EL	71%	72%	70%	-	70%	*	-	*	-	-	68%	80%	*	74%	70%	60%	80%	-	-	-	-	
	Male	77%	72%	70%	78%	66%	*	-	*	-	-	69%	73%	*	70%	60%	70%	-	-	*	-	-	
	Female	83%	78%	86%	100%	81%	*	-	*	-	*	86%	89%	*	93%	80%	-	86%	-	*	-	-	
Mathematics	All Students	76%	65%	62%	56%	67%	60%	-	60%	-	*	61%	65%	38%	64%	70%	58%	66%	-	*	-	-	
	CWD	50%	38%	38%	*	20%	*	-	-	-	-	*	40%	38%	-	*	*	*	-	-	-	-	
	CWOD	80%	69%	64%	54%	72%	*	-	60%	-	*	62%	73%	-	64%	74%	57%	73%	-	*	-	-	
	EL	70%	66%	70%	-	70%	*	-	*	-	-	68%	80%	*	74%	70%	64%	76%	-	-	-	-	
	Male	75%	65%	58%	44%	66%	*	-	*	-	-	59%	55%	*	57%	64%	58%	-	-	*	-	-	
	Female	76%	66%	66%	86%	69%	*	-	*	-	*	63%	78%	*	73%	76%	-	66%	-	*	-	-	

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Science	All Students	65%	54%	63%	60%	58%	100%	-	80%	-	*	61%	70%	50%	64%	62%	54%	73%	-	*	-	-
	CWD	40%	33%	50%	*	20%	*	-	-	-	-	*	60%	50%	-	*	*	*	-	-	-	-
	CWOD	69%	57%	64%	58%	62%	*	-	80%	-	*	62%	73%	-	64%	65%	52%	78%	-	*	-	-
	EL	52%	49%	62%	-	59%	*	-	*	-	-	58%	80%	*	65%	62%	56%	68%	-	-	-	-
	Male	67%	57%	54%	44%	59%	*	-	*	-	-	51%	64%	*	52%	56%	54%	-	-	*	-	-
	Female	63%	52%	73%	100%	58%	*	-	*	-	*	71%	78%	*	78%	68%	-	73%	-	*	-	-
Grade 6																						
Reading	All Students	69%	68%	68%	86%	63%	67%	-	*	-	*	70%	63%	27%	73%	63%	59%	76%	-	*	-	-
	CWD	38%	38%	27%	*	43%	*	-	-	-	*	38%	*	27%	-	*	*	33%	-	-	-	-
	CWOD	74%	73%	73%	90%	66%	86%	-	*	-	*	74%	71%	-	73%	61%	62%	85%	-	*	-	-
	EL	53%	61%	63%	-	61%	*	-	*	-	-	63%	60%	*	61%	63%	53%	72%	-	*	-	-
	Male	66%	64%	59%	80%	44%	100%	-	-	-	*	63%	50%	*	62%	53%	59%	-	-	*	-	-
	Female	72%	72%	76%	91%	80%	*	-	*	-	*	76%	75%	33%	85%	72%	-	76%	-	*	-	-
Mathematics	All Students	72%	70%	63%	52%	68%	67%	-	*	-	*	61%	67%	45%	65%	69%	64%	62%	-	*	-	-
	CWD	47%	47%	45%	*	57%	*	-	-	-	*	38%	*	45%	-	*	*	33%	-	-	-	-
	CWOD	76%	74%	65%	55%	70%	71%	-	*	-	*	65%	67%	-	65%	70%	62%	68%	-	*	-	-
	EL	61%	69%	69%	-	68%	*	-	*	-	-	67%	80%	*	70%	69%	65%	72%	-	*	-	-
	Male	73%	70%	64%	50%	67%	80%	-	-	-	*	56%	83%	*	62%	65%	64%	-	-	*	-	-
	Female	72%	70%	62%	55%	70%	*	-	*	-	*	66%	50%	33%	68%	72%	-	62%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	40%	22%	49%	*	-	60%	*	17%	43%	25%	9%	44%	49%	40%	40%	-	*	-	-
	CWD	30%	24%	9%	*	14%	*	-	-	-	*	10%	*	9%	-	0%	13%	*	-	-	-	-
	CWOD	54%	44%	44%	23%	54%	*	-	60%	*	20%	47%	27%	-	44%	57%	45%	42%	-	*	-	-
	EL	37%	36%	49%	-	48%	*	-	60%	-	*	54%	22%	0%	57%	49%	48%	50%	-	-	-	-
	Male	49%	40%	40%	30%	48%	*	-	*	*	*	42%	33%	13%	45%	48%	40%	-	-	*	-	-
	Female	52%	43%	40%	15%	50%	*	-	*	-	*	44%	14%	*	42%	50%	-	40%	-	*	-	-
Mathematics	All Students	42%	32%	45%	17%	57%	*	-	80%	*	0%	45%	44%	18%	48%	59%	44%	46%	-	*	-	-
	CWD	27%	19%	18%	*	29%	*	-	-	-	*	20%	*	18%	-	13%	25%	*	-	-	-	-
	CWOD	45%	34%	48%	18%	61%	*	-	80%	*	0%	49%	47%	-	48%	67%	48%	49%	-	*	-	-
	EL	35%	32%	59%	-	60%	*	-	80%	-	*	60%	56%	13%	67%	59%	59%	60%	-	-	-	-
	Male	45%	35%	44%	10%	58%	*	-	*	*	*	42%	56%	25%	48%	59%	44%	-	-	*	-	-
	Female	39%	30%	46%	23%	57%	*	-	*	-	*	49%	29%	*	49%	60%	-	46%	-	*	-	-
Grade 4																						
Reading	All Students	53%	45%	43%	38%	42%	57%	-	*	-	*	42%	44%	0%	46%	40%	39%	46%	-	*	-	-
	CWD	29%	21%	0%	*	-	*	-	-	-	*	0%	-	0%	-	-	*	*	-	*	-	-
	CWOD	57%	48%	46%	44%	42%	67%	-	*	-	*	47%	44%	-	46%	40%	42%	50%	-	*	-	-
	EL	41%	40%	40%	*	37%	*	-	*	-	-	36%	50%	-	40%	40%	37%	44%	-	*	-	-
	Male	51%	43%	39%	29%	39%	*	-	-	-	*	33%	50%	*	42%	37%	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	55%	46%	46%	43%	47%	60%	-	*	-	*	48%	33%	*	50%	44%	-	46%	-	*	-	-
Mathematics	All Students	42%	29%	20%	14%	24%	29%	-	*	-	*	17%	28%	0%	22%	17%	24%	16%	-	*	-	-
	CWD	25%	18%	0%	*	-	*	-	-	-	*	0%	-	0%	-	-	*	*	-	*	-	-
	CWOD	45%	31%	22%	17%	24%	33%	-	*	-	*	19%	28%	-	22%	17%	26%	18%	-	*	-	-
	EL	34%	29%	17%	*	17%	*	-	*	-	-	12%	30%	-	17%	17%	21%	13%	-	*	-	-
	Male	45%	32%	24%	14%	26%	*	-	-	-	*	14%	42%	*	26%	21%	24%	-	-	*	-	-
	Female	38%	26%	16%	14%	20%	20%	-	*	-	*	19%	0%	*	18%	13%	-	16%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	48%	56%	40%	100%	-	40%	-	*	45%	60%	38%	49%	42%	40%	57%	-	*	-	-
	CWD	29%	22%	38%	*	0%	*	-	-	-	-	*	40%	38%	-	*	*	*	-	-	-	-
	CWOD	61%	52%	49%	54%	44%	*	-	40%	-	*	45%	67%	-	49%	46%	39%	60%	-	*	-	-
	EL	43%	44%	42%	-	41%	*	-	*	-	-	40%	50%	*	46%	42%	32%	52%	-	-	-	-
	Male	53%	46%	40%	44%	34%	*	-	*	-	-	33%	64%	*	39%	32%	40%	-	-	*	-	-
	Female	60%	52%	57%	86%	46%	*	-	*	-	*	57%	56%	*	60%	52%	-	57%	-	*	-	-
Mathematics	All Students	47%	36%	38%	24%	44%	60%	-	60%	-	*	38%	40%	13%	41%	50%	34%	43%	-	*	-	-
	CWD	25%	17%	13%	*	0%	*	-	-	-	-	*	0%	13%	-	*	*	*	-	-	-	-
	CWOD	50%	38%	41%	25%	48%	*	-	60%	-	*	38%	53%	-	41%	54%	35%	48%	-	*	-	-
	EL	38%	35%	50%	-	48%	*	-	*	-	-	48%	60%	*	54%	50%	44%	56%	-	-	-	-
	Male	48%	37%	34%	11%	45%	*	-	*	-	-	33%	36%	*	35%	44%	34%	-	-	*	-	-
	Female	46%	35%	43%	57%	42%	*	-	*	-	*	43%	44%	*	48%	56%	-	43%	-	*	-	-
Science	All Students	38%	28%	33%	32%	27%	60%	-	60%	-	*	31%	40%	25%	34%	32%	32%	34%	-	*	-	-
	CWD	23%	16%	25%	*	20%	*	-	-	-	-	*	20%	25%	-	*	*	*	-	-	-	-
	CWOD	40%	29%	34%	33%	28%	*	-	60%	-	*	31%	47%	-	34%	33%	30%	38%	-	*	-	-
	EL	24%	23%	32%	-	27%	*	-	*	-	-	25%	60%	*	33%	32%	32%	32%	-	-	-	-
	Male	41%	31%	32%	22%	34%	*	-	*	-	-	28%	45%	*	30%	32%	32%	-	-	*	-	-
	Female	34%	24%	34%	57%	19%	*	-	*	-	*	34%	33%	*	38%	32%	-	34%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	39%	33%	46%	22%	-	*	-	*	41%	33%	9%	43%	31%	39%	40%	-	*	-	-
	CWD	21%	20%	9%	*	14%	*	-	-	-	*	13%	*	9%	-	*	*	11%	-	-	-	-
	CWOD	46%	45%	43%	35%	50%	29%	-	*	-	*	45%	38%	-	43%	33%	40%	46%	-	*	-	-
	EL	24%	34%	31%	-	35%	*	-	*	-	-	30%	40%	*	33%	31%	35%	28%	-	*	-	-
	Male	40%	40%	39%	30%	41%	40%	-	-	-	*	38%	42%	*	40%	35%	39%	-	-	*	-	-
	Female	45%	44%	40%	36%	50%	*	-	*	-	*	45%	25%	11%	46%	28%	-	40%	-	*	-	-
Mathematics	All Students	38%	37%	27%	24%	26%	22%	-	*	-	*	30%	17%	9%	29%	26%	30%	24%	-	*	-	-
	CWD	20%	21%	9%	*	14%	*	-	-	-	*	13%	*	9%	-	*	*	11%	-	-	-	-
	CWOD	41%	40%	29%	25%	28%	29%	-	*	-	*	32%	19%	-	29%	27%	31%	27%	-	*	-	-
	EL	24%	35%	26%	-	23%	*	-	*	-	-	27%	20%	*	27%	26%	35%	17%	-	*	-	-
	Male	40%	39%	30%	30%	26%	40%	-	-	-	*	28%	33%	*	31%	35%	30%	-	-	*	-	-
	Female	36%	35%	24%	18%	27%	*	-	*	-	*	32%	0%	11%	27%	17%	-	24%	-	*	-	-

Texas Education Agency  
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BEBENSEE EL (220901141) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	20%	4%	26%	*	-	40%	*	0%	20%	19%	0%	22%	25%	15%	25%	-	*	-	-
	CWD	12%	8%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	32%	25%	22%	5%	30%	*	-	40%	*	0%	23%	20%	-	22%	29%	18%	27%	-	*	-	-
	EL	19%	20%	25%	-	24%	*	-	40%	-	*	26%	22%	0%	29%	25%	21%	30%	-	-	-	-
	Male	28%	21%	15%	0%	19%	*	-	*	*	*	14%	22%	0%	18%	21%	15%	-	-	*	-	-
	Female	31%	25%	25%	8%	33%	*	-	*	-	*	27%	14%	*	27%	30%	-	25%	-	*	-	-
Mathematics	All Students	20%	14%	16%	0%	23%	*	-	20%	*	0%	17%	13%	9%	17%	27%	17%	15%	-	*	-	-
	CWD	10%	6%	9%	*	14%	*	-	-	-	*	10%	*	9%	-	13%	13%	*	-	-	-	-
	CWOD	22%	15%	17%	0%	24%	*	-	20%	*	0%	18%	13%	-	17%	29%	18%	16%	-	*	-	-
	EL	15%	15%	27%	-	28%	*	-	20%	-	*	28%	22%	13%	29%	27%	31%	23%	-	-	-	-
	Male	23%	16%	17%	0%	26%	*	-	*	*	*	19%	11%	13%	18%	31%	17%	-	-	*	-	-
	Female	18%	12%	15%	0%	20%	*	-	*	-	*	15%	14%	*	16%	23%	-	15%	-	*	-	-
Grade 4																						
Reading	All Students	28%	22%	17%	19%	16%	14%	-	*	-	*	17%	17%	0%	18%	11%	18%	16%	-	*	-	-
	CWD	10%	7%	0%	*	-	*	-	-	-	*	0%	-	0%	-	-	*	*	-	*	-	-
	CWOD	31%	24%	18%	22%	16%	17%	-	*	-	*	19%	17%	-	18%	11%	19%	18%	-	*	-	-
	EL	18%	18%	11%	*	10%	*	-	*	-	-	12%	10%	-	11%	11%	11%	13%	-	*	-	-
	Male	26%	22%	18%	14%	17%	*	-	-	-	*	14%	25%	*	19%	11%	18%	-	-	*	-	-
	Female	29%	22%	16%	21%	13%	20%	-	*	-	*	19%	0%	*	18%	13%	-	16%	-	*	-	-
Mathematics	All Students	22%	14%	10%	10%	8%	29%	-	*	-	*	8%	17%	0%	11%	9%	15%	5%	-	*	-	-
	CWD	10%	6%	0%	*	-	*	-	-	-	*	0%	-	0%	-	-	*	*	-	*	-	-
	CWOD	25%	15%	11%	11%	8%	33%	-	*	-	*	9%	17%	-	11%	9%	16%	6%	-	*	-	-
	EL	16%	14%	9%	*	7%	*	-	*	-	-	4%	20%	-	9%	9%	11%	6%	-	*	-	-
	Male	25%	16%	15%	14%	13%	*	-	-	-	*	10%	25%	*	16%	11%	15%	-	-	*	-	-
	Female	19%	12%	5%	7%	0%	20%	-	*	-	*	6%	0%	*	6%	6%	-	5%	-	*	-	-
Grade 5																						
Reading	All Students	36%	29%	27%	32%	22%	40%	-	20%	-	*	28%	20%	13%	28%	26%	14%	41%	-	*	-	-
	CWD	12%	10%	13%	*	0%	*	-	-	-	-	*	20%	13%	-	*	*	*	-	-	-	-
	CWOD	40%	32%	28%	29%	24%	*	-	20%	-	*	30%	20%	-	28%	28%	13%	45%	-	*	-	-
	EL	23%	25%	26%	-	23%	*	-	*	-	-	28%	20%	*	28%	26%	8%	44%	-	-	-	-
	Male	32%	27%	14%	22%	10%	*	-	*	-	-	15%	9%	*	13%	8%	14%	-	-	*	-	-
	Female	39%	31%	41%	57%	35%	*	-	*	-	*	43%	33%	*	45%	44%	-	41%	-	*	-	-
Mathematics	All Students	24%	16%	14%	12%	16%	0%	-	20%	-	*	14%	15%	0%	15%	18%	12%	16%	-	*	-	-
	CWD	9%	6%	0%	*	0%	*	-	-	-	-	*	0%	0%	-	*	*	*	-	-	-	-
	CWOD	26%	17%	15%	13%	18%	*	-	20%	-	*	14%	20%	-	15%	20%	13%	18%	-	*	-	-
	EL	17%	15%	18%	-	18%	*	-	*	-	-	15%	30%	*	20%	18%	16%	20%	-	-	-	-
	Male	25%	17%	12%	6%	17%	*	-	*	-	-	13%	9%	*	13%	16%	12%	-	-	*	-	-

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BEBENSEE EL (220901141) - ARLINGTON ISD - TARRANT 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%	14%	16%	29%	15%	*	-	*	-	*	14%	22%	*	18%	20%	-	16%	-	*	-	-
Science	All Students	17%	12%	14%	20%	7%	20%	-	40%	-	*	14%	15%	13%	14%	8%	14%	14%	-	*	-	-
	CWD	9%	6%	13%	*	0%	*	-	-	-	-	*	0%	13%	-	*	*	*	-	-	-	-
	CWOD	19%	12%	14%	21%	8%	*	-	40%	-	*	13%	20%	-	14%	9%	13%	15%	-	*	-	-
	EL	9%	8%	8%	-	7%	*	-	*	-	-	5%	20%	*	9%	8%	8%	8%	-	-	-	-
	Male	20%	14%	14%	11%	10%	*	-	*	-	-	15%	9%	*	13%	8%	14%	-	-	*	-	-
	Female	15%	10%	14%	43%	4%	*	-	*	-	*	11%	22%	*	15%	8%	-	14%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	21%	14%	25%	11%	-	*	-	*	20%	25%	9%	23%	6%	16%	26%	-	*	-	-
	CWD	8%	7%	9%	*	14%	*	-	-	-	*	13%	*	9%	-	*	*	11%	-	-	-	-
	CWOD	25%	23%	23%	15%	26%	14%	-	*	-	*	21%	29%	-	23%	6%	17%	29%	-	*	-	-
	EL	9%	15%	6%	-	6%	*	-	*	-	-	3%	20%	*	6%	6%	6%	6%	-	*	-	-
	Male	21%	19%	16%	10%	15%	20%	-	-	-	*	9%	33%	*	17%	6%	16%	-	-	*	-	-
	Female	25%	23%	26%	18%	33%	*	-	*	-	*	29%	17%	11%	29%	6%	-	26%	-	*	-	-
Mathematics	All Students	16%	16%	6%	5%	7%	11%	-	*	-	*	7%	4%	0%	7%	3%	7%	6%	-	*	-	-
	CWD	8%	9%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	17%	17%	7%	5%	8%	14%	-	*	-	*	8%	5%	-	7%	3%	7%	7%	-	*	-	-
	EL	7%	14%	3%	-	3%	*	-	*	-	-	3%	0%	*	3%	3%	6%	0%	-	*	-	-
	Male	17%	18%	7%	0%	7%	20%	-	-	-	*	6%	8%	*	7%	6%	7%	-	-	*	-	-
	Female	14%	13%	6%	9%	7%	*	-	*	-	*	8%	0%	0%	7%	0%	-	6%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	67%	65%	69%	67%	-	74%	*	56%	67%	70%	40%	70%	70%	65%	69%	-	64%	-	-
	CWD	44%	36%	40%	46%	40%	50%	-	-	-	0%	38%	43%	40%	-	38%	56%	26%	-	*	-	-
	CWOD	77%	70%	70%	66%	71%	74%	-	74%	*	67%	69%	74%	-	70%	72%	66%	74%	-	67%	-	-
	EL	59%	58%	70%	*	69%	83%	-	70%	-	*	68%	74%	38%	72%	70%	66%	73%	-	*	-	-
	Male	71%	63%	65%	61%	65%	70%	-	75%	*	79%	64%	70%	56%	66%	66%	65%	-	-	46%	-	-
	Female	75%	68%	69%	69%	72%	66%	-	74%	-	41%	69%	70%	26%	74%	73%	-	69%	-	89%	-	-
Reading	All Students	74%	67%	72%	79%	70%	72%	-	73%	*	63%	73%	72%	43%	76%	70%	67%	78%	-	80%	-	-
	CWD	43%	35%	43%	67%	42%	43%	-	-	-	*	46%	33%	43%	-	43%	50%	37%	-	*	-	-
	CWOD	78%	72%	76%	80%	73%	83%	-	73%	*	77%	75%	77%	-	76%	72%	69%	83%	-	75%	-	-
	EL	57%	57%	70%	*	70%	75%	-	69%	-	*	70%	71%	43%	72%	70%	63%	76%	-	*	-	-
	Male	70%	63%	67%	76%	62%	73%	-	80%	*	71%	67%	68%	50%	69%	63%	67%	-	-	67%	-	-
	Female	78%	73%	78%	82%	79%	71%	-	70%	-	56%	78%	76%	37%	83%	76%	-	78%	-	*	-	-
Mathematics	All Students	71%	64%	63%	52%	70%	56%	-	73%	*	44%	62%	68%	34%	67%	72%	66%	60%	-	50%	-	-
	CWD	44%	36%	34%	17%	42%	43%	-	-	-	*	31%	44%	34%	-	36%	56%	16%	-	*	-	-
	CWOD	75%	67%	67%	55%	72%	61%	-	73%	*	54%	65%	71%	-	67%	75%	67%	66%	-	63%	-	-
	EL	61%	61%	72%	*	71%	88%	-	69%	-	*	70%	76%	36%	75%	72%	71%	72%	-	*	-	-
	Male	71%	63%	66%	53%	70%	64%	-	80%	*	86%	64%	73%	56%	67%	71%	66%	-	-	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	Female	71%	64%	60%	51%	69%	50%	-	70%	-	11%	60%	62%	16%	66%	72%	-	60%	-	*	-	-
Science	All Students	74%	66%	63%	60%	58%	100%	-	80%	-	*	61%	70%	50%	64%	62%	54%	73%	-	*	-	-
	CWD	47%	38%	50%	*	20%	*	-	-	-	-	*	60%	50%	-	*	*	*	-	-	-	-
	CWOD	78%	69%	64%	58%	62%	*	-	80%	-	*	62%	73%	-	64%	65%	52%	78%	-	*	-	-
	EL	58%	56%	62%	-	59%	*	-	*	-	-	58%	80%	*	65%	62%	56%	68%	-	-	-	-
	Male	74%	65%	54%	44%	59%	*	-	*	-	-	51%	64%	*	52%	56%	54%	-	-	*	-	-
	Female	75%	66%	73%	100%	58%	*	-	*	-	*	71%	78%	*	78%	68%	-	73%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	37%	29%	40%	42%	-	54%	*	22%	38%	36%	14%	40%	41%	36%	39%	-	32%	-	-
	CWD	23%	18%	14%	8%	14%	25%	-	-	-	0%	15%	13%	14%	-	6%	22%	7%	-	*	-	-
	CWOD	50%	42%	40%	31%	43%	49%	-	54%	*	27%	40%	40%	-	40%	44%	38%	42%	-	39%	-	-
	EL	29%	30%	41%	*	39%	61%	-	47%	-	*	40%	45%	6%	44%	41%	40%	42%	-	*	-	-
	Male	45%	38%	36%	25%	40%	39%	-	67%	*	29%	34%	44%	22%	38%	40%	36%	-	-	31%	-	-
	Female	48%	41%	39%	34%	41%	44%	-	48%	-	18%	42%	26%	7%	42%	42%	-	39%	-	33%	-	-
Reading	All Students	52%	45%	42%	38%	45%	48%	-	47%	*	31%	43%	41%	14%	46%	42%	40%	45%	-	60%	-	-
	CWD	24%	19%	14%	17%	11%	29%	-	-	-	*	12%	22%	14%	-	0%	19%	11%	-	*	-	-
	CWOD	56%	48%	46%	39%	48%	56%	-	47%	*	38%	46%	43%	-	46%	45%	42%	49%	-	75%	-	-
	EL	31%	33%	42%	*	41%	50%	-	38%	-	*	42%	41%	0%	45%	42%	39%	45%	-	*	-	-
	Male	47%	41%	40%	36%	41%	36%	-	60%	*	43%	37%	48%	19%	42%	39%	40%	-	-	50%	-	-
	Female	56%	49%	45%	40%	49%	57%	-	40%	-	22%	48%	32%	11%	49%	45%	-	45%	-	*	-	-
Mathematics	All Students	41%	33%	34%	20%	39%	32%	-	60%	*	6%	34%	31%	11%	36%	42%	34%	33%	-	10%	-	-
	CWD	22%	17%	11%	0%	16%	14%	-	-	-	*	15%	0%	11%	-	7%	19%	5%	-	*	-	-
	CWOD	44%	35%	36%	21%	42%	39%	-	60%	*	8%	36%	35%	-	36%	45%	36%	36%	-	13%	-	-
	EL	29%	29%	42%	*	41%	63%	-	54%	-	*	41%	44%	7%	45%	42%	42%	42%	-	*	-	-
	Male	42%	34%	34%	16%	40%	36%	-	80%	*	14%	32%	41%	19%	36%	42%	34%	-	-	17%	-	-
	Female	40%	33%	33%	24%	39%	29%	-	50%	-	0%	37%	18%	5%	36%	42%	-	33%	-	*	-	-
Science	All Students	46%	37%	33%	32%	27%	60%	-	60%	-	*	31%	40%	25%	34%	32%	32%	34%	-	*	-	-
	CWD	23%	17%	25%	*	20%	*	-	-	-	-	*	20%	25%	-	*	*	*	-	-	-	-
	CWOD	49%	39%	34%	33%	28%	*	-	60%	-	*	31%	47%	-	34%	33%	30%	38%	-	*	-	-
	EL	25%	25%	32%	-	27%	*	-	*	-	-	25%	60%	*	33%	32%	32%	32%	-	-	-	-
	Male	47%	37%	32%	22%	34%	*	-	*	-	-	28%	45%	*	30%	32%	32%	-	-	*	-	-
	Female	45%	36%	34%	57%	19%	*	-	*	-	*	34%	33%	*	38%	32%	-	34%	-	*	-	-
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%	17%	16%	13%	17%	18%	-	23%	*	14%	16%	16%	5%	17%	16%	14%	18%	-	14%	-	-
	CWD	9%	6%	5%	8%	5%	6%	-	-	-	0%	5%	4%	5%	-	3%	8%	2%	-	*	-	-
	CWOD	24%	18%	17%	14%	18%	23%	-	23%	*	17%	17%	18%	-	17%	18%	15%	20%	-	17%	-	-
	EL	12%	12%	16%	*	16%	28%	-	20%	-	*	16%	19%	3%	18%	16%	14%	19%	-	*	-	-
	Male	21%	16%	14%	9%	15%	17%	-	33%	*	14%	13%	17%	8%	15%	14%	14%	-	-	8%	-	-
	Female	23%	18%	18%	18%	19%	19%	-	17%	-	14%	19%	14%	2%	20%	19%	-	18%	-	22%	-	-
Reading	All Students	25%	20%	22%	18%	23%	20%	-	27%	*	25%	22%	21%	6%	23%	19%	16%	27%	-	30%	-	-
	CWD	9%	6%	6%	17%	5%	0%	-	-	-	*	4%	11%	6%	-	0%	6%	5%	-	*	-	-
	CWOD	27%	21%	23%	18%	24%	28%	-	27%	*	31%	24%	22%	-	23%	21%	17%	30%	-	38%	-	-
	EL	13%	14%	19%	*	17%	38%	-	23%	-	*	19%	18%	0%	21%	19%	12%	26%	-	*	-	-
	Male	22%	17%	16%	13%	15%	9%	-	40%	*	29%	13%	23%	6%	17%	12%	16%	-	-	17%	-	-
	Female	28%	22%	27%	22%	31%	29%	-	20%	-	22%	30%	18%	5%	30%	26%	-	27%	-	*	-	-
Mathematics	All Students	20%	14%	12%	7%	14%	16%	-	13%	*	0%	12%	12%	3%	13%	16%	13%	11%	-	0%	-	-
	CWD	9%	6%	3%	0%	5%	0%	-	-	-	*	4%	0%	3%	-	7%	6%	0%	-	*	-	-
	CWOD	21%	16%	13%	7%	15%	22%	-	13%	*	0%	13%	13%	-	13%	17%	13%	12%	-	0%	-	-
	EL	12%	12%	16%	*	16%	25%	-	15%	-	*	15%	21%	7%	17%	16%	18%	15%	-	*	-	-
	Male	21%	15%	13%	4%	16%	18%	-	20%	*	0%	13%	14%	6%	13%	18%	13%	-	-	0%	-	-
	Female	19%	13%	11%	9%	12%	14%	-	10%	-	0%	11%	9%	0%	12%	15%	-	11%	-	*	-	-
Science	All Students	20%	15%	14%	20%	7%	20%	-	40%	-	*	14%	15%	13%	14%	8%	14%	14%	-	*	-	-
	CWD	8%	5%	13%	*	0%	*	-	-	-	-	*	0%	13%	-	*	*	*	-	-	-	-
	CWOD	22%	16%	14%	21%	8%	*	-	40%	-	*	13%	20%	-	14%	9%	13%	15%	-	*	-	-
	EL	7%	8%	8%	-	7%	*	-	*	-	-	5%	20%	*	9%	8%	8%	8%	-	-	-	-
	Male	22%	15%	14%	11%	10%	*	-	*	-	-	15%	9%	*	13%	8%	14%	-	-	*	-	-
	Female	19%	14%	14%	43%	4%	*	-	*	-	*	11%	22%	*	15%	8%	-	14%	-	*	-	-

- 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	88	94	86	84	-	80	-	100	89	78	86
CWD	78	*	75	80	-	-	-	*	87	78	83
CWOD	89	96	88	86	-	80	-	*	89	-	87
EL ◇	86	*	87	90	-	75	-	-	85	83	86
Male	88	92	87	92	-	*	-	-	87	75	86
Female	88	96	86	81	-	88	-	100	90	80	87
<b>Mathematics</b>											
All Students	78	83	77	58	-	95	-	100	76	59	78
CWD	59	*	75	40	-	-	-	*	53	59	50
CWOD	80	89	77	64	-	95	-	*	78	-	79
EL ◇	78	*	75	90	-	94	-	-	76	50	78
Male	78	90	73	75	-	*	-	-	77	56	73
Female	79	75	82	50	-	94	-	100	75	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
316	51	16%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	40	36	42	42	-	50	*	31	40	20	42
<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	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	Y						Y	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
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	Y						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
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											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%	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%	-	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>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%	100%	100%	-
	EL	100%	*	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
		100%	*	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-

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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%	-	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%	-	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%	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%	-	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%	0%	-
	Male	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	-	-	-	*	0%	0%	-	*	*	*	-
	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%	-	-
	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
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	17	8	5	3	0	1	0	0	1		
	Female	3	2	0	0	0	1	0	0	0		
	Total	20	10	5	3	0	2	0	0	1		
<b>Out-of-School Suspensions</b>												
	Male	17	10	4	2	0	1	0	0	3		
	Female	2	1	0	1	0	0	0	0	0		
	Total	19	11	4	3	0	1	0	0	3		
<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	2	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	2	0	2	0	0	0	0	0		2
<b>Out-of-School Suspensions</b>												
	Male	3	2	1	0	0	0	0	0	1		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	2	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>												

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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	24	6	11	7	-8	-8	-8	-8	11	6	-8
	Female	14	6	4	2	-8	1	-8	1	3	1	-8
	Total	38	12	15	9	-8	1	-8	1	14	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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		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	42	9	24	3	0	4	0	2	30	0
	Female	55	12	31	7	0	3	0	2	30	0
	Total	97	21	55	10	0	7	0	4	60	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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.0	13.8%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.8	1.9%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	21%	22%	19%	17%	-	22%	*	45%	21%	26%	16%

- 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 and 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%	68%	60%	55%	74%	*	-	*	-	*	55%	73%	50%	60%	65%	46%	70%	-	*	-	-	
	CWD	52%	42%	50%	*	*	*	-	*	-	-	40%	*	50%	-	*	*	*	-	*	-	-	
	CWOD	80%	72%	60%	55%	73%	*	-	-	-	*	56%	72%	-	60%	69%	49%	69%	-	*	-	-	
	EL	66%	64%	65%	*	64%	*	-	-	-	-	67%	*	*	69%	65%	67%	64%	-	-	-	-	
	Male	74%	64%	46%	40%	60%	*	-	-	-	*	39%	70%	*	49%	67%	46%	-	-	*	-	-	
	Female	78%	71%	70%	67%	78%	-	-	*	-	*	68%	75%	*	69%	64%	-	70%	-	*	-	-	
Mathematics	All Students	70%	61%	43%	38%	57%	*	-	*	-	*	37%	62%	0%	46%	53%	32%	52%	-	*	-	-	
	CWD	46%	38%	0%	*	*	*	-	*	-	-	0%	*	0%	-	*	*	*	-	*	-	-	
	CWOD	74%	64%	46%	39%	59%	*	-	-	-	*	39%	64%	-	46%	56%	35%	54%	-	*	-	-	
	EL	64%	61%	53%	*	57%	*	-	-	-	-	60%	*	*	56%	53%	33%	64%	-	-	-	-	
	Male	72%	62%	32%	23%	40%	*	-	-	-	*	19%	70%	*	35%	33%	32%	-	-	*	-	-	
	Female	68%	59%	52%	50%	61%	-	-	*	-	*	50%	56%	*	54%	64%	-	52%	-	*	-	-	
Grade 4																							
Reading	All Students	76%	68%	58%	48%	69%	88%	-	-	*	*	55%	71%	33%	61%	68%	55%	62%	-	*	-	-	
	CWD	48%	39%	33%	33%	*	-	-	-	-	-	25%	*	33%	-	*	33%	*	-	-	-	-	
	CWOD	81%	72%	61%	50%	74%	88%	-	-	*	*	59%	69%	-	61%	68%	58%	64%	-	*	-	-	
	EL	66%	63%	68%	*	67%	*	-	-	-	-	67%	*	*	68%	68%	64%	75%	-	*	-	-	
	Male	73%	64%	55%	54%	53%	*	-	-	*	*	54%	57%	33%	58%	64%	55%	-	-	*	-	-	
	Female	79%	72%	62%	42%	91%	86%	-	-	-	-	56%	80%	*	64%	75%	-	62%	-	-	-	-	
Mathematics	All Students	68%	56%	34%	30%	38%	50%	-	-	*	*	26%	65%	33%	34%	45%	39%	29%	-	*	-	-	
	CWD	42%	32%	33%	33%	*	-	-	-	-	-	25%	*	33%	-	*	33%	*	-	-	-	-	
	CWOD	73%	60%	34%	30%	39%	50%	-	-	*	*	26%	63%	-	34%	42%	39%	28%	-	*	-	-	
	EL	63%	58%	45%	*	39%	*	-	-	-	-	39%	*	*	42%	45%	36%	63%	-	*	-	-	
	Male	70%	58%	39%	46%	27%	*	-	-	*	*	32%	71%	33%	39%	36%	39%	-	-	*	-	-	
	Female	67%	55%	29%	13%	55%	43%	-	-	-	-	19%	60%	*	28%	63%	-	29%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	75%	67%	61%	76%	83%	*	*	-	*	64%	76%	40%	69%	92%	58%	82%	-	-	-	-	
	CWD	50%	44%	40%	*	*	-	-	-	-	-	40%	-	40%	-	*	40%	-	-	-	-	-	
	CWOD	85%	79%	69%	65%	75%	83%	*	*	-	*	66%	76%	-	69%	92%	60%	82%	-	-	-	-	
	EL	71%	72%	92%	*	91%	-	-	-	-	-	90%	*	*	92%	92%	90%	*	-	-	-	-	
	Male	77%	72%	58%	48%	73%	*	*	-	-	*	52%	73%	40%	60%	90%	58%	-	-	-	-	-	
	Female	83%	78%	82%	82%	83%	*	-	*	-	*	82%	83%	-	82%	*	-	82%	-	-	-	-	
Mathematics	All Students	76%	65%	58%	45%	71%	83%	*	*	-	*	55%	67%	40%	59%	77%	58%	57%	-	-	-	-	
	CWD	50%	38%	40%	*	*	-	-	-	-	-	40%	-	40%	-	*	40%	-	-	-	-	-	
	CWOD	80%	69%	59%	48%	70%	83%	*	*	-	*	56%	67%	-	59%	75%	60%	57%	-	-	-	-	
	EL	70%	66%	77%	*	82%	-	-	-	-	-	80%	*	*	75%	77%	90%	*	-	-	-	-	
	Male	75%	65%	58%	48%	67%	*	*	-	-	*	55%	67%	40%	60%	90%	58%	-	-	-	-	-	
	Female	76%	66%	57%	41%	83%	*	-	*	-	*	55%	67%	-	57%	*	-	57%	-	-	-	-	

Texas Education Agency  
2022 Federal Report Card  
ELLIS EL (220901142) - ARLINGTON ISD - TARRANT 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%	54%	54%	45%	62%	83%	*	*	-	*	51%	62%	40%	55%	69%	56%	50%	-	-	-	-	
	CWD	40%	33%	40%	*	*	-	-	-	-	-	40%	-	40%	-	*	40%	-	-	-	-	-	
	CWOD	69%	57%	55%	48%	60%	83%	*	*	-	*	52%	62%	-	55%	67%	58%	50%	-	-	-	-	
	EL	52%	49%	69%	*	64%	-	-	-	-	-	70%	*	*	67%	69%	70%	*	-	-	-	-	
	Male	67%	57%	56%	48%	67%	*	*	-	-	*	55%	60%	40%	58%	70%	56%	-	-	-	-	-	
Female	63%	52%	50%	41%	50%	*	-	*	-	*	45%	67%	-	50%	*	-	50%	-	-	-	-	-	
Grade 6																							
Reading	All Students	69%	68%	67%	69%	55%	*	-	*	-	*	63%	81%	30%	72%	57%	63%	71%	-	*	-	*	
	CWD	38%	38%	30%	25%	*	-	-	-	-	-	30%	-	30%	-	*	*	17%	-	*	-	-	
	CWOD	74%	73%	72%	76%	56%	*	-	*	-	*	69%	81%	-	72%	62%	65%	78%	-	*	-	*	
	EL	53%	61%	57%	-	50%	*	-	*	-	-	55%	*	*	62%	57%	83%	38%	-	-	-	-	
	Male	66%	64%	63%	56%	71%	-	-	*	-	*	57%	80%	*	65%	83%	63%	-	-	-	-	-	
	Female	72%	72%	71%	80%	46%	*	-	*	-	-	68%	82%	17%	78%	38%	-	71%	-	*	-	*	
Mathematics	All Students	72%	70%	73%	65%	90%	*	-	*	-	*	74%	71%	40%	77%	93%	63%	80%	-	*	-	*	
	CWD	47%	47%	40%	25%	*	-	-	-	-	-	40%	-	40%	-	*	*	33%	-	*	-	-	
	CWOD	76%	74%	77%	70%	89%	*	-	*	-	*	79%	71%	-	77%	92%	65%	87%	-	*	-	*	
	EL	61%	69%	93%	-	92%	*	-	*	-	-	100%	*	*	92%	93%	83%	100%	-	-	-	-	
	Male	73%	70%	63%	52%	86%	-	-	*	-	*	57%	80%	*	65%	83%	63%	-	-	-	-	-	
	Female	72%	70%	80%	74%	92%	*	-	*	-	-	85%	64%	33%	87%	100%	-	80%	-	*	-	*	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	32%	29%	35%	*	-	*	-	*	25%	50%	0%	34%	35%	24%	38%	-	*	-	-	
	CWD	30%	24%	0%	*	*	*	-	*	-	-	0%	*	0%	-	*	*	*	-	*	-	-	
	CWOD	54%	44%	34%	30%	36%	*	-	-	-	*	27%	52%	-	34%	38%	27%	39%	-	*	-	-	
	EL	37%	36%	35%	*	36%	*	-	-	-	-	40%	*	*	38%	35%	33%	36%	-	-	-	-	
	Male	49%	40%	24%	13%	40%	*	-	-	-	*	16%	50%	*	27%	33%	24%	-	-	*	-	-	
	Female	52%	43%	38%	42%	33%	-	-	*	-	*	33%	50%	*	39%	36%	-	38%	-	*	-	-	
Mathematics	All Students	42%	32%	19%	12%	26%	*	-	*	-	*	15%	27%	0%	20%	24%	15%	21%	-	*	-	-	
	CWD	27%	19%	0%	*	*	*	-	*	-	-	0%	*	0%	-	*	*	*	-	*	-	-	
	CWOD	45%	34%	20%	13%	27%	*	-	-	-	*	17%	28%	-	20%	25%	16%	22%	-	*	-	-	
	EL	35%	32%	24%	*	21%	*	-	-	-	-	27%	*	*	25%	24%	17%	27%	-	-	-	-	
	Male	45%	35%	15%	3%	20%	*	-	-	-	*	10%	30%	*	16%	17%	15%	-	-	*	-	-	
	Female	39%	30%	21%	19%	28%	-	-	*	-	*	20%	25%	*	22%	27%	-	21%	-	*	-	-	
Grade 4																							
Reading	All Students	53%	45%	40%	32%	50%	63%	-	-	*	*	35%	59%	11%	43%	50%	43%	36%	-	*	-	-	
	CWD	29%	21%	11%	17%	*	-	-	-	-	-	13%	*	11%	-	*	17%	*	-	-	-	-	
	CWOD	57%	48%	43%	34%	57%	63%	-	-	*	*	38%	63%	-	43%	53%	47%	38%	-	*	-	-	
	EL	41%	40%	50%	*	44%	*	-	-	-	-	56%	*	*	53%	50%	50%	50%	-	*	-	-	
	Male	51%	43%	43%	46%	40%	*	-	-	*	*	41%	57%	17%	47%	50%	43%	-	-	*	-	-	

Texas Education Agency  
2022 Federal Report Card  
ELLIS EL (220901142) - ARLINGTON ISD - TARRANT 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%	46%	36%	17%	64%	57%	-	-	-	-	28%	60%	*	38%	50%	-	36%	-	-	-	-
Mathematics	All Students	42%	29%	14%	10%	23%	13%	-	-	*	*	9%	35%	22%	13%	27%	20%	7%	-	*	-	-
	CWD	25%	18%	22%	17%	*	-	-	-	-	-	13%	*	22%	-	*	17%	*	-	-	-	-
	CWOD	45%	31%	13%	9%	22%	13%	-	-	*	*	8%	31%	-	13%	21%	21%	5%	-	*	-	-
	EL	34%	29%	27%	*	28%	*	-	-	-	-	17%	*	*	21%	27%	21%	38%	-	*	-	-
	Male	45%	32%	20%	19%	20%	*	-	-	*	*	16%	43%	17%	21%	21%	20%	-	-	*	-	-
	Female	38%	26%	7%	0%	27%	0%	-	-	-	-	0%	30%	*	5%	38%	-	7%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	34%	30%	29%	67%	*	*	-	*	29%	48%	0%	37%	38%	29%	43%	-	-	-	-
	CWD	29%	22%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	61%	52%	37%	33%	30%	67%	*	*	-	*	32%	48%	-	37%	42%	33%	43%	-	-	-	-
	EL	43%	44%	38%	*	36%	-	-	-	-	-	50%	*	*	42%	38%	50%	*	-	-	-	-
	Male	53%	46%	29%	26%	27%	*	*	-	-	*	24%	40%	0%	33%	50%	29%	-	-	-	-	-
	Female	60%	52%	43%	35%	33%	*	-	*	-	*	36%	67%	-	43%	*	-	43%	-	-	-	-
Mathematics	All Students	47%	36%	21%	11%	24%	67%	*	*	-	*	16%	33%	20%	21%	38%	23%	18%	-	-	-	-
	CWD	25%	17%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	20%	-	-	-	-	-
	CWOD	50%	38%	21%	13%	20%	67%	*	*	-	*	16%	33%	-	21%	33%	23%	18%	-	-	-	-
	EL	38%	35%	38%	*	36%	-	-	-	-	-	40%	*	*	33%	38%	50%	*	-	-	-	-
	Male	48%	37%	23%	15%	27%	*	*	-	-	*	21%	27%	20%	23%	50%	23%	-	-	-	-	-
	Female	46%	35%	18%	6%	17%	*	-	*	-	*	9%	50%	-	18%	*	-	18%	-	-	-	-
Science	All Students	38%	28%	28%	23%	24%	50%	*	*	-	*	22%	43%	20%	28%	38%	31%	21%	-	-	-	-
	CWD	23%	16%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	20%	-	-	-	-	-
	CWOD	40%	29%	28%	23%	25%	50%	*	*	-	*	22%	43%	-	28%	42%	33%	21%	-	-	-	-
	EL	24%	23%	38%	*	36%	-	-	-	-	-	30%	*	*	42%	38%	50%	*	-	-	-	-
	Male	41%	31%	31%	30%	27%	*	*	-	-	*	27%	40%	20%	33%	50%	31%	-	-	-	-	-
	Female	34%	24%	21%	12%	17%	*	-	*	-	*	14%	50%	-	21%	*	-	21%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	38%	37%	35%	*	-	*	-	*	34%	52%	20%	41%	29%	39%	37%	-	*	-	*
	CWD	21%	20%	20%	13%	*	-	-	-	-	-	20%	-	20%	-	*	*	17%	-	*	-	-
	CWOD	46%	45%	41%	41%	33%	*	-	*	-	*	36%	52%	-	41%	31%	41%	40%	-	*	-	*
	EL	24%	34%	29%	-	25%	*	-	*	-	-	27%	*	*	31%	29%	67%	0%	-	-	-	-
	Male	40%	40%	39%	26%	57%	-	-	*	-	*	32%	60%	*	41%	67%	39%	-	-	-	-	-
	Female	45%	44%	37%	46%	23%	*	-	*	-	-	35%	45%	17%	40%	0%	-	37%	-	*	-	*
Mathematics	All Students	38%	37%	24%	18%	30%	*	-	*	-	*	21%	33%	20%	24%	36%	26%	22%	-	*	-	*
	CWD	20%	21%	20%	13%	*	-	-	-	-	-	20%	-	20%	-	*	*	17%	-	*	-	-
	CWOD	41%	40%	24%	19%	28%	*	-	*	-	*	21%	33%	-	24%	38%	26%	22%	-	*	-	*
	EL	24%	35%	36%	-	25%	*	-	*	-	-	27%	*	*	38%	36%	67%	13%	-	-	-	-
	Male	40%	39%	26%	15%	57%	-	-	*	-	*	21%	40%	*	26%	67%	26%	-	-	-	-	-
	Female	36%	35%	22%	20%	15%	*	-	*	-	-	20%	27%	17%	22%	13%	-	22%	-	*	-	*

Texas Education Agency  
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ELLIS EL (220901142) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	18%	14%	22%	*	-	*	-	*	14%	27%	0%	19%	29%	15%	20%	-	*	-	-
	CWD	12%	8%	0%	*	*	*	-	*	-	-	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	32%	25%	19%	14%	23%	*	-	-	-	*	15%	28%	-	19%	31%	16%	20%	-	*	-	-
	EL	19%	20%	29%	*	29%	*	-	-	-	-	33%	*	*	31%	29%	17%	36%	-	-	-	-
	Male	28%	21%	15%	7%	20%	*	-	-	-	*	10%	30%	*	16%	17%	15%	-	-	*	-	-
	Female	31%	25%	20%	19%	22%	-	-	*	-	*	18%	25%	*	20%	36%	-	20%	-	*	-	-
Mathematics	All Students	20%	14%	6%	3%	9%	*	-	*	-	*	6%	8%	0%	7%	12%	7%	5%	-	*	-	-
	CWD	10%	6%	0%	*	*	*	-	*	-	-	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	22%	15%	7%	3%	9%	*	-	-	-	*	6%	8%	-	7%	13%	8%	6%	-	*	-	-
	EL	15%	15%	12%	*	7%	*	-	-	-	-	13%	*	*	13%	12%	17%	9%	-	-	-	-
	Male	23%	16%	7%	0%	20%	*	-	-	-	*	3%	20%	*	8%	17%	7%	-	-	*	-	-
	Female	18%	12%	5%	6%	6%	-	-	*	-	*	8%	0%	*	6%	9%	-	5%	-	*	-	-
Grade 4																						
Reading	All Students	28%	22%	19%	10%	27%	50%	-	-	*	*	14%	35%	11%	19%	23%	20%	17%	-	*	-	-
	CWD	10%	7%	11%	17%	*	-	-	-	-	-	13%	*	11%	-	*	17%	*	-	-	-	-
	CWOD	31%	24%	19%	9%	30%	50%	-	-	*	*	15%	38%	-	19%	21%	21%	18%	-	*	-	-
	EL	18%	18%	23%	*	22%	*	-	-	-	-	22%	*	*	21%	23%	21%	25%	-	*	-	-
	Male	26%	22%	20%	19%	20%	*	-	-	*	*	22%	14%	17%	21%	21%	20%	-	-	*	-	-
	Female	29%	22%	17%	0%	36%	43%	-	-	-	-	6%	50%	*	18%	25%	-	17%	-	-	-	-
Mathematics	All Students	22%	14%	3%	2%	4%	13%	-	-	*	*	3%	6%	11%	3%	9%	7%	0%	-	*	-	-
	CWD	10%	6%	11%	17%	*	-	-	-	-	-	13%	*	11%	-	*	17%	*	-	-	-	-
	CWOD	25%	15%	3%	0%	4%	13%	-	-	*	*	2%	6%	-	3%	5%	5%	0%	-	*	-	-
	EL	16%	14%	9%	*	6%	*	-	-	-	-	11%	*	*	5%	9%	14%	0%	-	*	-	-
	Male	25%	16%	7%	4%	7%	*	-	-	*	*	5%	14%	17%	5%	14%	7%	-	-	*	-	-
	Female	19%	12%	0%	0%	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	22%	18%	19%	50%	*	*	-	*	22%	24%	0%	24%	31%	19%	29%	-	-	-	-
	CWD	12%	10%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	40%	32%	24%	20%	20%	50%	*	*	-	*	24%	24%	-	24%	33%	21%	29%	-	-	-	-
	EL	23%	25%	31%	*	27%	-	-	-	-	-	40%	*	*	33%	31%	40%	*	-	-	-	-
	Male	32%	27%	19%	19%	20%	*	*	-	-	*	21%	13%	0%	21%	40%	19%	-	-	-	-	-
	Female	39%	31%	29%	18%	17%	*	-	*	-	*	23%	50%	-	29%	*	-	29%	-	-	-	-
Mathematics	All Students	24%	16%	12%	7%	14%	50%	*	*	-	*	7%	24%	0%	13%	23%	13%	11%	-	-	-	-
	CWD	9%	6%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	26%	17%	13%	8%	15%	50%	*	*	-	*	8%	24%	-	13%	25%	14%	11%	-	-	-	-
	EL	17%	15%	23%	*	18%	-	-	-	-	-	20%	*	*	25%	23%	30%	*	-	-	-	-
	Male	25%	17%	13%	7%	13%	*	*	-	-	*	9%	20%	0%	14%	30%	13%	-	-	-	-	-

Texas Education Agency  
2022 Federal Report Card  
ELLIS EL (220901142) - ARLINGTON ISD - TARRANT 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%	14%	11%	6%	17%	*	-	*	-	*	5%	33%	-	11%	*	-	11%	-	-	-	-
Science	All Students	17%	12%	12%	9%	5%	33%	*	*	-	*	9%	19%	0%	13%	0%	8%	18%	-	-	-	-
	CWD	9%	6%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	19%	12%	13%	10%	5%	33%	*	*	-	*	10%	19%	-	13%	0%	9%	18%	-	-	-	-
	EL	9%	8%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	20%	14%	8%	11%	0%	*	*	-	-	*	9%	7%	0%	9%	0%	8%	-	-	-	-	-
	Female	15%	10%	18%	6%	17%	*	-	*	-	*	9%	50%	-	18%	*	-	18%	-	-	-	-
Grade 6																						
Reading	All Students	23%	21%	13%	11%	10%	*	-	*	-	*	10%	24%	10%	14%	7%	11%	16%	-	*	-	*
	CWD	8%	7%	10%	13%	*	-	-	-	-	-	10%	-	10%	-	*	*	17%	-	*	-	-
	CWOD	25%	23%	14%	11%	11%	*	-	*	-	*	10%	24%	-	14%	8%	12%	16%	-	*	-	*
	EL	9%	15%	7%	-	0%	*	-	*	-	-	0%	*	*	8%	7%	17%	0%	-	-	-	-
	Male	21%	19%	11%	4%	0%	-	-	*	-	*	4%	30%	*	12%	17%	11%	-	-	-	-	-
	Female	25%	23%	16%	17%	15%	*	-	*	-	-	15%	18%	17%	16%	0%	-	16%	-	*	-	*
Mathematics	All Students	16%	16%	10%	5%	25%	*	-	*	-	*	10%	10%	20%	9%	21%	16%	6%	-	*	-	*
	CWD	8%	9%	20%	13%	*	-	-	-	-	-	20%	-	20%	-	*	*	17%	-	*	-	-
	CWOD	17%	17%	9%	4%	22%	*	-	*	-	*	9%	10%	-	9%	23%	15%	4%	-	*	-	*
	EL	7%	14%	21%	-	25%	*	-	*	-	-	27%	*	*	23%	21%	50%	0%	-	-	-	-
	Male	17%	18%	16%	4%	57%	-	-	*	-	*	18%	10%	*	15%	50%	16%	-	-	-	-	-
	Female	14%	13%	6%	6%	8%	*	-	*	-	-	5%	9%	17%	4%	0%	-	6%	-	*	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	57%	51%	65%	72%	*	91%	*	71%	53%	70%	34%	59%	67%	52%	62%	-	13%	-	*
	CWD	44%	36%	34%	27%	60%	*	-	*	-	-	31%	*	34%	-	62%	35%	32%	-	*	-	-
	CWOD	77%	70%	59%	54%	66%	79%	*	100%	*	71%	55%	70%	-	59%	67%	54%	64%	-	17%	-	*
	EL	59%	58%	67%	63%	65%	100%	-	*	-	-	67%	67%	62%	67%	67%	67%	67%	-	*	-	-
	Male	71%	63%	52%	46%	60%	79%	*	*	*	75%	46%	70%	35%	54%	67%	52%	-	-	10%	-	-
	Female	75%	68%	62%	57%	71%	67%	-	86%	-	60%	59%	70%	32%	64%	67%	-	62%	-	17%	-	*
Reading	All Students	74%	67%	63%	59%	69%	75%	*	100%	*	67%	59%	75%	37%	65%	70%	56%	70%	-	13%	-	*
	CWD	43%	35%	37%	30%	57%	*	-	*	-	-	32%	*	37%	-	50%	37%	36%	-	*	-	-
	CWOD	78%	72%	65%	61%	70%	83%	*	*	*	67%	62%	75%	-	65%	72%	58%	72%	-	17%	-	*
	EL	57%	57%	70%	71%	67%	*	-	*	-	-	69%	75%	50%	72%	70%	75%	63%	-	*	-	-
	Male	70%	63%	56%	49%	64%	75%	*	*	*	71%	50%	71%	37%	58%	75%	56%	-	-	20%	-	-
	Female	78%	73%	70%	68%	73%	75%	-	*	-	*	67%	79%	36%	72%	63%	-	70%	-	*	-	*
Mathematics	All Students	71%	64%	52%	45%	62%	65%	*	80%	*	78%	47%	66%	30%	54%	64%	48%	55%	-	13%	-	*
	CWD	44%	36%	30%	25%	57%	*	-	*	-	-	29%	*	30%	-	67%	32%	27%	-	*	-	-
	CWOD	75%	67%	54%	47%	63%	72%	*	*	*	78%	49%	66%	-	54%	63%	50%	57%	-	17%	-	*
	EL	61%	61%	64%	43%	64%	*	-	*	-	-	65%	58%	67%	63%	64%	58%	70%	-	*	-	-
	Male	71%	63%	48%	42%	52%	75%	*	*	*	86%	40%	71%	32%	50%	58%	48%	-	-	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	71%	64%	55%	48%	71%	58%	-	*	-	*	54%	60%	27%	57%	70%	-	55%	-	*	-	*
Science	All Students	74%	66%	54%	45%	62%	83%	*	*	-	*	51%	62%	40%	55%	69%	56%	50%	-	-	-	-
	CWD	47%	38%	40%	*	*	-	-	-	-	-	40%	-	40%	-	*	40%	-	-	-	-	-
	CWOD	78%	69%	55%	48%	60%	83%	*	*	-	*	52%	62%	-	55%	67%	58%	50%	-	-	-	-
	EL	58%	56%	69%	*	64%	-	-	-	-	-	70%	*	*	67%	69%	70%	*	-	-	-	-
	Male	74%	65%	56%	48%	67%	*	*	-	-	*	55%	60%	40%	58%	70%	56%	-	-	-	-	-
	Female	75%	66%	50%	41%	50%	*	-	*	-	*	45%	67%	-	50%	*	-	50%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	28%	23%	31%	48%	*	73%	*	52%	23%	42%	14%	29%	35%	28%	27%	-	0%	-	*
	CWD	23%	18%	14%	11%	27%	*	-	*	-	-	13%	*	14%	-	31%	14%	14%	-	*	-	-
	CWOD	50%	42%	29%	24%	31%	52%	*	89%	*	52%	24%	42%	-	29%	36%	30%	28%	-	0%	-	*
	EL	29%	30%	35%	38%	32%	67%	-	*	-	-	35%	37%	31%	36%	35%	44%	24%	-	*	-	-
	Male	45%	38%	28%	21%	32%	68%	*	*	*	50%	23%	41%	14%	30%	44%	28%	-	-	0%	-	-
	Female	48%	41%	27%	24%	29%	33%	-	57%	-	60%	22%	42%	14%	28%	24%	-	27%	-	0%	-	*
Reading	All Students	52%	45%	36%	32%	38%	55%	*	60%	*	67%	31%	52%	10%	38%	39%	34%	38%	-	0%	-	*
	CWD	24%	19%	10%	10%	14%	*	-	*	-	-	11%	*	10%	-	17%	11%	9%	-	*	-	-
	CWOD	56%	48%	38%	34%	40%	61%	*	*	*	67%	33%	53%	-	38%	42%	37%	40%	-	0%	-	*
	EL	31%	33%	39%	43%	36%	*	-	*	-	-	44%	17%	17%	42%	39%	50%	27%	-	*	-	-
	Male	47%	41%	34%	27%	38%	63%	*	*	*	71%	29%	50%	11%	37%	50%	34%	-	-	0%	-	-
	Female	56%	49%	38%	37%	38%	50%	-	*	-	*	33%	53%	9%	40%	27%	-	38%	-	*	-	*
Mathematics	All Students	41%	33%	19%	13%	26%	40%	*	80%	*	33%	15%	32%	17%	19%	30%	21%	18%	-	0%	-	*
	CWD	22%	17%	17%	10%	43%	*	-	*	-	-	14%	*	17%	-	50%	16%	18%	-	*	-	-
	CWOD	44%	35%	19%	13%	24%	44%	*	*	*	33%	15%	31%	-	19%	28%	22%	17%	-	0%	-	*
	EL	29%	29%	30%	29%	27%	*	-	*	-	-	26%	50%	50%	28%	30%	36%	23%	-	*	-	-
	Male	42%	34%	21%	13%	29%	75%	*	*	*	29%	17%	33%	16%	22%	36%	21%	-	-	0%	-	-
	Female	40%	33%	18%	13%	23%	17%	-	*	-	*	13%	30%	18%	17%	23%	-	18%	-	*	-	*
Science	All Students	46%	37%	28%	23%	24%	50%	*	*	-	*	22%	43%	20%	28%	38%	31%	21%	-	-	-	-
	CWD	23%	17%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	20%	-	-	-	-	-
	CWOD	49%	39%	28%	23%	25%	50%	*	*	-	*	22%	43%	-	28%	42%	33%	21%	-	-	-	-
	EL	25%	25%	38%	*	36%	-	-	-	-	-	30%	*	*	42%	38%	50%	*	-	-	-	-
	Male	47%	37%	31%	30%	27%	*	*	-	-	*	27%	40%	20%	33%	50%	31%	-	-	-	-	-
	Female	45%	36%	21%	12%	17%	*	-	*	-	*	14%	50%	-	21%	*	-	21%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						



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All Subjects	All Students	22%	17%	13%	9%	15%	35%	*	45%	*	24%	10%	19%	8%	13%	17%	13%	13%	-	0%	-	*
	CWD	9%	6%	8%	9%	7%	*	-	*	-	-	8%	*	8%	-	15%	7%	9%	-	*	-	-
	CWOD	24%	18%	13%	9%	16%	38%	*	56%	*	24%	11%	20%	-	13%	17%	14%	13%	-	0%	-	*
	EL	12%	12%	17%	25%	15%	33%	-	*	-	-	19%	11%	15%	17%	17%	22%	11%	-	*	-	-
	Male	21%	16%	13%	8%	15%	47%	*	*	*	19%	11%	17%	7%	14%	22%	13%	-	-	0%	-	-
	Female	23%	18%	13%	9%	15%	26%	-	29%	-	40%	10%	22%	9%	13%	11%	-	13%	-	0%	-	*
Reading	All Students	25%	20%	18%	13%	20%	45%	*	60%	*	33%	15%	27%	7%	19%	23%	16%	19%	-	0%	-	*
	CWD	9%	6%	7%	10%	0%	*	-	*	-	-	7%	*	7%	-	17%	5%	9%	-	*	-	-
	CWOD	27%	21%	19%	13%	22%	50%	*	*	*	33%	16%	28%	-	19%	23%	18%	20%	-	0%	-	*
	EL	13%	14%	23%	29%	20%	*	-	*	-	-	24%	17%	17%	23%	23%	25%	20%	-	*	-	-
	Male	22%	17%	16%	12%	17%	50%	*	*	*	29%	15%	21%	5%	18%	25%	16%	-	-	0%	-	-
	Female	28%	22%	19%	14%	23%	42%	-	*	-	*	15%	33%	9%	20%	20%	-	19%	-	*	-	*
Mathematics	All Students	20%	14%	8%	4%	12%	25%	*	20%	*	11%	6%	12%	10%	8%	15%	11%	5%	-	0%	-	*
	CWD	9%	6%	10%	10%	14%	*	-	*	-	-	11%	*	10%	-	17%	11%	9%	-	*	-	-
	CWOD	21%	16%	8%	3%	12%	28%	*	*	*	11%	6%	12%	-	8%	15%	11%	5%	-	0%	-	*
	EL	12%	12%	15%	29%	13%	*	-	*	-	-	17%	8%	17%	15%	15%	25%	3%	-	*	-	-
	Male	21%	15%	11%	4%	19%	50%	*	*	*	14%	9%	17%	11%	11%	25%	11%	-	-	0%	-	-
	Female	19%	13%	5%	4%	6%	8%	-	*	-	*	4%	7%	9%	5%	3%	-	5%	-	*	-	*
Science	All Students	20%	15%	12%	9%	5%	33%	*	*	-	*	9%	19%	0%	13%	0%	8%	18%	-	-	-	-
	CWD	8%	5%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	22%	16%	13%	10%	5%	33%	*	*	-	*	10%	19%	-	13%	0%	9%	18%	-	-	-	-
	EL	7%	8%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	22%	15%	8%	11%	0%	*	*	-	-	*	9%	7%	0%	9%	0%	8%	-	-	-	-	-
	Female	19%	14%	18%	6%	17%	*	-	*	-	*	9%	50%	-	18%	*	-	18%	-	-	-	-

- 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	82	83	79	88	*	*	-	67	79	78	84
CWD	78	92	*	-	-	-	-	-	78	78	*
CWOD	82	82	84	88	*	*	-	67	79	-	89
EL ◇	84	80	84	-	-	*	-	-	81	*	84
Male	75	77	74	*	*	*	-	60	71	65	85
Female	89	89	89	88	-	*	-	*	89	100	80
<b>Mathematics</b>											
All Students	75	74	80	69	*	*	-	58	75	67	80
CWD	67	67	67	-	-	-	-	-	65	67	80
CWOD	76	75	82	69	*	*	-	58	76	-	80
EL ◇	80	60	85	*	-	*	-	-	80	80	80
Male	75	78	74	*	*	*	-	50	75	70	76
Female	74	70	92	56	-	*	-	*	74	63	91

- 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
118	14	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	33	28	37	52	*	70	*	49	29	19	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	N	Y	Y						N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	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	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%
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%	-
	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%	-	-
	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%	-
	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%	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%	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%	100%	100%	-
	EL	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	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%	-
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%	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%	-
Reading	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	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%	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%	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%	0%	-
	Male	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	-	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-
	Male	0%	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	*	-	0%	-

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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	19	13	5	0	0	0	0	1	1		
	Female	9	8	1	0	0	0	0	0	0		
	Total	28	21	6	0	0	0	0	1	1		
<b>Out-of-School Suspensions</b>												
	Male	7	5	2	0	0	0	0	0	0		
	Female	6	5	1	0	0	0	0	0	0		
	Total	13	10	3	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	5	3	1	1	0	0	0	0	0		1
	Female	2	2	0	0	0	0	0	0	0		1
	Total	7	5	1	1	0	0	0	0	0		2
<b>Out-of-School Suspensions</b>												
	Male	4	2	1	1	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	2	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>												



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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	71	32	29	2	1	-8	1	6	12	13	-8
	Female	61	30	23	5	-8	-8	1	2	11	2	-8
	Total	132	62	52	7	1	-8	2	8	23	15	-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	22	8	6	3	0	3	0	2	11	2
	Female	31	9	12	4	1	3	2	0	18	0
	Total	53	17	18	7	1	6	2	2	29	2
<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	1.5	3.2%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.8	1.8%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	3%
Mathematics	6,177	2%	59	1%	*	3%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	6	1%
Reading	48,805	1%	354	1%	*	1%
Mathematics	43,293	1%	319	1%	*	1%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	33%	38%	26%	19%	20%	0%	*	36%	36%	34%	22%

- 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 and 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%	68%	76%	73%	71%	60%	-	94%	-	*	73%	88%	62%	79%	83%	78%	74%	-	*	-	*	
	CWD	52%	42%	62%	40%	*	*	-	*	-	-	60%	*	62%	-	*	70%	*	-	*	-	-	
	CWOD	80%	72%	79%	80%	70%	*	-	93%	-	*	76%	92%	-	79%	84%	81%	78%	-	-	-	*	
	EL	66%	64%	83%	*	70%	*	-	93%	-	-	77%	100%	*	84%	83%	76%	92%	-	-	-	-	
	Male	74%	64%	78%	69%	85%	*	-	88%	-	-	75%	89%	70%	81%	76%	78%	-	-	*	-	-	
	Female	78%	71%	74%	79%	50%	*	-	100%	-	*	71%	86%	*	78%	92%	-	74%	-	-	-	*	
Mathematics	All Students	70%	61%	68%	57%	67%	80%	-	88%	-	*	68%	69%	62%	70%	79%	71%	66%	-	*	-	*	
	CWD	46%	38%	62%	40%	*	*	-	*	-	-	60%	*	62%	-	*	60%	*	-	*	-	-	
	CWOD	74%	64%	70%	60%	70%	*	-	86%	-	*	70%	69%	-	70%	80%	74%	66%	-	-	-	*	
	EL	64%	61%	79%	*	70%	*	-	87%	-	-	73%	100%	*	80%	79%	76%	83%	-	-	-	-	
	Male	72%	62%	71%	56%	77%	*	-	88%	-	-	72%	67%	60%	74%	76%	71%	-	-	*	-	-	
	Female	68%	59%	66%	57%	50%	*	-	88%	-	*	64%	71%	*	66%	83%	-	66%	-	-	-	*	
Grade 4																							
Reading	All Students	76%	68%	78%	80%	71%	100%	-	85%	-	*	75%	86%	44%	82%	69%	78%	78%	-	-	-	*	
	CWD	48%	39%	44%	*	*	*	-	-	-	*	38%	*	44%	-	*	38%	*	-	-	-	-	
	CWOD	81%	72%	82%	82%	76%	100%	-	85%	-	-	80%	86%	-	82%	74%	90%	78%	-	-	-	*	
	EL	66%	63%	69%	-	54%	*	-	83%	-	-	63%	86%	*	74%	69%	70%	69%	-	-	-	-	
	Male	73%	64%	78%	75%	63%	*	-	*	-	*	72%	89%	38%	90%	70%	78%	-	-	-	-	-	
	Female	79%	72%	78%	79%	75%	*	-	78%	-	-	76%	85%	*	78%	69%	-	78%	-	-	-	*	
Mathematics	All Students	68%	56%	63%	48%	57%	83%	-	85%	-	*	58%	73%	44%	64%	69%	67%	60%	-	-	-	*	
	CWD	42%	32%	44%	*	*	*	-	-	-	*	50%	*	44%	-	*	50%	*	-	-	-	-	
	CWOD	73%	60%	64%	57%	56%	80%	-	85%	-	-	58%	76%	-	64%	70%	70%	61%	-	-	-	*	
	EL	63%	58%	69%	-	54%	*	-	83%	-	-	63%	86%	*	70%	69%	80%	63%	-	-	-	-	
	Male	70%	58%	67%	42%	75%	*	-	*	-	*	61%	78%	50%	70%	80%	67%	-	-	-	-	-	
	Female	67%	55%	60%	50%	50%	*	-	78%	-	-	56%	69%	*	61%	63%	-	60%	-	-	-	*	
Grade 5																							
Reading	All Students	80%	75%	86%	84%	85%	90%	-	100%	-	*	86%	85%	33%	93%	94%	77%	100%	-	-	-	-	
	CWD	50%	44%	33%	*	*	*	-	*	-	*	33%	-	33%	-	*	25%	*	-	-	-	-	
	CWOD	85%	79%	93%	86%	100%	100%	-	100%	-	*	96%	85%	-	93%	100%	87%	100%	-	-	-	-	
	EL	71%	72%	94%	*	86%	*	-	100%	-	-	92%	100%	*	100%	94%	88%	100%	-	-	-	-	
	Male	77%	72%	77%	75%	75%	80%	-	100%	-	*	78%	70%	25%	87%	88%	77%	-	-	-	-	-	
	Female	83%	78%	100%	100%	100%	100%	-	100%	-	-	100%	100%	*	100%	100%	-	100%	-	-	-	-	
Mathematics	All Students	76%	65%	68%	61%	70%	80%	-	86%	-	*	67%	70%	22%	74%	72%	55%	87%	-	-	-	-	
	CWD	50%	38%	22%	*	*	*	-	*	-	*	22%	-	22%	-	*	13%	*	-	-	-	-	
	CWOD	80%	69%	74%	66%	88%	78%	-	85%	-	*	76%	70%	-	74%	75%	64%	87%	-	-	-	-	
	EL	70%	66%	72%	*	57%	*	-	100%	-	-	75%	67%	*	75%	72%	38%	100%	-	-	-	-	
	Male	75%	65%	55%	55%	50%	80%	-	71%	-	*	57%	50%	13%	64%	38%	55%	-	-	-	-	-	
	Female	76%	66%	87%	73%	100%	80%	-	100%	-	-	86%	90%	*	87%	100%	-	87%	-	-	-	-	

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Science	All Students	65%	54%	61%	45%	55%	90%	-	86%	-	*	61%	58%	33%	63%	67%	54%	68%	-	-	-	-	
	CWD	40%	33%	33%	*	*	*	-	*	-	-	33%	-	33%	-	*	25%	*	-	-	-	-	
	CWOD	69%	57%	63%	48%	63%	89%	-	85%	-	*	65%	58%	-	63%	69%	61%	67%	-	-	-	-	
	EL	52%	49%	67%	*	29%	*	-	100%	-	-	75%	50%	*	69%	67%	50%	80%	-	-	-	-	
	Male	67%	57%	54%	40%	58%	100%	-	71%	-	*	58%	40%	25%	61%	50%	54%	-	-	-	-	-	
	Female	63%	52%	68%	55%	50%	80%	-	100%	-	-	67%	70%	*	67%	80%	-	68%	-	-	-	-	
Grade 6																							
Reading	All Students	69%	68%	77%	66%	84%	86%	-	100%	*	*	75%	81%	22%	83%	85%	80%	75%	-	*	-	-	
	CWD	38%	38%	22%	20%	*	*	-	-	*	-	0%	*	22%	-	*	29%	*	-	-	-	-	
	CWOD	74%	73%	83%	73%	88%	100%	-	100%	-	*	83%	83%	-	83%	88%	92%	78%	-	*	-	-	
	EL	53%	61%	85%	*	75%	*	-	100%	-	-	84%	88%	*	88%	85%	100%	79%	-	*	-	-	
	Male	66%	64%	80%	67%	100%	*	-	*	*	-	72%	92%	29%	92%	100%	80%	-	-	*	-	-	
	Female	72%	72%	75%	65%	75%	*	-	100%	-	*	76%	71%	*	78%	79%	-	75%	-	-	-	-	
Mathematics	All Students	72%	70%	75%	66%	76%	71%	-	100%	*	*	72%	81%	44%	79%	81%	77%	73%	-	*	-	-	
	CWD	47%	47%	44%	40%	*	*	-	-	*	-	17%	*	44%	-	*	57%	*	-	-	-	-	
	CWOD	76%	74%	79%	70%	79%	80%	-	100%	-	*	79%	78%	-	79%	84%	83%	76%	-	*	-	-	
	EL	61%	69%	81%	*	81%	*	-	100%	-	-	84%	75%	*	84%	81%	100%	74%	-	*	-	-	
	Male	73%	70%	77%	67%	89%	*	-	*	*	-	63%	100%	57%	83%	100%	77%	-	-	*	-	-	
	Female	72%	70%	73%	65%	69%	*	-	100%	-	*	76%	64%	*	76%	74%	-	73%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	46%	37%	50%	40%	-	56%	-	*	38%	75%	31%	49%	48%	44%	49%	-	*	-	*	
	CWD	30%	24%	31%	20%	*	*	-	*	-	-	20%	*	31%	-	*	30%	*	-	*	-	-	
	CWOD	54%	44%	49%	40%	55%	*	-	57%	-	*	42%	77%	-	49%	52%	48%	50%	-	-	-	*	
	EL	37%	36%	48%	*	40%	*	-	53%	-	-	36%	86%	*	52%	48%	35%	67%	-	-	-	-	
	Male	49%	40%	44%	38%	54%	*	-	38%	-	-	34%	78%	30%	48%	35%	44%	-	-	*	-	-	
	Female	52%	43%	49%	36%	42%	*	-	75%	-	*	43%	71%	*	50%	67%	-	49%	-	-	-	*	
Mathematics	All Students	42%	32%	41%	27%	29%	60%	-	75%	-	*	38%	50%	31%	43%	62%	49%	31%	-	*	-	*	
	CWD	27%	19%	31%	20%	*	*	-	*	-	-	20%	*	31%	-	*	40%	*	-	*	-	-	
	CWOD	45%	34%	43%	28%	35%	*	-	71%	-	*	42%	46%	-	43%	64%	52%	34%	-	-	-	*	
	EL	35%	32%	62%	*	40%	*	-	73%	-	-	55%	86%	*	64%	62%	65%	58%	-	-	-	-	
	Male	45%	35%	49%	38%	38%	*	-	75%	-	-	47%	56%	40%	52%	65%	49%	-	-	*	-	-	
	Female	39%	30%	31%	14%	17%	*	-	75%	-	*	29%	43%	*	34%	58%	-	31%	-	-	-	*	
Grade 4																							
Reading	All Students	53%	45%	51%	40%	36%	100%	-	85%	-	*	43%	68%	22%	54%	50%	56%	48%	-	-	-	*	
	CWD	29%	21%	22%	*	*	*	-	-	-	*	25%	*	22%	-	*	25%	*	-	-	-	-	
	CWOD	57%	48%	54%	45%	36%	100%	-	85%	-	-	45%	71%	-	54%	52%	65%	49%	-	-	-	*	
	EL	41%	40%	50%	-	15%	*	-	83%	-	-	42%	71%	*	52%	50%	60%	44%	-	-	-	-	
	Male	51%	43%	56%	42%	38%	*	-	*	-	*	44%	78%	25%	65%	60%	56%	-	-	-	-	-	

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Reading	Female	55%	46%	48%	36%	35%	*	-	78%	-	-	42%	62%	*	49%	44%	-	48%	-	-	-	*
Mathematics	All Students	42%	29%	39%	24%	32%	50%	-	77%	-	*	36%	45%	11%	42%	50%	37%	40%	-	-	-	*
	CWD	25%	18%	11%	*	*	*	-	-	-	*	13%	*	11%	-	*	13%	*	-	-	-	-
	CWOD	45%	31%	42%	29%	36%	40%	-	77%	-	-	40%	48%	-	42%	57%	45%	41%	-	-	-	*
	EL	34%	29%	50%	-	15%	*	-	83%	-	-	42%	71%	*	57%	50%	40%	56%	-	-	-	-
	Male	45%	32%	37%	25%	25%	*	-	*	-	*	33%	44%	13%	45%	40%	37%	-	-	-	-	-
	Female	38%	26%	40%	21%	35%	*	-	67%	-	-	38%	46%	*	41%	56%	-	40%	-	-	-	*
Grade 5																						
Reading	All Students	57%	49%	50%	45%	40%	60%	-	79%	-	*	47%	60%	33%	52%	56%	47%	55%	-	-	-	-
	CWD	29%	22%	33%	*	*	*	-	*	-	*	33%	-	33%	-	*	25%	*	-	-	-	-
	CWOD	61%	52%	52%	45%	44%	67%	-	77%	-	*	49%	60%	-	52%	56%	51%	53%	-	-	-	-
	EL	43%	44%	56%	*	29%	*	-	75%	-	-	58%	50%	*	56%	56%	38%	70%	-	-	-	-
	Male	53%	46%	47%	50%	33%	60%	-	71%	-	*	46%	50%	25%	51%	38%	47%	-	-	-	-	-
	Female	60%	52%	55%	36%	50%	60%	-	86%	-	-	48%	70%	*	53%	70%	-	55%	-	-	-	-
Mathematics	All Students	47%	36%	35%	16%	30%	40%	-	86%	-	*	31%	45%	11%	38%	56%	28%	45%	-	-	-	-
	CWD	25%	17%	11%	*	*	*	-	*	-	*	11%	-	11%	-	*	0%	*	-	-	-	-
	CWOD	50%	38%	38%	17%	38%	44%	-	85%	-	*	35%	45%	-	38%	56%	33%	43%	-	-	-	-
	EL	38%	35%	56%	*	14%	*	-	100%	-	-	58%	50%	*	56%	56%	38%	70%	-	-	-	-
	Male	48%	37%	28%	10%	33%	40%	-	71%	-	*	27%	30%	0%	33%	38%	28%	-	-	-	-	-
	Female	46%	35%	45%	27%	25%	40%	-	100%	-	-	38%	60%	*	43%	70%	-	45%	-	-	-	-
Science	All Students	38%	28%	39%	26%	40%	40%	-	71%	-	*	35%	53%	22%	41%	50%	37%	42%	-	-	-	-
	CWD	23%	16%	22%	*	*	*	-	*	-	-	22%	-	22%	-	*	13%	*	-	-	-	-
	CWOD	40%	29%	41%	28%	44%	44%	-	69%	-	*	37%	53%	-	41%	50%	42%	40%	-	-	-	-
	EL	24%	23%	50%	*	14%	*	-	88%	-	-	50%	50%	*	50%	50%	25%	70%	-	-	-	-
	Male	41%	31%	37%	25%	50%	40%	-	57%	-	*	36%	40%	13%	42%	25%	37%	-	-	-	-	-
	Female	34%	24%	42%	27%	25%	40%	-	86%	-	-	33%	60%	*	40%	70%	-	42%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	42%	26%	52%	57%	-	78%	*	*	35%	58%	22%	44%	67%	50%	38%	-	*	-	-
	CWD	21%	20%	22%	20%	*	*	-	-	*	-	0%	*	22%	-	*	29%	*	-	-	-	-
	CWOD	46%	45%	44%	27%	54%	60%	-	78%	-	*	38%	57%	-	44%	68%	54%	39%	-	*	-	-
	EL	24%	34%	67%	*	63%	*	-	86%	-	-	63%	75%	*	68%	67%	75%	63%	-	*	-	-
	Male	40%	40%	50%	40%	56%	*	-	*	*	-	33%	75%	29%	54%	75%	50%	-	-	*	-	-
	Female	45%	44%	38%	15%	50%	*	-	83%	-	*	35%	43%	*	39%	63%	-	38%	-	-	-	-
Mathematics	All Students	38%	37%	44%	23%	56%	71%	-	89%	*	*	38%	58%	22%	47%	63%	55%	38%	-	*	-	-
	CWD	20%	21%	22%	20%	*	*	-	-	*	-	0%	*	22%	-	*	29%	*	-	-	-	-
	CWOD	41%	40%	47%	23%	58%	80%	-	89%	-	*	43%	57%	-	47%	64%	63%	39%	-	*	-	-
	EL	24%	35%	63%	*	50%	*	-	100%	-	-	63%	63%	*	64%	63%	88%	53%	-	*	-	-
	Male	40%	39%	55%	33%	78%	*	-	*	*	-	42%	75%	29%	63%	88%	55%	-	-	*	-	-
	Female	36%	35%	38%	15%	44%	*	-	83%	-	*	35%	43%	*	39%	53%	-	38%	-	-	-	-

Texas Education Agency  
2022 Federal Report Card  
FARRELL EL (220901143) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	25%	23%	29%	20%	-	25%	-	*	20%	44%	15%	27%	28%	27%	23%	-	*	-	*
	CWD	12%	8%	15%	0%	*	*	-	*	-	-	0%	*	15%	-	*	20%	*	-	*	-	-
	CWOD	32%	25%	27%	28%	35%	*	-	21%	-	*	24%	38%	-	27%	28%	29%	25%	-	-	-	*
	EL	19%	20%	28%	*	30%	*	-	20%	-	-	18%	57%	*	28%	28%	29%	25%	-	-	-	-
	Male	28%	21%	27%	25%	23%	*	-	38%	-	-	19%	56%	20%	29%	29%	27%	-	-	*	-	-
	Female	31%	25%	23%	21%	33%	*	-	13%	-	*	21%	29%	*	25%	25%	-	23%	-	-	-	*
Mathematics	All Students	20%	14%	20%	17%	13%	40%	-	31%	-	*	15%	38%	8%	22%	31%	20%	20%	-	*	-	*
	CWD	10%	6%	8%	0%	*	*	-	*	-	-	0%	*	8%	-	*	10%	*	-	*	-	-
	CWOD	22%	15%	22%	20%	15%	*	-	36%	-	*	18%	38%	-	22%	36%	23%	22%	-	-	-	*
	EL	15%	15%	31%	*	20%	*	-	33%	-	-	23%	57%	*	36%	31%	24%	42%	-	-	-	-
	Male	23%	16%	20%	19%	8%	*	-	25%	-	-	13%	44%	10%	23%	24%	20%	-	-	*	-	-
	Female	18%	12%	20%	14%	17%	*	-	38%	-	*	18%	29%	*	22%	42%	-	20%	-	-	-	*
Grade 4																						
Reading	All Students	28%	22%	25%	20%	21%	17%	-	46%	-	*	22%	32%	0%	28%	27%	26%	24%	-	-	-	*
	CWD	10%	7%	0%	*	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	31%	24%	28%	23%	24%	20%	-	46%	-	-	25%	33%	-	28%	30%	35%	24%	-	-	-	*
	EL	18%	18%	27%	-	8%	*	-	50%	-	-	21%	43%	*	30%	27%	40%	19%	-	-	-	-
	Male	26%	22%	26%	25%	13%	*	-	*	-	*	17%	44%	0%	35%	40%	26%	-	-	-	-	-
	Female	29%	22%	24%	14%	25%	*	-	33%	-	-	24%	23%	*	24%	19%	-	24%	-	-	-	*
Mathematics	All Students	22%	14%	17%	4%	14%	17%	-	46%	-	*	22%	5%	11%	17%	23%	22%	13%	-	-	-	*
	CWD	10%	6%	11%	*	*	*	-	-	-	*	13%	*	11%	-	*	13%	*	-	-	-	-
	CWOD	25%	15%	17%	5%	16%	0%	-	46%	-	-	23%	5%	-	17%	26%	25%	14%	-	-	-	*
	EL	16%	14%	23%	-	0%	*	-	50%	-	-	26%	14%	*	26%	23%	30%	19%	-	-	-	-
	Male	25%	16%	22%	8%	13%	*	-	*	-	*	28%	11%	13%	25%	30%	22%	-	-	-	-	-
	Female	19%	12%	13%	0%	15%	*	-	33%	-	-	19%	0%	*	14%	19%	-	13%	-	-	-	*
Grade 5																						
Reading	All Students	36%	29%	26%	16%	20%	40%	-	50%	-	*	21%	40%	11%	28%	33%	21%	32%	-	-	-	-
	CWD	12%	10%	11%	*	*	*	-	*	-	*	11%	-	11%	-	*	0%	*	-	-	-	-
	CWOD	40%	32%	28%	17%	25%	44%	-	46%	-	*	22%	40%	-	28%	31%	26%	30%	-	-	-	-
	EL	23%	25%	33%	*	29%	*	-	50%	-	-	33%	33%	*	31%	33%	0%	60%	-	-	-	-
	Male	32%	27%	21%	20%	17%	40%	-	29%	-	*	22%	20%	0%	26%	0%	21%	-	-	-	-	-
	Female	39%	31%	32%	9%	25%	40%	-	71%	-	-	19%	60%	*	30%	60%	-	32%	-	-	-	-
Mathematics	All Students	24%	16%	15%	10%	5%	20%	-	43%	-	*	12%	25%	11%	16%	22%	15%	16%	-	-	-	-
	CWD	9%	6%	11%	*	*	*	-	*	-	*	11%	-	11%	-	*	0%	*	-	-	-	-
	CWOD	26%	17%	16%	10%	6%	22%	-	38%	-	*	12%	25%	-	16%	19%	18%	13%	-	-	-	-
	EL	17%	15%	22%	*	0%	*	-	50%	-	-	17%	33%	*	19%	22%	13%	30%	-	-	-	-
	Male	25%	17%	15%	5%	8%	40%	-	43%	-	*	14%	20%	0%	18%	13%	15%	-	-	-	-	-

Texas Education Agency  
2022 Federal Report Card  
**FARRELL EL (220901143) - ARLINGTON ISD - TARRANT 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%	14%	16%	18%	0%	0%	-	43%	-	-	10%	30%	*	13%	30%	-	16%	-	-	-	-
Science	All Students	17%	12%	22%	16%	20%	30%	-	36%	-	*	19%	32%	0%	25%	17%	24%	19%	-	-	-	-
	CWD	9%	6%	0%	*	*	*	-	*	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	19%	12%	25%	17%	25%	33%	-	38%	-	*	22%	32%	-	25%	19%	29%	20%	-	-	-	-
	EL	9%	8%	17%	*	0%	*	-	38%	-	-	8%	33%	*	19%	17%	13%	20%	-	-	-	-
	Male	20%	14%	24%	15%	25%	40%	-	43%	-	*	22%	30%	0%	29%	13%	24%	-	-	-	-	-
	Female	15%	10%	19%	18%	13%	20%	-	29%	-	-	14%	30%	*	20%	20%	-	19%	-	-	-	-
Grade 6																						
Reading	All Students	23%	21%	23%	20%	24%	29%	-	33%	*	*	17%	35%	11%	24%	26%	27%	21%	-	*	-	-
	CWD	8%	7%	11%	20%	*	*	-	-	*	-	0%	*	11%	-	*	14%	*	-	-	-	-
	CWOD	25%	23%	24%	20%	25%	40%	-	33%	-	*	19%	35%	-	24%	28%	29%	22%	-	*	-	-
	EL	9%	15%	26%	*	25%	*	-	29%	-	-	26%	25%	*	28%	26%	25%	26%	-	*	-	-
	Male	21%	19%	27%	27%	22%	*	-	*	*	-	17%	42%	14%	29%	25%	27%	-	-	*	-	-
	Female	25%	23%	21%	15%	25%	*	-	33%	-	*	18%	29%	*	22%	26%	-	21%	-	-	-	-
Mathematics	All Students	16%	16%	27%	11%	28%	57%	-	67%	*	*	21%	38%	11%	29%	41%	29%	25%	-	*	-	-
	CWD	8%	9%	11%	20%	*	*	-	-	*	-	0%	*	11%	-	*	14%	*	-	-	-	-
	CWOD	17%	17%	29%	10%	29%	80%	-	67%	-	*	23%	39%	-	29%	44%	33%	26%	-	*	-	-
	EL	7%	14%	41%	*	31%	*	-	71%	-	-	42%	38%	*	44%	41%	50%	37%	-	*	-	-
	Male	17%	18%	29%	20%	22%	*	-	*	*	-	26%	33%	14%	33%	50%	29%	-	-	*	-	-
	Female	14%	13%	25%	5%	31%	*	-	50%	-	*	18%	43%	*	26%	37%	-	25%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	72%	65%	71%	85%	-	91%	*	41%	71%	77%	45%	76%	78%	70%	75%	-	*	-	83%
	CWD	44%	36%	45%	30%	36%	69%	-	100%	*	20%	39%	71%	45%	-	58%	44%	47%	-	*	-	-
	CWOD	77%	70%	76%	69%	76%	87%	-	90%	-	50%	76%	77%	-	76%	80%	77%	76%	-	*	-	83%
	EL	59%	58%	78%	75%	66%	73%	-	92%	-	-	76%	84%	58%	80%	78%	76%	80%	-	*	-	-
	Male	71%	63%	70%	62%	74%	82%	-	88%	*	18%	68%	76%	44%	77%	76%	70%	-	-	*	-	-
	Female	75%	68%	75%	69%	68%	87%	-	93%	-	83%	74%	78%	47%	76%	80%	-	75%	-	-	-	83%
Reading	All Students	74%	67%	79%	75%	77%	89%	-	94%	*	43%	77%	85%	45%	84%	82%	78%	81%	-	*	-	*
	CWD	43%	35%	45%	38%	42%	50%	-	*	*	*	38%	71%	45%	-	55%	44%	43%	-	*	-	-
	CWOD	78%	72%	84%	80%	82%	95%	-	94%	-	60%	84%	86%	-	84%	85%	87%	82%	-	*	-	*
	EL	57%	57%	82%	100%	70%	86%	-	93%	-	-	78%	93%	55%	85%	82%	81%	82%	-	*	-	-
	Male	70%	63%	78%	73%	81%	80%	-	95%	*	*	75%	85%	44%	87%	81%	78%	-	-	*	-	-
	Female	78%	73%	81%	78%	75%	92%	-	93%	-	*	79%	84%	43%	82%	82%	-	81%	-	-	-	*
Mathematics	All Students	71%	64%	69%	59%	67%	79%	-	88%	*	57%	67%	74%	46%	72%	76%	66%	70%	-	*	-	*
	CWD	44%	36%	46%	25%	33%	83%	-	*	*	*	41%	71%	46%	-	64%	47%	43%	-	*	-	-
	CWOD	75%	67%	72%	64%	72%	77%	-	88%	-	60%	71%	74%	-	72%	78%	72%	72%	-	*	-	*
	EL	61%	61%	76%	60%	67%	57%	-	90%	-	-	74%	82%	64%	78%	76%	74%	77%	-	*	-	-
	Male	71%	63%	66%	56%	71%	73%	-	86%	*	*	63%	75%	47%	72%	74%	66%	-	-	*	-	-

Texas Education Agency  
2022 Federal Report Card  
FARRELL EL (220901143) - ARLINGTON ISD - TARRANT 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%	64%	70%	62%	64%	85%	-	90%	-	*	70%	73%	43%	72%	77%	-	70%	-	-	-	*
Science	All Students	74%	66%	61%	45%	55%	90%	-	86%	-	*	61%	58%	33%	63%	67%	54%	68%	-	-	-	-
	CWD	47%	38%	33%	*	*	*	-	*	-	-	33%	-	33%	-	*	25%	*	-	-	-	-
	CWOD	78%	69%	63%	48%	63%	89%	-	85%	-	*	65%	58%	-	63%	69%	61%	67%	-	-	-	-
	EL	58%	56%	67%	*	29%	*	-	100%	-	-	75%	50%	*	69%	67%	50%	80%	-	-	-	-
	Male	74%	65%	54%	40%	58%	100%	-	71%	-	*	58%	40%	25%	61%	50%	54%	-	-	-	-	-
	Female	75%	66%	68%	55%	50%	80%	-	100%	-	-	67%	70%	*	67%	80%	-	68%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	43%	29%	41%	57%	-	76%	*	12%	38%	57%	25%	46%	56%	44%	42%	-	*	-	83%
	CWD	23%	18%	25%	15%	14%	46%	-	86%	*	0%	18%	57%	25%	-	38%	24%	27%	-	*	-	-
	CWOD	50%	42%	46%	31%	45%	58%	-	76%	-	17%	41%	57%	-	46%	58%	49%	43%	-	*	-	83%
	EL	29%	30%	56%	67%	34%	47%	-	79%	-	-	51%	68%	38%	58%	56%	51%	60%	-	*	-	-
	Male	45%	38%	44%	34%	45%	59%	-	71%	*	0%	38%	60%	24%	49%	51%	44%	-	-	*	-	-
	Female	48%	41%	42%	24%	37%	55%	-	81%	-	33%	38%	54%	27%	43%	60%	-	42%	-	-	-	83%
Reading	All Students	52%	45%	47%	36%	44%	67%	-	73%	*	14%	41%	64%	29%	50%	55%	48%	46%	-	*	-	*
	CWD	24%	19%	29%	19%	25%	50%	-	*	*	*	22%	57%	29%	-	36%	28%	29%	-	*	-	-
	CWOD	56%	48%	50%	39%	47%	68%	-	73%	-	20%	44%	65%	-	50%	57%	54%	47%	-	*	-	*
	EL	31%	33%	55%	80%	39%	43%	-	71%	-	-	49%	71%	36%	57%	55%	49%	60%	-	*	-	-
	Male	47%	41%	48%	44%	45%	67%	-	64%	*	*	40%	70%	28%	54%	49%	48%	-	-	*	-	-
	Female	56%	49%	46%	29%	44%	62%	-	80%	-	*	41%	59%	29%	47%	60%	-	46%	-	-	-	*
Mathematics	All Students	41%	33%	40%	23%	37%	54%	-	81%	*	14%	36%	50%	21%	42%	58%	41%	38%	-	*	-	*
	CWD	22%	17%	21%	13%	0%	50%	-	*	*	*	13%	57%	21%	-	36%	22%	14%	-	*	-	-
	CWOD	44%	35%	42%	24%	42%	55%	-	80%	-	20%	40%	49%	-	42%	61%	46%	39%	-	*	-	*
	EL	29%	29%	58%	60%	33%	57%	-	86%	-	-	54%	68%	36%	61%	58%	58%	58%	-	*	-	-
	Male	42%	34%	41%	26%	43%	53%	-	82%	*	*	37%	53%	22%	46%	58%	41%	-	-	*	-	-
	Female	40%	33%	38%	19%	33%	54%	-	80%	-	*	35%	48%	14%	39%	58%	-	38%	-	-	-	*
Science	All Students	46%	37%	39%	26%	40%	40%	-	71%	-	*	35%	53%	22%	41%	50%	37%	42%	-	-	-	-
	CWD	23%	17%	22%	*	*	*	-	*	-	-	22%	-	22%	-	*	13%	*	-	-	-	-
	CWOD	49%	39%	41%	28%	44%	44%	-	69%	-	*	37%	53%	-	41%	50%	42%	40%	-	-	-	-
	EL	25%	25%	50%	*	14%	*	-	88%	-	-	50%	50%	*	50%	50%	25%	70%	-	-	-	-
	Male	47%	37%	37%	25%	50%	40%	-	57%	-	*	36%	40%	13%	42%	25%	37%	-	-	-	-	-
	Female	45%	36%	42%	27%	25%	40%	-	86%	-	-	33%	60%	*	40%	70%	-	42%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						



Texas Education Agency  
2022 Federal Report Card  
**FARRELL EL (220901143) - ARLINGTON ISD - TARRANT 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%	17%	22%	15%	20%	31%	-	41%	*	0%	19%	32%	9%	24%	28%	23%	21%	-	*	-	50%
	CWD	9%	6%	9%	6%	0%	23%	-	43%	*	0%	4%	36%	9%	-	13%	9%	13%	-	*	-	-
	CWOD	24%	18%	24%	17%	23%	32%	-	41%	-	0%	21%	31%	-	24%	30%	27%	22%	-	*	-	50%
	EL	12%	12%	28%	33%	17%	13%	-	41%	-	-	24%	37%	13%	30%	28%	26%	30%	-	*	-	-
	Male	21%	16%	23%	18%	17%	35%	-	45%	*	0%	19%	34%	9%	27%	26%	23%	-	-	*	-	-
	Female	23%	18%	21%	13%	22%	26%	-	37%	-	0%	18%	30%	13%	22%	30%	-	21%	-	-	-	50%
Reading	All Students	25%	20%	25%	20%	24%	30%	-	38%	*	0%	20%	37%	11%	27%	28%	25%	24%	-	*	-	*
	CWD	9%	6%	11%	6%	0%	17%	-	*	*	*	3%	43%	11%	-	18%	9%	14%	-	*	-	-
	CWOD	27%	21%	27%	22%	27%	32%	-	37%	-	0%	23%	36%	-	27%	29%	29%	25%	-	*	-	*
	EL	13%	14%	28%	40%	22%	14%	-	36%	-	-	24%	39%	18%	29%	28%	26%	30%	-	*	-	-
	Male	22%	17%	25%	24%	19%	27%	-	41%	*	*	19%	40%	9%	29%	26%	25%	-	-	*	-	-
	Female	28%	22%	24%	15%	27%	31%	-	37%	-	*	21%	34%	14%	25%	30%	-	24%	-	-	-	*
Mathematics	All Students	20%	14%	20%	11%	15%	32%	-	44%	*	0%	17%	26%	10%	21%	30%	21%	19%	-	*	-	*
	CWD	9%	6%	10%	6%	0%	33%	-	*	*	*	6%	29%	10%	-	9%	9%	14%	-	*	-	-
	CWOD	21%	16%	21%	11%	18%	32%	-	45%	-	0%	19%	26%	-	21%	33%	24%	19%	-	*	-	*
	EL	12%	12%	30%	40%	15%	14%	-	48%	-	-	28%	36%	9%	33%	30%	28%	32%	-	*	-	-
	Male	21%	15%	21%	13%	12%	40%	-	50%	*	*	18%	28%	9%	24%	28%	21%	-	-	*	-	-
	Female	19%	13%	19%	9%	18%	23%	-	40%	-	*	17%	25%	14%	19%	32%	-	19%	-	-	-	*
Science	All Students	20%	15%	22%	16%	20%	30%	-	36%	-	*	19%	32%	0%	25%	17%	24%	19%	-	-	-	-
	CWD	8%	5%	0%	*	*	*	-	*	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	16%	25%	17%	25%	33%	-	38%	-	*	22%	32%	-	25%	19%	29%	20%	-	-	-	-
	EL	7%	8%	17%	*	0%	*	-	38%	-	-	8%	33%	*	19%	17%	13%	20%	-	-	-	-
	Male	22%	15%	24%	15%	25%	40%	-	43%	-	*	22%	30%	0%	29%	13%	24%	-	-	-	-	-
	Female	19%	14%	19%	18%	13%	20%	-	29%	-	-	14%	30%	*	20%	20%	-	19%	-	-	-	-

- Indicates there are no students in the group.

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

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

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

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



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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	86	82	91	93	-	89	*	80	86	67	88
CWD	67	70	63	*	-	*	*	*	65	67	57
CWOD	89	83	95	100	-	89	-	*	90	-	92
EL ◇	88	*	90	*	-	86	-	-	88	57	88
Male	90	93	88	86	-	90	*	*	87	70	85
Female	84	70	93	100	-	89	-	*	86	*	89
<b>Mathematics</b>											
All Students	88	81	93	88	-	96	*	80	89	68	92
CWD	68	60	75	*	-	*	*	*	67	68	86
CWOD	91	85	96	92	-	96	-	*	93	-	93
EL ◇	92	*	92	*	-	95	-	-	94	86	92
Male	83	76	90	88	-	90	*	*	83	67	88
Female	92	86	96	88	-	100	-	*	94	*	95

- 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
158	42	27%

- 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	36	44	58	-	69	*	19	43	26	54
<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	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	Y	Y		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			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	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			Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N		Y			N	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N			N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	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											
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	98%	97%	99%	98%	-	100%	*	94%	98%	99%	96%	99%	100%	98%	99%	-
	CWD	96%	94%	100%	92%	-	100%	*	80%	95%	100%	96%	-	100%	95%	100%	-
	CWOD	99%	98%	99%	100%	-	100%	-	100%	99%	99%	-	99%	100%	99%	99%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	98%	96%	100%	97%	-	100%	*	91%	97%	99%	95%	99%	100%	98%	-	-
	Female	99%	99%	98%	100%	-	100%	-	100%	99%	100%	100%	99%	100%	-	99%	-
<b>Reading</b>	All Students	99%	98%	99%	96%	-	100%	*	100%	98%	100%	95%	99%	100%	98%	99%	-
	CWD	95%	94%	100%	83%	-	*	*	*	94%	100%	95%	-	100%	94%	100%	-
	CWOD	99%	99%	99%	100%	-	100%	-	100%	99%	100%	-	99%	100%	99%	99%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	98%	97%	100%	93%	-	100%	*	*	97%	100%	94%	99%	100%	98%	-	-
	Female	99%	100%	98%	100%	-	100%	-	*	99%	100%	100%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	99%	98%	99%	100%	-	100%	*	100%	98%	100%	98%	99%	100%	99%	99%	-
		99%	98%	99%	100%	-	100%	*	100%	98%	100%	98%	99%	100%	99%	99%	-
	CWD	98%	94%	100%	100%	-	*	*	*	97%	100%	98%	-	100%	97%	100%	-
		98%	94%	100%	100%	-	*	*	*	97%	100%	98%	-	100%	97%	100%	-
	CWOD	99%	98%	99%	100%	-	100%	-	100%	98%	100%	-	99%	100%	99%	99%	-
		99%	98%	99%	100%	-	100%	-	100%	98%	100%	-	99%	100%	99%	99%	-
	EL	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	Male	99%	97%	100%	100%	-	100%	*	*	98%	100%	97%	99%	100%	99%	-	-
		99%	97%	100%	100%	-	100%	*	*	98%	100%	97%	99%	100%	99%	-	-
	Female	99%	98%	98%	100%	-	100%	-	*	98%	100%	100%	99%	100%	-	99%	-
		99%	98%	98%	100%	-	100%	-	*	98%	100%	100%	99%	100%	-	99%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	2%	3%	1%	2%	-	0%	*	6%	2%	1%	4%	1%	0%	2%	1%	-
	CWD	4%	6%	0%	8%	-	0%	*	20%	5%	0%	4%	-	0%	5%	0%	-
	CWOD	1%	2%	1%	0%	-	0%	-	0%	1%	1%	-	1%	0%	1%	1%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	2%	4%	0%	3%	-	0%	*	9%	3%	1%	5%	1%	0%	2%	-	-
	Female	1%	1%	2%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	-	1%	-
Reading	All Students	1%	2%	1%	4%	-	0%	*	0%	2%	0%	5%	1%	0%	2%	1%	-
	CWD	5%	6%	0%	17%	-	*	*	*	6%	0%	5%	-	0%	6%	0%	-
	CWOD	1%	1%	1%	0%	-	0%	-	0%	1%	0%	-	1%	0%	1%	1%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	2%	3%	0%	7%	-	0%	*	*	3%	0%	6%	1%	0%	2%	-	-
	Female	1%	0%	2%	0%	-	0%	-	*	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	1%	2%	1%	0%	-	0%	*	0%	2%	0%	2%	1%	0%	1%	1%	-
	CWD	2%	6%	0%	0%	-	*	*	*	3%	0%	2%	-	0%	3%	0%	-
	CWOD	1%	2%	1%	0%	-	0%	-	0%	2%	0%	-	1%	0%	1%	1%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	3%	0%	0%	-	0%	*	*	2%	0%	3%	1%	0%	1%	-	-
	Female	1%	2%	2%	0%	-	0%	-	*	2%	0%	0%	1%	0%	-	1%	-
Science	All Students	4%	6%	0%	0%	-	0%	-	*	3%	5%	11%	3%	0%	6%	0%	-
	CWD	11%	*	*	*	-	*	-	*	11%	-	11%	-	*	12%	*	-
	CWOD	3%	7%	0%	0%	-	0%	-	*	2%	5%	-	3%	0%	5%	0%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	6%	10%	0%	0%	-	0%	-	*	5%	10%	12%	5%	0%	6%	-	-
	Female	0%	0%	0%	0%	-	0%	-	-	0%	0%	*	0%	0%	-	0%	-

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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	41	32	4	1	0	2	1	1	3		
	Female	9	7	2	0	0	0	0	0	0		
	Total	50	39	6	1	0	2	1	1	3		
<b>Out-of-School Suspensions</b>												
	Male	5	3	1	0	1	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	6	4	1	0	1	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	10	7	1	1	0	1	0	0	2		1
	Female	1	1	0	0	0	0	0	0	0		0
	Total	11	8	1	1	0	1	0	0	2		1
<b>Out-of-School Suspensions</b>												
	Male	4	1	2	1	0	0	0	0	0		1
	Female	1	1	0	0	0	0	0	0	0		0
	Total	5	2	2	1	0	0	0	0	0		1
<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	26	16	6	2	-8	-8	-8	2	2	13	-8
	Female	22	6	12	1	-8	2	-8	1	4	1	-8
	Total	48	22	18	3	-8	2	-8	3	6	14	-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	40	9	14	0	1	16	0	0	22	0
	Female	34	10	9	0	0	11	0	4	17	0
	Total	74	19	23	0	1	27	0	4	39	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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	7.5%
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	0.2	0.5%

- 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%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	1%
Mathematics	6,177	2%	59	1%	*	1%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	*	0%
Reading	48,805	1%	354	1%	*	0%
Mathematics	43,293	1%	319	1%	*	0%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	21%	22%	25%	19%	-	11%	*	31%	23%	26%	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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**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 and 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%	68%	81%	43%	79%	94%	*	80%	-	78%	74%	88%	57%	88%	71%	79%	84%	-	*	-	-	
	CWD	52%	42%	57%	20%	50%	78%	-	*	-	*	46%	70%	57%	-	*	56%	57%	-	*	-	-	
	CWOD	80%	72%	88%	56%	87%	97%	*	*	-	88%	84%	91%	-	88%	77%	88%	88%	-	*	-	-	
	EL	66%	64%	71%	-	69%	-	-	*	-	-	80%	57%	*	77%	71%	67%	73%	-	-	-	-	
	Male	74%	64%	79%	44%	82%	92%	*	*	-	*	63%	93%	56%	88%	67%	79%	-	-	*	-	-	
	Female	78%	71%	84%	40%	75%	96%	-	*	-	100%	87%	81%	57%	88%	73%	-	84%	-	-	-	-	
Mathematics	All Students	70%	61%	69%	29%	62%	90%	*	80%	-	44%	58%	79%	48%	75%	65%	65%	73%	-	*	-	-	
	CWD	46%	38%	48%	0%	50%	67%	-	*	-	*	31%	70%	48%	-	*	44%	57%	-	*	-	-	
	CWOD	74%	64%	75%	44%	65%	95%	*	*	-	50%	68%	80%	-	75%	69%	73%	76%	-	*	-	-	
	EL	64%	61%	65%	-	62%	-	-	*	-	-	80%	43%	*	69%	65%	67%	64%	-	-	-	-	
	Male	72%	62%	65%	22%	65%	88%	*	*	-	*	41%	87%	44%	73%	67%	65%	-	-	*	-	-	
	Female	68%	59%	73%	40%	58%	92%	-	*	-	60%	78%	69%	57%	76%	64%	-	73%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	68%	75%	58%	71%	82%	*	100%	*	78%	69%	80%	67%	78%	64%	73%	77%	-	*	-	*	
	CWD	48%	39%	67%	43%	40%	85%	*	*	-	*	64%	68%	67%	-	-	68%	64%	-	-	-	*	
	CWOD	81%	72%	78%	63%	77%	81%	*	100%	*	83%	70%	83%	-	78%	64%	75%	80%	-	*	-	-	
	EL	66%	63%	64%	-	60%	*	-	*	-	-	40%	83%	-	64%	64%	40%	83%	-	-	-	-	
	Male	73%	64%	73%	57%	64%	81%	*	*	-	*	62%	80%	68%	75%	40%	73%	-	-	-	-	*	
	Female	79%	72%	77%	58%	76%	83%	*	*	*	83%	75%	79%	64%	80%	83%	-	77%	-	*	-	-	
Mathematics	All Students	68%	56%	61%	54%	55%	64%	*	83%	*	44%	43%	73%	50%	63%	45%	63%	59%	-	*	-	*	
	CWD	42%	32%	50%	43%	20%	62%	*	*	-	*	27%	63%	50%	-	-	53%	45%	-	-	-	*	
	CWOD	73%	60%	63%	58%	62%	65%	*	80%	*	50%	47%	75%	-	63%	45%	67%	61%	-	*	-	-	
	EL	63%	58%	45%	-	40%	*	-	*	-	-	0%	83%	-	45%	45%	40%	50%	-	-	-	-	
	Male	70%	58%	63%	50%	57%	69%	*	*	-	*	42%	76%	53%	67%	40%	63%	-	-	-	-	*	
	Female	67%	55%	59%	58%	53%	60%	*	*	*	50%	44%	70%	45%	61%	50%	-	59%	-	*	-	-	
Grade 5																							
Reading	All Students	80%	75%	88%	80%	91%	91%	*	*	-	83%	80%	94%	56%	95%	79%	86%	92%	-	*	-	-	
	CWD	50%	44%	56%	-	50%	70%	*	-	-	*	50%	63%	56%	-	*	50%	67%	-	-	-	-	
	CWOD	85%	79%	95%	80%	100%	96%	-	*	-	100%	88%	98%	-	95%	91%	94%	95%	-	*	-	-	
	EL	71%	72%	79%	*	80%	*	-	*	-	-	70%	*	*	91%	79%	75%	83%	-	-	-	-	
	Male	77%	72%	86%	67%	95%	88%	*	*	-	*	71%	93%	50%	94%	75%	86%	-	-	-	-	-	
	Female	83%	78%	92%	89%	83%	95%	-	*	-	*	87%	96%	67%	95%	83%	-	92%	-	*	-	-	
Mathematics	All Students	76%	65%	76%	60%	82%	76%	*	*	-	67%	57%	88%	39%	83%	86%	77%	75%	-	*	-	-	
	CWD	50%	38%	39%	-	67%	20%	*	-	-	*	30%	50%	39%	-	*	42%	33%	-	-	-	-	
	CWOD	80%	69%	83%	60%	85%	89%	-	*	-	80%	65%	93%	-	83%	91%	85%	81%	-	*	-	-	
	EL	70%	66%	86%	*	90%	*	-	*	-	-	80%	*	*	91%	86%	88%	83%	-	-	-	-	
	Male	75%	65%	77%	50%	90%	76%	*	*	-	*	52%	89%	42%	85%	88%	77%	-	-	-	-	-	
	Female	76%	66%	75%	67%	67%	77%	-	*	-	*	61%	88%	33%	81%	83%	-	75%	-	*	-	-	

Texas Education Agency  
2022 Federal Report Card  
MOORE EL (220901144) - ARLINGTON ISD - TARRANT 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%	54%	70%	47%	73%	76%	*	*	-	50%	59%	77%	33%	77%	71%	69%	71%	-	*	-	-
	CWD	40%	33%	33%	-	33%	40%	*	-	-	*	30%	38%	33%	-	*	33%	33%	-	-	-	-
	CWOD	69%	57%	77%	47%	81%	84%	-	*	-	60%	68%	82%	-	77%	82%	77%	76%	-	*	-	-
	EL	52%	49%	71%	*	70%	*	-	*	-	-	60%	*	*	82%	71%	75%	67%	-	-	-	-
	Male	67%	57%	69%	33%	81%	73%	*	*	-	*	57%	75%	33%	77%	75%	69%	-	-	-	-	-
	Female	63%	52%	71%	56%	58%	82%	-	*	-	*	61%	80%	33%	76%	67%	-	71%	-	*	-	-
Grade 6																						
Reading	All Students	69%	68%	88%	85%	88%	92%	-	*	*	71%	81%	92%	65%	92%	57%	87%	89%	-	-	-	*
	CWD	38%	38%	65%	80%	50%	71%	-	-	-	*	55%	78%	65%	-	*	64%	67%	-	-	-	-
	CWOD	74%	73%	92%	87%	96%	94%	-	*	*	80%	89%	94%	-	92%	67%	92%	92%	-	-	-	*
	EL	53%	61%	57%	-	67%	-	-	*	-	-	*	60%	*	67%	57%	*	*	-	-	-	-
	Male	66%	64%	87%	83%	94%	87%	-	-	*	*	83%	89%	64%	92%	*	87%	-	-	-	-	-
	Female	72%	72%	89%	88%	78%	97%	-	*	-	*	79%	95%	67%	92%	*	-	89%	-	-	-	*
Mathematics	All Students	72%	70%	81%	65%	76%	88%	-	*	*	86%	75%	85%	55%	86%	57%	82%	80%	-	-	-	*
	CWD	47%	47%	55%	40%	50%	71%	-	-	-	*	64%	44%	55%	-	*	64%	44%	-	-	-	-
	CWOD	76%	74%	86%	73%	81%	91%	-	*	*	100%	78%	91%	-	86%	67%	86%	87%	-	-	-	*
	EL	61%	69%	57%	-	50%	-	-	*	-	-	*	80%	*	67%	57%	*	*	-	-	-	-
	Male	73%	70%	82%	67%	75%	93%	-	-	*	*	79%	84%	64%	86%	*	82%	-	-	-	-	-
	Female	72%	70%	80%	63%	72%	83%	-	*	-	*	71%	86%	44%	87%	*	-	80%	-	-	-	*
End of Course																						
Algebra I	All Students	74%	66%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	46%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	70%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	64%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	78%	70%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	53%	14%	55%	65%	*	80%	-	33%	46%	59%	43%	55%	41%	53%	53%	-	*	-	-
	CWD	30%	24%	43%	0%	50%	56%	-	*	-	*	31%	60%	43%	-	*	44%	43%	-	*	-	-
	CWOD	54%	44%	55%	22%	57%	67%	*	*	-	38%	51%	59%	-	55%	38%	56%	55%	-	*	-	-
	EL	37%	36%	41%	-	31%	-	-	*	-	-	50%	29%	*	38%	41%	33%	45%	-	-	-	-
	Male	49%	40%	53%	11%	59%	67%	*	*	-	*	33%	70%	44%	56%	33%	53%	-	-	*	-	-
	Female	52%	43%	53%	20%	50%	63%	-	*	-	40%	61%	46%	43%	55%	45%	-	53%	-	-	-	-
Mathematics	All Students	42%	32%	36%	7%	17%	54%	*	60%	-	33%	30%	41%	26%	39%	35%	32%	41%	-	*	-	-
	CWD	27%	19%	26%	0%	0%	44%	-	*	-	*	31%	20%	26%	-	*	25%	29%	-	*	-	-
	CWOD	45%	34%	39%	11%	22%	56%	*	*	-	38%	30%	46%	-	39%	31%	34%	43%	-	*	-	-
	EL	35%	32%	35%	-	23%	-	-	*	-	-	40%	29%	*	31%	35%	17%	45%	-	-	-	-
	Male	45%	35%	32%	0%	12%	63%	*	*	-	*	15%	47%	25%	34%	17%	32%	-	-	*	-	-

Texas Education Agency  
2022 Federal Report Card  
MOORE EL (220901144) - ARLINGTON ISD - TARRANT 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	39%	30%	41%	20%	25%	46%	-	*	-	60%	48%	35%	29%	43%	45%	-	41%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	45%	54%	38%	48%	63%	*	67%	*	56%	41%	63%	37%	59%	45%	54%	55%	-	*	-	*	
	CWD	29%	21%	37%	29%	20%	54%	*	*	-	*	27%	42%	37%	-	-	42%	27%	-	-	-	*	
	CWOD	57%	48%	59%	42%	54%	65%	*	80%	*	67%	45%	69%	-	59%	45%	58%	59%	-	*	-	-	
	EL	41%	40%	45%	-	40%	*	-	*	-	-	0%	83%	-	45%	45%	40%	50%	-	-	-	-	
	Male	51%	43%	54%	43%	50%	63%	*	*	-	*	38%	63%	42%	58%	40%	54%	-	-	-	-	*	
	Female	55%	46%	55%	33%	47%	63%	*	*	*	67%	44%	63%	27%	59%	50%	-	55%	-	*	-	-	
Mathematics	All Students	42%	29%	35%	12%	29%	43%	*	67%	*	22%	21%	44%	33%	35%	36%	33%	36%	-	*	-	*	
	CWD	25%	18%	33%	0%	20%	54%	*	*	-	*	9%	47%	33%	-	-	32%	36%	-	-	-	*	
	CWOD	45%	31%	35%	16%	31%	41%	*	60%	*	33%	23%	43%	-	35%	36%	33%	36%	-	*	-	-	
	EL	34%	29%	36%	-	20%	*	-	*	-	-	0%	67%	-	36%	36%	20%	50%	-	-	-	-	
	Male	45%	32%	33%	14%	36%	38%	*	*	-	*	23%	39%	32%	33%	20%	33%	-	-	-	-	*	
	Female	38%	26%	36%	8%	24%	49%	*	*	*	33%	19%	49%	36%	36%	50%	-	36%	-	*	-	-	
Grade 5																							
Reading	All Students	57%	49%	70%	53%	76%	73%	*	*	-	67%	59%	77%	17%	80%	64%	66%	75%	-	*	-	-	
	CWD	29%	22%	17%	-	17%	20%	*	-	-	*	20%	13%	17%	-	*	17%	17%	-	-	-	-	
	CWOD	61%	52%	80%	53%	89%	84%	-	*	-	80%	71%	85%	-	80%	73%	77%	83%	-	*	-	-	
	EL	43%	44%	64%	*	80%	*	-	*	-	-	60%	*	*	73%	64%	63%	67%	-	-	-	-	
	Male	53%	46%	66%	50%	71%	70%	*	*	-	*	52%	73%	17%	77%	63%	66%	-	-	-	-	-	
	Female	60%	52%	75%	56%	83%	77%	-	*	-	*	65%	84%	17%	83%	67%	-	75%	-	*	-	-	
Mathematics	All Students	47%	36%	37%	20%	36%	44%	*	*	-	17%	18%	49%	17%	41%	43%	40%	33%	-	*	-	-	
	CWD	25%	17%	17%	-	33%	10%	*	-	-	*	10%	25%	17%	-	*	17%	17%	-	-	-	-	
	CWOD	50%	38%	41%	20%	37%	51%	-	*	-	20%	21%	52%	-	41%	45%	45%	36%	-	*	-	-	
	EL	38%	35%	43%	*	50%	*	-	*	-	-	40%	*	*	45%	43%	38%	50%	-	-	-	-	
	Male	48%	37%	40%	17%	48%	42%	*	*	-	*	14%	52%	17%	45%	38%	40%	-	-	-	-	-	
	Female	46%	35%	33%	22%	17%	45%	-	*	-	*	22%	44%	17%	36%	50%	-	33%	-	*	-	-	
Science	All Students	38%	28%	31%	0%	36%	38%	*	*	-	0%	16%	41%	17%	34%	29%	35%	25%	-	*	-	-	
	CWD	23%	16%	17%	-	33%	10%	*	-	-	*	10%	25%	17%	-	*	17%	17%	-	-	-	-	
	CWOD	40%	29%	34%	0%	37%	44%	-	*	-	0%	18%	43%	-	34%	27%	40%	26%	-	*	-	-	
	EL	24%	23%	29%	*	40%	*	-	*	-	-	20%	*	*	27%	29%	38%	17%	-	-	-	-	
	Male	41%	31%	35%	0%	48%	36%	*	*	-	*	14%	45%	17%	40%	38%	35%	-	-	-	-	-	
	Female	34%	24%	25%	0%	17%	41%	-	*	-	*	17%	32%	17%	26%	17%	-	25%	-	*	-	-	
Grade 6																							
Reading	All Students	42%	42%	55%	40%	52%	62%	-	*	*	43%	42%	63%	15%	63%	29%	52%	58%	-	-	-	*	
	CWD	21%	20%	15%	0%	50%	0%	-	-	-	*	9%	22%	15%	-	*	27%	0%	-	-	-	-	
	CWOD	46%	45%	63%	53%	52%	70%	-	*	*	60%	51%	69%	-	63%	33%	57%	68%	-	-	-	*	
	EL	24%	34%	29%	-	33%	-	-	*	-	-	*	40%	*	33%	29%	*	*	-	-	-	-	
	Male	40%	40%	52%	33%	56%	53%	-	-	*	*	42%	58%	27%	57%	*	52%	-	-	-	-	-	

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MOORE EL (220901144) - ARLINGTON ISD - TARRANT 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	45%	44%	<b>58%</b>	50%	44%	71%	-	*	-	*	42%	68%	0%	68%	*	-	58%	-	-	-	*
Mathematics	All Students	38%	37%	<b>41%</b>	25%	27%	53%	-	*	*	43%	33%	47%	10%	48%	14%	42%	41%	-	-	-	*
	CWD	20%	21%	<b>10%</b>	20%	0%	14%	-	-	-	*	18%	0%	10%	-	*	18%	0%	-	-	-	-
	CWOD	41%	40%	<b>48%</b>	27%	33%	58%	-	*	*	60%	38%	53%	-	48%	17%	47%	48%	-	-	-	*
	EL	24%	35%	<b>14%</b>	-	17%	-	-	*	-	-	*	20%	*	17%	14%	*	*	-	-	-	-
	Male	40%	39%	<b>42%</b>	33%	31%	50%	-	-	*	*	38%	45%	18%	47%	*	42%	-	-	-	-	-
	Female	36%	35%	<b>41%</b>	13%	22%	57%	-	*	-	*	29%	49%	0%	48%	*	-	41%	-	-	-	*
End of Course																						
Algebra I	All Students	42%	35%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	19%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	37%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	28%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	45%	37%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	<b>28%</b>	14%	21%	38%	*	40%	-	22%	28%	29%	17%	31%	24%	28%	29%	-	*	-	-
	CWD	12%	8%	<b>17%</b>	0%	17%	22%	-	*	-	*	15%	20%	17%	-	*	19%	14%	-	*	-	-
	CWOD	32%	25%	<b>31%</b>	22%	22%	41%	*	*	-	25%	32%	30%	-	31%	23%	32%	31%	-	*	-	-
	EL	19%	20%	<b>24%</b>	-	15%	-	-	*	-	-	30%	14%	*	23%	24%	17%	27%	-	-	-	-
	Male	28%	21%	<b>28%</b>	11%	18%	46%	*	*	-	*	19%	37%	19%	32%	17%	28%	-	-	*	-	-
	Female	31%	25%	<b>29%</b>	20%	25%	29%	-	*	-	40%	39%	19%	14%	31%	27%	-	29%	-	-	-	-
Mathematics	All Students	20%	14%	<b>16%</b>	0%	10%	21%	*	40%	-	22%	18%	14%	9%	18%	18%	12%	20%	-	*	-	-
	CWD	10%	6%	<b>9%</b>	0%	0%	11%	-	*	-	*	15%	0%	9%	-	*	6%	14%	-	*	-	-
	CWOD	22%	15%	<b>18%</b>	0%	13%	23%	*	*	-	25%	19%	17%	-	18%	15%	15%	21%	-	*	-	-
	EL	15%	15%	<b>18%</b>	-	8%	-	-	*	-	-	30%	0%	*	15%	18%	17%	18%	-	-	-	-
	Male	23%	16%	<b>12%</b>	0%	12%	17%	*	*	-	*	7%	17%	6%	15%	17%	12%	-	-	*	-	-
	Female	18%	12%	<b>20%</b>	0%	8%	25%	-	*	-	40%	30%	12%	14%	21%	18%	-	20%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	<b>25%</b>	15%	19%	34%	*	17%	*	11%	16%	32%	17%	28%	9%	24%	27%	-	*	-	*
	CWD	10%	7%	<b>17%</b>	0%	20%	23%	*	*	-	*	9%	21%	17%	-	-	16%	18%	-	-	-	*
	CWOD	31%	24%	<b>28%</b>	21%	19%	37%	*	20%	*	0%	17%	35%	-	28%	9%	27%	28%	-	*	-	-
	EL	18%	18%	<b>9%</b>	-	0%	*	-	*	-	-	0%	17%	-	9%	9%	0%	17%	-	-	-	-
	Male	26%	22%	<b>24%</b>	14%	21%	31%	*	*	-	*	19%	27%	16%	27%	0%	24%	-	-	-	-	*
	Female	29%	22%	<b>27%</b>	17%	18%	37%	*	*	*	0%	13%	37%	18%	28%	17%	-	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	22%	14%	17%	4%	16%	21%	*	50%	*	0%	3%	26%	17%	17%	27%	16%	17%	-	*	-	*
	CWD	10%	6%	17%	0%	20%	23%	*	*	-	*	0%	26%	17%	-	-	16%	18%	-	-	-	*
	CWOD	25%	15%	17%	5%	15%	20%	*	40%	*	0%	4%	26%	-	17%	27%	17%	17%	-	*	-	-
	EL	16%	14%	27%	-	20%	*	-	*	-	-	0%	50%	-	27%	27%	20%	33%	-	-	-	-
	Male	25%	16%	16%	0%	29%	16%	*	*	-	*	4%	24%	16%	17%	20%	16%	-	-	-	-	*
	Female	19%	12%	17%	8%	6%	26%	*	*	*	0%	3%	28%	18%	17%	33%	-	17%	-	*	-	-
Grade 5																						
Reading	All Students	36%	29%	40%	27%	30%	49%	*	*	-	50%	32%	45%	6%	46%	36%	34%	48%	-	*	-	-
	CWD	12%	10%	6%	-	0%	10%	*	-	-	*	0%	13%	6%	-	*	8%	0%	-	-	-	-
	CWOD	40%	32%	46%	27%	37%	58%	-	*	-	60%	41%	49%	-	46%	45%	40%	55%	-	*	-	-
	EL	23%	25%	36%	*	40%	*	-	*	-	-	40%	*	*	45%	36%	25%	50%	-	-	-	-
	Male	32%	27%	34%	33%	29%	36%	*	*	-	*	29%	36%	8%	40%	25%	34%	-	-	-	-	-
	Female	39%	31%	48%	22%	33%	68%	-	*	-	*	35%	60%	0%	55%	50%	-	48%	-	*	-	-
Mathematics	All Students	24%	16%	15%	13%	6%	20%	*	*	-	0%	5%	22%	6%	17%	7%	20%	8%	-	*	-	-
	CWD	9%	6%	6%	-	0%	10%	*	-	-	*	0%	13%	6%	-	*	8%	0%	-	-	-	-
	CWOD	26%	17%	17%	13%	7%	22%	-	*	-	0%	6%	23%	-	17%	9%	23%	10%	-	*	-	-
	EL	17%	15%	7%	*	10%	*	-	*	-	-	0%	*	*	9%	7%	13%	0%	-	-	-	-
	Male	25%	17%	20%	17%	10%	27%	*	*	-	*	10%	25%	8%	23%	13%	20%	-	-	-	-	-
	Female	23%	14%	8%	11%	0%	9%	-	*	-	*	0%	16%	0%	10%	0%	-	8%	-	*	-	-
Science	All Students	17%	12%	10%	0%	12%	11%	*	*	-	0%	5%	13%	6%	11%	14%	12%	6%	-	*	-	-
	CWD	9%	6%	6%	-	17%	0%	*	-	-	*	10%	0%	6%	-	*	0%	17%	-	-	-	-
	CWOD	19%	12%	11%	0%	11%	13%	-	*	-	0%	3%	15%	-	11%	9%	15%	5%	-	*	-	-
	EL	9%	8%	14%	*	20%	*	-	*	-	-	10%	*	*	9%	14%	13%	17%	-	-	-	-
	Male	20%	14%	12%	0%	14%	12%	*	*	-	*	5%	16%	0%	15%	13%	12%	-	-	-	-	-
	Female	15%	10%	6%	0%	8%	9%	-	*	-	*	4%	8%	17%	5%	17%	-	6%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	36%	30%	27%	46%	-	*	*	14%	27%	42%	0%	43%	14%	21%	52%	-	-	-	*
	CWD	8%	7%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	25%	23%	43%	40%	33%	52%	-	*	*	20%	35%	48%	-	43%	17%	25%	60%	-	-	-	*
	EL	9%	15%	14%	-	17%	-	-	*	-	-	*	20%	*	17%	14%	*	*	-	-	-	-
	Male	21%	19%	21%	25%	19%	23%	-	-	*	*	17%	24%	0%	25%	*	21%	-	-	-	-	-
	Female	25%	23%	52%	38%	33%	68%	-	*	-	*	38%	61%	0%	60%	*	-	52%	-	-	-	*
Mathematics	All Students	16%	16%	20%	10%	6%	32%	-	*	*	0%	13%	24%	0%	23%	0%	18%	21%	-	-	-	*
	CWD	8%	9%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	17%	17%	23%	13%	7%	36%	-	*	*	0%	16%	27%	-	23%	0%	22%	25%	-	-	-	*
	EL	7%	14%	0%	-	0%	-	-	*	-	-	*	0%	*	0%	0%	*	*	-	-	-	-
	Male	17%	18%	18%	17%	6%	27%	-	-	*	*	8%	24%	0%	22%	*	18%	-	-	-	-	-
	Female	14%	13%	21%	0%	6%	37%	-	*	-	*	17%	24%	0%	25%	*	-	21%	-	-	-	*
End of Course																						

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Algebra I	All Students	26%	21%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	29%	23%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	14%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	28%	22%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	76%	59%	75%	83%	56%	89%	*	66%	66%	84%	53%	82%	68%	76%	77%	-	78%	-	100%
	CWD	44%	36%	53%	38%	46%	63%	60%	100%	-	33%	44%	62%	53%	-	42%	53%	53%	-	*	-	*
	CWOD	77%	70%	82%	64%	82%	87%	*	86%	*	75%	72%	88%	-	82%	73%	82%	81%	-	86%	-	*
	EL	59%	58%	68%	*	68%	60%	-	81%	-	-	63%	75%	42%	73%	68%	67%	68%	-	-	-	-
	Male	71%	63%	76%	55%	80%	82%	57%	100%	*	48%	61%	85%	53%	82%	67%	76%	-	-	*	-	*
	Female	75%	68%	77%	64%	70%	84%	*	82%	*	79%	70%	82%	53%	81%	68%	-	77%	-	80%	-	*
Reading	All Students	74%	67%	83%	67%	83%	89%	*	88%	*	77%	76%	88%	62%	88%	69%	81%	85%	-	*	-	*
	CWD	43%	35%	62%	47%	48%	77%	*	*	-	43%	53%	70%	62%	-	38%	60%	64%	-	*	-	*
	CWOD	78%	72%	88%	72%	90%	92%	*	85%	*	88%	82%	92%	-	88%	76%	88%	88%	-	*	-	*
	EL	57%	57%	69%	*	71%	*	-	80%	-	-	67%	73%	38%	76%	69%	64%	74%	-	-	-	-
	Male	70%	63%	81%	63%	85%	87%	*	100%	*	62%	69%	89%	60%	88%	64%	81%	-	-	*	-	*
	Female	78%	73%	85%	71%	79%	92%	*	80%	*	89%	81%	87%	64%	88%	74%	-	85%	-	*	-	*
Mathematics	All Students	71%	64%	71%	53%	69%	79%	*	88%	*	58%	58%	81%	48%	77%	65%	72%	71%	-	*	-	*
	CWD	44%	36%	48%	29%	48%	54%	*	*	-	29%	38%	59%	48%	-	50%	50%	45%	-	*	-	*
	CWOD	75%	67%	77%	60%	74%	84%	*	85%	*	67%	63%	85%	-	77%	68%	78%	75%	-	*	-	*
	EL	61%	61%	65%	*	65%	*	-	80%	-	-	59%	73%	50%	68%	65%	68%	63%	-	-	-	-
	Male	71%	63%	72%	49%	74%	81%	*	100%	*	38%	53%	84%	50%	78%	68%	72%	-	-	*	-	*
	Female	71%	64%	71%	59%	64%	77%	*	80%	*	72%	62%	78%	45%	75%	63%	-	71%	-	*	-	*
Science	All Students	74%	66%	70%	47%	73%	76%	*	*	-	50%	59%	77%	33%	77%	71%	69%	71%	-	*	-	-
	CWD	47%	38%	33%	-	33%	40%	*	-	-	*	30%	38%	33%	-	*	33%	33%	-	-	-	-
	CWOD	78%	69%	77%	47%	81%	84%	-	*	-	60%	68%	82%	-	77%	82%	77%	76%	-	*	-	-
	EL	58%	56%	71%	*	70%	*	-	*	-	-	60%	*	*	82%	71%	75%	67%	-	-	-	-
	Male	74%	65%	69%	33%	81%	73%	*	*	-	*	57%	75%	33%	77%	75%	69%	-	-	-	-	-
	Female	75%	66%	71%	56%	58%	82%	-	*	-	*	61%	80%	33%	76%	67%	-	71%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	46%	24%	42%	55%	11%	66%	*	35%	34%	54%	26%	50%	39%	45%	47%	-	44%	-	67%
	CWD	23%	18%	26%	9%	25%	32%	20%	83%	-	7%	19%	32%	26%	-	37%	28%	21%	-	*	-	*
	CWOD	50%	42%	50%	28%	46%	60%	*	62%	*	43%	38%	58%	-	50%	40%	50%	51%	-	57%	-	*
	EL	29%	30%	39%	*	38%	20%	-	57%	-	-	33%	48%	37%	40%	39%	35%	43%	-	-	-	-
	Male	45%	38%	45%	24%	46%	53%	14%	77%	*	21%	30%	55%	28%	50%	35%	45%	-	-	*	-	*

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All Subjects	Female	48%	41%	<b>47%</b>	25%	37%	57%	*	59%	*	46%	38%	53%	21%	51%	43%	-	47%	-	40%	-	*
Reading	All Students	52%	45%	<b>58%</b>	37%	58%	65%	*	69%	*	48%	47%	66%	30%	64%	47%	56%	59%	-	*	-	*
	CWD	24%	19%	<b>30%</b>	12%	35%	36%	*	*	-	14%	22%	37%	30%	-	38%	34%	21%	-	*	-	*
	CWOD	56%	48%	<b>64%</b>	45%	63%	71%	*	69%	*	58%	54%	71%	-	64%	49%	63%	66%	-	*	-	*
	EL	31%	33%	<b>47%</b>	*	47%	*	-	60%	-	-	41%	55%	38%	49%	47%	45%	48%	-	-	-	-
	Male	47%	41%	<b>56%</b>	34%	60%	63%	*	83%	*	38%	41%	66%	34%	63%	45%	56%	-	-	*	-	*
	Female	56%	49%	<b>59%</b>	41%	55%	68%	*	60%	*	56%	52%	65%	21%	66%	48%	-	59%	-	*	-	*
Mathematics	All Students	41%	33%	<b>37%</b>	16%	28%	48%	*	63%	*	29%	26%	46%	23%	41%	35%	37%	38%	-	*	-	*
	CWD	22%	17%	<b>23%</b>	6%	13%	33%	*	*	-	0%	18%	28%	23%	-	38%	24%	21%	-	*	-	*
	CWOD	44%	35%	<b>41%</b>	19%	31%	52%	*	54%	*	38%	28%	49%	-	41%	34%	40%	41%	-	*	-	*
	EL	29%	29%	<b>35%</b>	*	29%	*	-	60%	-	-	30%	41%	38%	34%	35%	23%	44%	-	-	-	-
	Male	42%	34%	<b>37%</b>	17%	32%	47%	*	67%	*	8%	22%	46%	24%	40%	23%	37%	-	-	*	-	*
	Female	40%	33%	<b>38%</b>	15%	22%	50%	*	60%	*	44%	28%	45%	21%	41%	44%	-	38%	-	*	-	*
Science	All Students	46%	37%	<b>31%</b>	0%	36%	38%	*	*	-	0%	16%	41%	17%	34%	29%	35%	25%	-	*	-	-
	CWD	23%	17%	<b>17%</b>	-	33%	10%	*	-	-	*	10%	25%	17%	-	*	17%	17%	-	-	-	-
	CWOD	49%	39%	<b>34%</b>	0%	37%	44%	-	*	-	0%	18%	43%	-	34%	27%	40%	26%	-	*	-	-
	EL	25%	25%	<b>29%</b>	*	40%	*	-	*	-	-	20%	*	*	27%	29%	38%	17%	-	-	-	-
	Male	47%	37%	<b>35%</b>	0%	48%	36%	*	*	-	*	14%	45%	17%	40%	38%	35%	-	-	-	-	-
	Female	45%	36%	<b>25%</b>	0%	17%	41%	-	*	-	*	17%	32%	17%	26%	17%	-	25%	-	*	-	-

**STAAR Percent at Masters Grade Level**

All Grades																						
All Subjects	All Students	22%	17%	23%	13%	16%	30%	0%	40%	*	13%	16%	28%	10%	26%	18%	21%	26%	-	33%	-	17%
	CWD	9%	6%	10%	0%	8%	13%	0%	50%	-	7%	6%	13%	10%	-	16%	9%	10%	-	*	-	*
	CWOD	24%	18%	26%	16%	18%	34%	*	38%	*	15%	19%	31%	-	26%	18%	24%	28%	-	43%	-	*
	EL	12%	12%	18%	*	15%	10%	-	33%	-	-	17%	19%	16%	18%	18%	13%	22%	-	-	-	-
	Male	21%	16%	21%	13%	17%	26%	0%	54%	*	7%	13%	25%	9%	24%	13%	21%	-	-	*	-	*
	Female	23%	18%	26%	13%	16%	35%	*	32%	*	18%	19%	31%	10%	28%	22%	-	26%	-	20%	-	*
Reading	All Students	25%	20%	32%	21%	25%	42%	*	31%	*	23%	25%	37%	11%	37%	22%	27%	38%	-	*	-	*
	CWD	9%	6%	11%	0%	9%	15%	*	*	-	14%	7%	15%	11%	-	13%	12%	9%	-	*	-	*
	CWOD	27%	21%	37%	28%	28%	47%	*	31%	*	25%	30%	41%	-	37%	24%	31%	43%	-	*	-	*
	EL	13%	14%	22%	*	21%	*	-	30%	-	-	26%	18%	13%	24%	22%	14%	30%	-	-	-	-
	Male	22%	17%	27%	20%	22%	34%	*	33%	*	15%	20%	31%	12%	31%	14%	27%	-	-	*	-	*
	Female	28%	22%	38%	24%	28%	50%	*	30%	*	28%	29%	45%	9%	43%	30%	-	38%	-	*	-	*
Mathematics	All Students	20%	14%	17%	7%	10%	24%	*	50%	*	6%	10%	22%	9%	19%	14%	17%	18%	-	*	-	*
	CWD	9%	6%	9%	0%	4%	13%	*	*	-	0%	4%	13%	9%	-	13%	9%	9%	-	*	-	*
	CWOD	21%	16%	19%	9%	11%	26%	*	46%	*	8%	11%	24%	-	19%	15%	19%	19%	-	*	-	*
	EL	12%	12%	14%	*	9%	*	-	40%	-	-	11%	18%	13%	15%	14%	14%	15%	-	-	-	-
	Male	21%	15%	17%	7%	13%	22%	*	67%	*	0%	7%	23%	9%	19%	14%	17%	-	-	*	-	*
	Female	19%	13%	18%	6%	5%	26%	*	40%	*	11%	12%	22%	9%	19%	15%	-	18%	-	*	-	*

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Science	All Students	20%	15%	10%	0%	12%	11%	*	*	-	0%	5%	13%	6%	11%	14%	12%	6%	-	*	-	-
	CWD	8%	5%	6%	-	17%	0%	*	-	-	*	10%	0%	6%	-	*	0%	17%	-	-	-	-
	CWOD	22%	16%	11%	0%	11%	13%	-	*	-	0%	3%	15%	-	11%	9%	15%	5%	-	*	-	-
	EL	7%	8%	14%	*	20%	*	-	*	-	-	10%	*	*	9%	14%	13%	17%	-	-	-	-
	Male	22%	15%	12%	0%	14%	12%	*	*	-	*	5%	16%	0%	15%	13%	12%	-	-	-	-	-
	Female	19%	14%	6%	0%	8%	9%	-	*	-	*	4%	8%	17%	5%	17%	-	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)

	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	79	86	*	83	*	57	79	75	75
CWD	75	67	69	90	*	*	-	67	71	75	*
CWOD	83	91	81	86	-	94	*	53	82	-	80
EL ◇	75	*	63	*	-	92	-	-	87	*	75
Male	81	81	81	85	*	*	*	63	83	81	81
Female	83	92	76	88	-	93	-	54	76	64	68
<b>Mathematics</b>											
All Students	64	68	63	63	*	89	*	52	58	59	55
CWD	59	60	53	62	*	*	-	50	50	59	*
CWOD	65	71	66	63	-	88	*	53	61	-	57
EL ◇	55	*	50	*	-	83	-	-	50	*	55
Male	62	65	63	63	*	*	*	44	55	59	47
Female	65	72	64	62	-	86	-	58	61	59	64

- Indicates there are no students in the group.

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



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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<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
70	18	26%

- 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	48	32	44	56	22	65	*	38	39	30	42
<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				N	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	Y	N				N	Y	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	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	N	N	N	N				N	N	Y	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	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N				N	N	N	N
<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											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	100%	100%	99%	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%	-
	CWOD	100%	100%	99%	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%	100%	-	-
	Female	100%	100%	98%	100%	*	100%	*	100%	100%	99%	100%	100%	100%	-	100%	-

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

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	Female	0%	0%	2%	0%	*	0%	*	0%	0%	1%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	1%	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%	1%	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%	2%	0%	*	0%	*	0%	0%	1%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	*	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	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	27	7	1	16	0	0	0	3	0		
	Female	7	3	1	3	0	0	0	0	0		
	Total	34	10	2	19	0	0	0	3	0		
<b>Out-of-School Suspensions</b>												
	Male	4	2	0	1	0	0	0	1	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	2	0	1	0	0	0	1	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	10	2	4	4	0	0	0	0	1		2
	Female	3	1	0	2	0	0	0	0	0		3
	Total	13	3	4	6	0	0	0	0	1		5
<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	3	1	2	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	1	2	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	30	5	8	14	-8	1	-8	2	-8	7	-8
	Female	34	7	6	19	1	-8	-8	1	-8	6	-8
	Total	64	12	14	33	1	1	-8	3	-8	13	-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	30	5	9	9	0	4	0	3	11	3
	Female	24	2	8	10	0	3	0	1	6	1
	Total	54	7	17	19	0	7	0	4	17	4
<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	2.0	3.5%
Teachers Teaching with Emergency or Provisional Credentials	3.8	7.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.2	0.4%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	*	3%
Mathematics	6,587	2%	48	1%	*	3%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	1%
Mathematics	6,408	2%	49	1%	*	1%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	1%
Mathematics	6,205	2%	32	1%	*	1%
Science	6,200	2%	32	1%	*	1%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	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
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	11	1%
Reading	48,805	1%	354	1%	5	1%
Mathematics	43,293	1%	319	1%	5	1%
Science	17,856	1%	118	1%	*	1%

- Indicates there are no students in the group.

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

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	15%	22%	18%	9%	73%	15%	0%	19%	23%	17%	17%

- 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 and 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%	68%	69%	69%	69%	62%	-	*	-	*	67%	75%	47%	75%	70%	67%	72%	-	*	-	-	
	CWD	52%	42%	47%	50%	60%	*	-	-	-	*	36%	*	47%	-	*	42%	*	-	-	-	-	
	CWOD	80%	72%	75%	76%	71%	67%	-	*	-	*	74%	75%	-	75%	71%	77%	72%	-	*	-	-	
	EL	66%	64%	70%	*	73%	50%	-	*	-	-	68%	*	*	71%	70%	67%	75%	-	-	-	-	
	Male	74%	64%	67%	60%	80%	60%	-	*	-	*	68%	60%	42%	77%	67%	67%	-	-	*	-	-	
	Female	78%	71%	72%	79%	55%	*	-	*	-	*	67%	82%	*	72%	75%	-	72%	-	*	-	-	
Mathematics	All Students	70%	61%	61%	45%	69%	69%	-	*	-	*	64%	50%	40%	66%	80%	62%	59%	-	*	-	-	
	CWD	46%	38%	40%	50%	40%	*	-	-	-	*	36%	*	40%	-	*	42%	*	-	-	-	-	
	CWOD	74%	64%	66%	43%	76%	75%	-	*	-	*	70%	50%	-	66%	82%	70%	62%	-	*	-	-	
	EL	64%	61%	80%	*	82%	67%	-	*	-	-	79%	*	*	82%	80%	75%	88%	-	-	-	-	
	Male	72%	62%	62%	47%	73%	70%	-	*	-	*	65%	40%	42%	70%	75%	62%	-	-	*	-	-	
	Female	68%	59%	59%	43%	64%	*	-	*	-	*	62%	55%	*	62%	88%	-	59%	-	*	-	-	
Grade 4																							
Reading	All Students	76%	68%	69%	67%	69%	38%	-	100%	-	*	68%	74%	20%	77%	63%	70%	68%	-	-	-	-	
	CWD	48%	39%	20%	*	0%	-	-	*	-	-	20%	-	20%	-	*	17%	*	-	-	-	-	
	CWOD	81%	72%	77%	68%	86%	38%	-	100%	-	*	78%	74%	-	77%	73%	81%	74%	-	-	-	-	
	EL	66%	63%	63%	-	58%	*	-	100%	-	-	56%	*	*	73%	63%	64%	63%	-	-	-	-	
	Male	73%	64%	70%	70%	74%	40%	-	*	-	*	68%	75%	17%	81%	64%	70%	-	-	-	-	-	
	Female	79%	72%	68%	64%	65%	*	-	*	-	*	68%	71%	*	74%	63%	-	68%	-	-	-	-	
Mathematics	All Students	68%	56%	56%	48%	53%	50%	-	100%	-	*	48%	79%	30%	60%	63%	62%	50%	-	-	-	-	
	CWD	42%	32%	30%	*	29%	-	-	*	-	-	30%	-	30%	-	*	33%	*	-	-	-	-	
	CWOD	73%	60%	60%	53%	59%	50%	-	100%	-	*	52%	79%	-	60%	67%	68%	53%	-	-	-	-	
	EL	63%	58%	63%	-	58%	*	-	100%	-	-	56%	*	*	67%	63%	64%	63%	-	-	-	-	
	Male	70%	58%	62%	50%	63%	60%	-	*	-	*	48%	92%	33%	68%	64%	62%	-	-	-	-	-	
	Female	67%	55%	50%	45%	41%	*	-	*	-	*	48%	57%	*	53%	63%	-	50%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	75%	69%	81%	55%	83%	-	40%	-	*	61%	87%	44%	72%	54%	70%	68%	-	*	-	-	
	CWD	50%	44%	44%	*	33%	*	-	-	-	-	38%	*	44%	-	*	*	20%	-	-	-	-	
	CWOD	85%	79%	72%	85%	59%	80%	-	40%	-	*	65%	86%	-	72%	57%	69%	74%	-	*	-	-	
	EL	71%	72%	54%	-	50%	80%	-	40%	-	-	53%	60%	*	57%	54%	58%	50%	-	-	-	-	
	Male	77%	72%	70%	85%	59%	86%	-	*	-	*	54%	94%	*	69%	58%	70%	-	-	-	-	-	
	Female	83%	78%	68%	79%	50%	80%	-	*	-	*	67%	71%	20%	74%	50%	-	68%	-	*	-	-	
Mathematics	All Students	76%	65%	61%	63%	52%	58%	-	100%	-	*	56%	74%	11%	68%	67%	70%	53%	-	*	-	-	
	CWD	50%	38%	11%	*	17%	*	-	-	-	-	13%	*	11%	-	*	*	0%	-	-	-	-	
	CWOD	80%	69%	68%	65%	59%	70%	-	100%	-	*	63%	77%	-	68%	70%	75%	60%	-	*	-	-	
	EL	70%	66%	67%	-	50%	80%	-	100%	-	-	63%	80%	*	70%	67%	75%	58%	-	-	-	-	
	Male	75%	65%	70%	77%	59%	71%	-	*	-	*	67%	75%	*	75%	75%	70%	-	-	-	-	-	
	Female	76%	66%	53%	50%	44%	40%	-	*	-	*	48%	71%	0%	60%	58%	-	53%	-	*	-	-	



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Science	All Students	65%	54%	65%	67%	52%	83%	-	80%	-	*	61%	74%	33%	69%	58%	80%	50%	-	*	-	-	
	CWD	40%	33%	33%	*	33%	*	-	-	-	-	25%	*	33%	-	*	*	0%	-	-	-	-	
	CWOD	69%	57%	69%	69%	56%	90%	-	80%	-	*	67%	73%	-	69%	61%	81%	57%	-	*	-	-	
	EL	52%	49%	58%	-	43%	80%	-	80%	-	-	53%	80%	*	61%	58%	75%	42%	-	-	-	-	
	Male	67%	57%	80%	85%	65%	100%	-	*	-	*	79%	81%	*	81%	75%	80%	-	-	-	-	-	
	Female	63%	52%	50%	50%	38%	60%	-	*	-	*	48%	57%	0%	57%	42%	-	50%	-	*	-	-	
Grade 6																							
Reading	All Students	69%	68%	79%	80%	72%	100%	*	*	-	*	72%	100%	56%	85%	80%	75%	87%	-	*	-	-	
	CWD	38%	38%	56%	75%	33%	*	*	-	-	-	46%	*	56%	-	*	54%	*	-	-	-	-	
	CWOD	74%	73%	85%	82%	81%	100%	-	*	-	*	80%	100%	-	85%	88%	82%	90%	-	*	-	-	
	EL	53%	61%	80%	*	75%	*	-	*	-	-	78%	*	*	88%	80%	71%	100%	-	-	-	-	
	Male	66%	64%	75%	77%	65%	*	-	*	-	*	67%	100%	54%	82%	71%	75%	-	-	-	-	-	
	Female	72%	72%	87%	88%	89%	*	*	*	-	-	83%	100%	*	90%	100%	-	87%	-	*	-	-	
Mathematics	All Students	72%	70%	88%	77%	97%	100%	*	*	-	*	84%	100%	75%	92%	95%	87%	91%	-	*	-	-	
	CWD	47%	47%	75%	63%	100%	*	*	-	-	-	69%	*	75%	-	*	85%	*	-	-	-	-	
	CWOD	76%	74%	92%	82%	96%	100%	-	*	-	*	89%	100%	-	92%	94%	87%	100%	-	*	-	-	
	EL	61%	69%	95%	*	100%	*	-	*	-	-	94%	*	*	94%	95%	93%	100%	-	-	-	-	
	Male	73%	70%	87%	73%	96%	*	-	*	-	*	82%	100%	85%	87%	93%	87%	-	-	-	-	-	
	Female	72%	70%	91%	88%	100%	*	*	*	-	-	89%	100%	*	100%	100%	-	91%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	45%	48%	35%	46%	-	*	-	*	43%	50%	33%	47%	45%	40%	50%	-	*	-	-	
	CWD	30%	24%	33%	38%	40%	*	-	-	-	*	27%	*	33%	-	*	33%	*	-	-	-	-	
	CWOD	54%	44%	47%	52%	33%	50%	-	*	-	*	47%	50%	-	47%	41%	43%	52%	-	*	-	-	
	EL	37%	36%	45%	*	36%	33%	-	*	-	-	42%	*	*	41%	45%	50%	38%	-	-	-	-	
	Male	49%	40%	40%	33%	47%	40%	-	*	-	*	43%	20%	33%	43%	50%	40%	-	-	*	-	-	
	Female	52%	43%	50%	64%	18%	*	-	*	-	*	43%	64%	*	52%	38%	-	50%	-	*	-	-	
Mathematics	All Students	42%	32%	38%	31%	38%	54%	-	*	-	*	40%	31%	20%	42%	45%	38%	38%	-	*	-	-	
	CWD	27%	19%	20%	25%	20%	*	-	-	-	*	9%	*	20%	-	*	17%	*	-	-	-	-	
	CWOD	45%	34%	42%	33%	43%	58%	-	*	-	*	47%	25%	-	42%	47%	47%	38%	-	*	-	-	
	EL	35%	32%	45%	*	45%	33%	-	*	-	-	47%	*	*	47%	45%	50%	38%	-	-	-	-	
	Male	45%	35%	38%	27%	47%	50%	-	*	-	*	38%	40%	17%	47%	50%	38%	-	-	*	-	-	
	Female	39%	30%	38%	36%	27%	*	-	*	-	*	43%	27%	*	38%	38%	-	38%	-	*	-	-	
Grade 4																							
Reading	All Students	53%	45%	52%	62%	42%	25%	-	100%	-	*	48%	63%	10%	58%	53%	51%	53%	-	-	-	-	
	CWD	29%	21%	10%	*	0%	-	-	*	-	-	10%	-	10%	-	*	0%	*	-	-	-	-	
	CWOD	57%	48%	58%	68%	52%	25%	-	100%	-	*	57%	63%	-	58%	60%	61%	56%	-	-	-	-	
	EL	41%	40%	53%	-	42%	*	-	100%	-	-	44%	*	*	60%	53%	45%	63%	-	-	-	-	
	Male	51%	43%	51%	60%	47%	20%	-	*	-	*	44%	67%	0%	61%	45%	51%	-	-	-	-	-	

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Reading	Female	55%	46%	53%	64%	35%	*	-	*	-	*	52%	57%	*	56%	63%	-	53%	-	-	-	-
Mathematics	All Students	42%	29%	24%	10%	22%	25%	-	83%	-	*	18%	42%	10%	26%	32%	32%	16%	-	-	-	-
	CWD	25%	18%	10%	*	0%	-	-	*	-	-	10%	-	10%	-	*	0%	*	-	-	-	-
	CWOD	45%	31%	26%	11%	28%	25%	-	80%	-	*	20%	42%	-	26%	33%	39%	15%	-	-	-	-
	EL	34%	29%	32%	-	17%	*	-	80%	-	-	31%	*	*	33%	32%	27%	38%	-	-	-	-
	Male	45%	32%	32%	10%	32%	40%	-	*	-	*	20%	58%	0%	39%	27%	32%	-	-	-	-	-
	Female	38%	26%	16%	9%	12%	*	-	*	-	*	16%	14%	*	15%	38%	-	16%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	41%	37%	36%	50%	-	40%	-	*	35%	57%	11%	45%	38%	45%	38%	-	*	-	-
	CWD	29%	22%	11%	*	0%	*	-	-	-	-	13%	*	11%	-	*	*	20%	-	-	-	-
	CWOD	61%	52%	45%	38%	44%	50%	-	40%	-	*	39%	59%	-	45%	39%	50%	40%	-	*	-	-
	EL	43%	44%	38%	-	36%	40%	-	40%	-	-	42%	20%	*	39%	38%	33%	42%	-	-	-	-
	Male	53%	46%	45%	62%	29%	57%	-	*	-	*	33%	63%	*	50%	33%	45%	-	-	-	-	-
	Female	60%	52%	38%	14%	44%	40%	-	*	-	*	36%	43%	20%	40%	42%	-	38%	-	*	-	-
Mathematics	All Students	47%	36%	33%	30%	21%	42%	-	100%	-	*	30%	39%	0%	37%	42%	43%	23%	-	*	-	-
	CWD	25%	17%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	50%	38%	37%	31%	26%	50%	-	100%	-	*	35%	41%	-	37%	43%	47%	26%	-	*	-	-
	EL	38%	35%	42%	-	21%	40%	-	100%	-	-	47%	20%	*	43%	42%	42%	42%	-	-	-	-
	Male	48%	37%	43%	46%	24%	57%	-	*	-	*	42%	44%	*	47%	42%	43%	-	-	-	-	-
	Female	46%	35%	23%	14%	19%	20%	-	*	-	*	21%	29%	0%	26%	42%	-	23%	-	*	-	-
Science	All Students	38%	28%	35%	30%	36%	33%	-	40%	-	*	33%	39%	11%	38%	33%	43%	28%	-	*	-	-
	CWD	23%	16%	11%	*	17%	*	-	-	-	-	13%	*	11%	-	*	*	0%	-	-	-	-
	CWOD	40%	29%	38%	31%	41%	40%	-	40%	-	*	37%	41%	-	38%	35%	44%	31%	-	*	-	-
	EL	24%	23%	33%	-	29%	40%	-	40%	-	-	37%	20%	*	35%	33%	33%	33%	-	-	-	-
	Male	41%	31%	43%	46%	41%	43%	-	*	-	*	42%	44%	*	44%	33%	43%	-	-	-	-	-
	Female	34%	24%	28%	14%	31%	20%	-	*	-	*	27%	29%	0%	31%	33%	-	28%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	44%	37%	41%	83%	*	*	-	*	37%	67%	44%	44%	45%	40%	52%	-	*	-	-
	CWD	21%	20%	44%	50%	33%	*	*	-	-	-	31%	*	44%	-	*	38%	*	-	-	-	-
	CWOD	46%	45%	44%	32%	42%	80%	-	*	-	*	39%	60%	-	44%	47%	41%	50%	-	*	-	-
	EL	24%	34%	45%	*	42%	*	-	*	-	-	39%	*	*	47%	45%	29%	83%	-	-	-	-
	Male	40%	40%	40%	36%	39%	*	-	*	-	*	28%	77%	38%	41%	29%	40%	-	-	-	-	-
	Female	45%	44%	52%	38%	44%	*	*	*	-	-	56%	40%	*	50%	83%	-	52%	-	*	-	-
Mathematics	All Students	38%	37%	48%	43%	41%	83%	*	*	-	*	42%	67%	38%	51%	50%	46%	52%	-	*	-	-
	CWD	20%	21%	38%	38%	33%	*	*	-	-	-	23%	*	38%	-	*	38%	*	-	-	-	-
	CWOD	41%	40%	51%	45%	42%	80%	-	*	-	*	48%	60%	-	51%	53%	49%	55%	-	*	-	-
	EL	24%	35%	50%	*	42%	*	-	*	-	-	50%	*	*	53%	50%	36%	83%	-	-	-	-
	Male	40%	39%	46%	45%	35%	*	-	*	-	*	36%	77%	38%	49%	36%	46%	-	-	-	-	-
	Female	36%	35%	52%	38%	56%	*	*	*	-	-	56%	40%	*	55%	83%	-	52%	-	*	-	-

Texas Education Agency  
2022 Federal Report Card  
WILLIAMS EL (220901145) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	18%	14%	15%	23%	-	*	-	*	17%	19%	0%	22%	25%	14%	22%	-	*	-	-
	CWD	12%	8%	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	32%	25%	22%	19%	19%	25%	-	*	-	*	21%	25%	-	22%	29%	20%	24%	-	*	-	-
	EL	19%	20%	25%	*	27%	17%	-	*	-	-	21%	*	*	29%	25%	17%	38%	-	-	-	-
	Male	28%	21%	14%	13%	13%	20%	-	*	-	*	16%	0%	0%	20%	17%	14%	-	-	*	-	-
	Female	31%	25%	22%	14%	18%	*	-	*	-	*	19%	27%	*	24%	38%	-	22%	-	*	-	-
Mathematics	All Students	20%	14%	19%	21%	12%	31%	-	*	-	*	21%	13%	13%	20%	25%	19%	19%	-	*	-	-
	CWD	10%	6%	13%	25%	0%	*	-	-	-	*	9%	*	13%	-	*	8%	*	-	-	-	-
	CWOD	22%	15%	20%	19%	14%	33%	-	*	-	*	23%	8%	-	20%	24%	23%	17%	-	*	-	-
	EL	15%	15%	25%	*	18%	17%	-	*	-	-	26%	*	*	24%	25%	25%	25%	-	-	-	-
	Male	23%	16%	19%	20%	13%	30%	-	*	-	*	19%	20%	8%	23%	25%	19%	-	-	*	-	-
	Female	18%	12%	19%	21%	9%	*	-	*	-	*	24%	9%	*	17%	25%	-	19%	-	*	-	-
Grade 4																						
Reading	All Students	28%	22%	21%	24%	17%	25%	-	33%	-	*	16%	37%	0%	25%	21%	24%	18%	-	-	-	-
	CWD	10%	7%	0%	*	0%	-	-	*	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	31%	24%	25%	26%	21%	25%	-	40%	-	*	20%	37%	-	25%	27%	29%	21%	-	-	-	-
	EL	18%	18%	21%	-	17%	*	-	40%	-	-	13%	*	*	27%	21%	9%	38%	-	-	-	-
	Male	26%	22%	24%	30%	21%	20%	-	*	-	*	16%	42%	0%	29%	9%	24%	-	-	-	-	-
	Female	29%	22%	18%	18%	12%	*	-	*	-	*	16%	29%	*	21%	38%	-	18%	-	-	-	-
Mathematics	All Students	22%	14%	12%	0%	14%	25%	-	17%	-	*	9%	21%	0%	14%	16%	22%	3%	-	-	-	-
	CWD	10%	6%	0%	*	0%	-	-	*	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	15%	14%	0%	17%	25%	-	20%	-	*	11%	21%	-	14%	20%	26%	3%	-	-	-	-
	EL	16%	14%	16%	-	17%	*	-	20%	-	-	13%	*	*	20%	16%	18%	13%	-	-	-	-
	Male	25%	16%	22%	0%	21%	40%	-	*	-	*	16%	33%	0%	26%	18%	22%	-	-	-	-	-
	Female	19%	12%	3%	0%	6%	*	-	*	-	*	3%	0%	*	3%	13%	-	3%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	19%	19%	12%	25%	-	20%	-	*	14%	30%	0%	21%	8%	23%	15%	-	*	-	-
	CWD	12%	10%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	40%	32%	21%	19%	15%	30%	-	20%	-	*	16%	32%	-	21%	9%	25%	17%	-	*	-	-
	EL	23%	25%	8%	-	7%	0%	-	20%	-	-	11%	0%	*	9%	8%	0%	17%	-	-	-	-
	Male	32%	27%	23%	38%	6%	29%	-	*	-	*	17%	31%	*	25%	0%	23%	-	-	-	-	-
	Female	39%	31%	15%	0%	19%	20%	-	*	-	*	12%	29%	0%	17%	17%	-	15%	-	*	-	-
Mathematics	All Students	24%	16%	10%	11%	3%	17%	-	20%	-	*	7%	17%	0%	11%	8%	18%	3%	-	*	-	-
	CWD	9%	6%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	26%	17%	11%	12%	4%	20%	-	20%	-	*	8%	18%	-	11%	9%	19%	3%	-	*	-	-
	EL	17%	15%	8%	-	0%	20%	-	20%	-	-	11%	0%	*	9%	8%	8%	8%	-	-	-	-
	Male	25%	17%	18%	23%	6%	29%	-	*	-	*	13%	25%	*	19%	8%	18%	-	-	-	-	-

Texas Education Agency  
2022 Federal Report Card  
WILLIAMS EL (220901145) - ARLINGTON ISD - TARRANT 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%	14%	3%	0%	0%	0%	-	*	-	*	3%	0%	0%	3%	8%	-	3%	-	*	-	-	
Science	All Students	17%	12%	18%	19%	12%	25%	-	40%	-	*	16%	22%	11%	18%	17%	20%	15%	-	*	-	-	
	CWD	9%	6%	11%	*	17%	*	-	-	-	-	13%	*	11%	-	*	*	0%	-	-	-	-	
	CWOD	19%	12%	18%	19%	11%	30%	-	40%	-	*	16%	23%	-	18%	17%	19%	17%	-	*	-	-	
	EL	9%	8%	17%	-	7%	20%	-	40%	-	-	21%	0%	*	17%	17%	8%	25%	-	-	-	-	
	Male	20%	14%	20%	31%	12%	29%	-	*	-	*	17%	25%	*	19%	8%	20%	-	-	-	-	-	
	Female	15%	10%	15%	7%	13%	20%	-	*	-	*	15%	14%	0%	17%	25%	-	15%	-	*	-	-	
Grade 6																							
Reading	All Students	23%	21%	16%	17%	13%	17%	*	*	-	*	14%	22%	0%	20%	15%	12%	26%	-	*	-	-	
	CWD	8%	7%	0%	0%	0%	*	*	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	25%	23%	20%	23%	15%	20%	-	*	-	*	18%	27%	-	20%	18%	15%	30%	-	*	-	-	
	EL	9%	15%	15%	*	17%	*	-	*	-	-	17%	*	*	18%	15%	0%	50%	-	-	-	-	
	Male	21%	19%	12%	18%	4%	*	-	*	-	*	8%	23%	0%	15%	0%	12%	-	-	-	-	-	
	Female	25%	23%	26%	13%	33%	*	*	*	-	-	28%	20%	*	30%	50%	-	26%	-	*	-	-	
Mathematics	All Students	16%	16%	21%	17%	22%	33%	*	*	-	*	19%	28%	25%	20%	20%	19%	26%	-	*	-	-	
	CWD	8%	9%	25%	13%	33%	*	*	-	-	-	15%	*	25%	-	*	23%	*	-	-	-	-	
	CWOD	17%	17%	20%	18%	19%	20%	-	*	-	*	20%	20%	-	20%	24%	18%	25%	-	*	-	-	
	EL	7%	14%	20%	*	17%	*	-	*	-	-	22%	*	*	24%	20%	14%	33%	-	-	-	-	
	Male	17%	18%	19%	18%	17%	*	-	*	-	*	15%	31%	23%	18%	14%	19%	-	-	-	-	-	
	Female	14%	13%	26%	13%	33%	*	*	*	-	-	28%	20%	*	25%	33%	-	26%	-	*	-	-	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	66%	68%	67%	65%	70%	*	90%	-	89%	65%	79%	43%	73%	69%	72%	64%	-	44%	-	-	
	CWD	44%	36%	43%	51%	37%	50%	*	*	-	*	37%	76%	43%	-	48%	51%	26%	-	-	-	-	
	CWOD	77%	70%	73%	70%	71%	73%	-	90%	-	96%	71%	80%	-	73%	72%	77%	69%	-	44%	-	-	
	EL	59%	58%	69%	83%	64%	64%	-	88%	-	-	67%	85%	48%	72%	69%	72%	66%	-	-	-	-	
	Male	71%	63%	72%	70%	71%	74%	-	88%	-	82%	67%	84%	51%	77%	72%	72%	-	-	*	-	-	
	Female	75%	68%	64%	63%	57%	64%	*	92%	-	94%	62%	72%	26%	69%	66%	-	64%	-	57%	-	-	
Reading	All Students	74%	67%	71%	75%	66%	69%	*	83%	-	92%	67%	84%	44%	77%	66%	71%	72%	-	*	-	-	
	CWD	43%	35%	44%	58%	29%	*	*	*	-	*	36%	88%	44%	-	36%	46%	40%	-	-	-	-	
	CWOD	78%	72%	77%	78%	75%	69%	-	82%	-	100%	74%	84%	-	77%	71%	77%	76%	-	*	-	-	
	EL	57%	57%	66%	83%	63%	57%	-	79%	-	-	64%	82%	36%	71%	66%	65%	68%	-	-	-	-	
	Male	70%	63%	71%	73%	69%	68%	-	71%	-	80%	65%	87%	46%	77%	65%	71%	-	-	*	-	-	
	Female	78%	73%	72%	77%	62%	71%	*	91%	-	100%	70%	80%	40%	76%	68%	-	72%	-	*	-	-	
Mathematics	All Students	71%	64%	66%	59%	67%	67%	*	100%	-	83%	63%	76%	44%	71%	76%	71%	60%	-	*	-	-	
	CWD	44%	36%	44%	47%	46%	*	*	*	-	*	40%	63%	44%	-	64%	54%	20%	-	-	-	-	
	CWOD	75%	67%	71%	61%	72%	71%	-	100%	-	91%	68%	78%	-	71%	78%	76%	65%	-	*	-	-	
	EL	61%	61%	76%	83%	71%	64%	-	100%	-	-	74%	91%	64%	78%	76%	78%	74%	-	-	-	-	
	Male	71%	63%	71%	63%	74%	72%	-	100%	-	80%	67%	83%	54%	76%	78%	71%	-	-	*	-	-	

Texas Education Agency  
2022 Federal Report Card  
WILLIAMS EL (220901145) - ARLINGTON ISD - TARRANT 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%	64%	60%	53%	57%	57%	*	100%	-	86%	58%	67%	20%	65%	74%	-	60%	-	*	-	-	
Science	All Students	74%	66%	65%	67%	52%	83%	-	80%	-	*	61%	74%	33%	69%	58%	80%	50%	-	*	-	-	
	CWD	47%	38%	33%	*	33%	*	-	-	-	-	25%	*	33%	-	*	*	0%	-	-	-	-	
	CWOD	78%	69%	69%	69%	56%	90%	-	80%	-	*	67%	73%	-	69%	61%	81%	57%	-	*	-	-	
	EL	58%	56%	58%	-	43%	80%	-	80%	-	-	53%	80%	*	61%	58%	75%	42%	-	-	-	-	
	Male	74%	65%	80%	85%	65%	100%	-	*	-	*	79%	81%	*	81%	75%	80%	-	-	-	-	-	
	Female	75%	66%	50%	50%	38%	60%	-	*	-	*	48%	57%	0%	57%	42%	-	50%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	39%	40%	37%	34%	47%	*	76%	-	52%	36%	50%	23%	43%	42%	42%	37%	-	11%	-	-	
	CWD	23%	18%	23%	31%	15%	30%	*	*	-	*	16%	59%	23%	-	30%	23%	23%	-	-	-	-	
	CWOD	50%	42%	43%	38%	39%	49%	-	74%	-	56%	41%	49%	-	43%	44%	47%	39%	-	11%	-	-	
	EL	29%	30%	42%	58%	34%	33%	-	73%	-	-	42%	41%	30%	44%	42%	38%	48%	-	-	-	-	
	Male	45%	38%	42%	41%	38%	49%	-	56%	-	73%	36%	57%	23%	47%	38%	42%	-	-	*	-	-	
	Female	48%	41%	37%	31%	30%	42%	*	88%	-	38%	36%	39%	23%	39%	48%	-	37%	-	14%	-	-	
Reading	All Students	52%	45%	45%	45%	39%	49%	*	78%	-	67%	41%	59%	28%	49%	45%	44%	47%	-	*	-	-	
	CWD	24%	19%	28%	37%	17%	*	*	*	-	*	21%	63%	28%	-	36%	26%	33%	-	-	-	-	
	CWOD	56%	48%	49%	47%	44%	49%	-	76%	-	73%	45%	59%	-	49%	46%	49%	49%	-	*	-	-	
	EL	31%	33%	45%	67%	39%	29%	-	71%	-	-	42%	64%	36%	46%	45%	39%	53%	-	-	-	-	
	Male	47%	41%	44%	45%	41%	44%	-	57%	-	60%	37%	63%	26%	49%	39%	44%	-	-	*	-	-	
	Female	56%	49%	47%	45%	36%	57%	*	91%	-	71%	46%	53%	33%	49%	53%	-	47%	-	*	-	-	
Mathematics	All Students	41%	33%	36%	30%	30%	49%	*	83%	-	33%	32%	45%	20%	39%	42%	40%	29%	-	*	-	-	
	CWD	22%	17%	20%	26%	13%	*	*	*	-	*	12%	63%	20%	-	27%	20%	20%	-	-	-	-	
	CWOD	44%	35%	39%	31%	34%	51%	-	82%	-	36%	37%	43%	-	39%	44%	46%	31%	-	*	-	-	
	EL	29%	29%	42%	50%	31%	36%	-	86%	-	-	44%	27%	27%	44%	42%	39%	47%	-	-	-	-	
	Male	42%	34%	40%	35%	34%	56%	-	71%	-	80%	34%	57%	20%	46%	39%	40%	-	-	*	-	-	
	Female	40%	33%	29%	23%	25%	36%	*	91%	-	0%	30%	27%	20%	31%	47%	-	29%	-	*	-	-	
Science	All Students	46%	37%	35%	30%	36%	33%	-	40%	-	*	33%	39%	11%	38%	33%	43%	28%	-	*	-	-	
	CWD	23%	17%	11%	*	17%	*	-	-	-	-	13%	*	11%	-	*	*	0%	-	-	-	-	
	CWOD	49%	39%	38%	31%	41%	40%	-	40%	-	*	37%	41%	-	38%	35%	44%	31%	-	*	-	-	
	EL	25%	25%	33%	-	29%	40%	-	40%	-	-	37%	20%	*	35%	33%	33%	33%	-	-	-	-	
	Male	47%	37%	43%	46%	41%	43%	-	*	-	*	42%	44%	*	44%	33%	43%	-	-	-	-	-	
	Female	45%	36%	28%	14%	31%	20%	-	*	-	*	27%	29%	0%	31%	33%	-	28%	-	*	-	-	
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%	17%	17%	16%	13%	24%	*	34%	-	19%	15%	23%	6%	19%	17%	19%	15%	-	0%	-	-
	CWD	9%	6%	6%	8%	6%	10%	*	*	-	*	4%	18%	6%	-	4%	7%	6%	-	-	-	-
	CWOD	24%	18%	19%	17%	15%	26%	-	36%	-	20%	17%	24%	-	19%	19%	21%	16%	-	0%	-	-
	EL	12%	12%	17%	17%	13%	12%	-	33%	-	-	17%	15%	4%	19%	17%	11%	25%	-	-	-	-
	Male	21%	16%	19%	21%	13%	26%	-	19%	-	36%	15%	28%	7%	21%	11%	19%	-	-	*	-	-
	Female	23%	18%	15%	9%	14%	21%	*	44%	-	6%	15%	16%	6%	16%	25%	-	15%	-	0%	-	-
Reading	All Students	25%	20%	18%	18%	14%	23%	*	39%	-	25%	15%	28%	0%	22%	17%	18%	20%	-	*	-	-
	CWD	9%	6%	0%	0%	0%	*	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	27%	21%	22%	22%	17%	26%	-	41%	-	27%	19%	31%	-	22%	19%	22%	22%	-	*	-	-
	EL	13%	14%	17%	0%	16%	7%	-	36%	-	-	15%	27%	0%	19%	17%	6%	32%	-	-	-	-
	Male	22%	17%	18%	23%	11%	20%	-	14%	-	40%	14%	28%	0%	22%	6%	18%	-	-	*	-	-
	Female	28%	22%	20%	11%	19%	29%	*	55%	-	14%	17%	27%	0%	22%	32%	-	20%	-	*	-	-
Mathematics	All Students	20%	14%	15%	13%	13%	26%	*	28%	-	17%	14%	20%	12%	16%	17%	19%	11%	-	*	-	-
	CWD	9%	6%	12%	16%	8%	*	*	*	-	*	7%	38%	12%	-	9%	11%	13%	-	-	-	-
	CWOD	21%	16%	16%	13%	14%	26%	-	29%	-	18%	16%	18%	-	16%	18%	21%	10%	-	*	-	-
	EL	12%	12%	17%	33%	12%	14%	-	29%	-	-	18%	9%	9%	18%	17%	16%	18%	-	-	-	-
	Male	21%	15%	19%	17%	15%	32%	-	29%	-	40%	16%	28%	11%	21%	16%	19%	-	-	*	-	-
	Female	19%	13%	11%	9%	9%	14%	*	27%	-	0%	12%	7%	13%	10%	18%	-	11%	-	*	-	-
Science	All Students	20%	15%	18%	19%	12%	25%	-	40%	-	*	16%	22%	11%	18%	17%	20%	15%	-	*	-	-
	CWD	8%	5%	11%	*	17%	*	-	-	-	-	13%	*	11%	-	*	*	0%	-	-	-	-
	CWOD	22%	16%	18%	19%	11%	30%	-	40%	-	*	16%	23%	-	18%	17%	19%	17%	-	*	-	-
	EL	7%	8%	17%	-	7%	20%	-	40%	-	-	21%	0%	*	17%	17%	8%	25%	-	-	-	-
	Male	22%	15%	20%	31%	12%	29%	-	*	-	*	17%	25%	*	19%	8%	20%	-	-	-	-	-
	Female	19%	14%	15%	7%	13%	20%	-	*	-	*	15%	14%	0%	17%	25%	-	15%	-	*	-	-

- 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	83	88	74	88	*	100	-	93	83	68	84
CWD	68	83	50	*	*	*	-	-	67	68	75
CWOD	85	89	80	85	-	100	-	93	86	-	85
EL ◇	84	*	75	100	-	100	-	-	83	75	84
Male	81	89	70	92	-	100	-	*	79	69	81
Female	85	87	80	79	*	100	-	90	86	67	88
<b>Mathematics</b>											
All Students	80	74	78	83	*	100	-	100	77	60	86
CWD	60	67	50	*	*	*	-	-	59	60	63
CWOD	83	75	85	85	-	100	-	100	81	-	90
EL ◇	86	*	80	86	-	100	-	-	83	63	86
Male	81	71	84	85	-	100	-	*	78	72	88
Female	79	78	71	79	*	100	-	100	76	42	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
138	29	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	42	40	37	47	*	67	-	53	39	24	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	Y	N					Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	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	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
<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	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>											
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%	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%	-
	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%	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%	*	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%	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%	*	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%	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%	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%	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%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	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%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-
	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%	-	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	49	27	11	10	1	0	0	0	9		
	Female	10	10	0	0	0	0	0	0	1		
	Total	59	37	11	10	1	0	0	0	10		
<b>Out-of-School Suspensions</b>												
	Male	24	15	4	4	1	0	0	0	5		
	Female	5	3	1	1	0	0	0	0	0		
	Total	29	18	5	5	1	0	0	0	5		
<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	17	8	5	3	0	0	0	1	3		6
	Female	5	5	0	0	0	0	0	0	0		2
	Total	22	13	5	3	0	0	0	1	3		8
<b>Out-of-School Suspensions</b>												
	Male	9	5	2	1	0	0	0	1	2		4
	Female	2	2	0	0	0	0	0	0	0		1
	Total	11	7	2	1	0	0	0	1	2		5
<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	17	3	7	4	-8	3	-8	-8	3	7	-8
	Female	25	11	8	3	-8	-8	1	2	4	7	-8
	Total	42	14	15	7	-8	3	1	2	7	14	-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	1
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	39	11	15	5	1	5	0	2	16	2
	Female	46	5	24	10	0	6	0	1	25	0
	Total	85	16	39	15	1	11	0	3	41	2
<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	4.0	9.5%
Teachers Teaching with Emergency or Provisional Credentials	0.5	1.2%
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%	48	1%	*	4%
Mathematics	6,587	2%	48	1%	*	4%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	1%
Mathematics	6,408	2%	49	1%	*	1%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	7	9%
Mathematics	6,177	2%	59	1%	7	9%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	22	3%
Reading	48,805	1%	354	1%	11	4%
Mathematics	43,293	1%	319	1%	11	4%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	22%	29%	17%	22%	*	19%	-	24%	25%	20%	16%

- 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 and 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%	68%	81%	65%	76%	88%	*	100%	-	88%	67%	90%	43%	88%	89%	79%	84%	-	*	-	*	
	CWD	52%	42%	43%	*	40%	50%	-	-	-	*	29%	57%	43%	-	*	56%	20%	-	-	-	-	
	CWOD	80%	72%	88%	68%	88%	94%	*	100%	-	100%	76%	94%	-	88%	100%	84%	91%	-	*	-	*	
	EL	66%	64%	89%	-	*	*	-	*	-	-	80%	*	*	100%	89%	*	86%	-	-	-	-	
	Male	74%	64%	79%	38%	80%	91%	*	-	-	80%	53%	96%	56%	84%	*	79%	-	-	*	-	*	
	Female	78%	71%	84%	83%	73%	82%	*	100%	-	*	82%	84%	20%	91%	86%	-	84%	-	*	-	-	
Mathematics	All Students	70%	61%	81%	75%	81%	80%	*	100%	-	88%	75%	85%	36%	89%	89%	79%	84%	-	*	-	*	
	CWD	46%	38%	36%	*	40%	33%	-	-	-	*	43%	29%	36%	-	*	56%	0%	-	-	-	-	
	CWOD	74%	64%	89%	79%	94%	88%	*	100%	-	100%	83%	92%	-	89%	100%	84%	93%	-	*	-	*	
	EL	64%	61%	89%	-	*	*	-	*	-	-	80%	*	*	100%	89%	*	86%	-	-	-	-	
	Male	72%	62%	79%	50%	90%	83%	*	-	-	80%	63%	89%	56%	84%	*	79%	-	-	*	-	*	
	Female	68%	59%	84%	92%	73%	76%	*	100%	-	*	88%	81%	0%	93%	86%	-	84%	-	*	-	-	
Grade 4																							
Reading	All Students	76%	68%	81%	54%	71%	91%	-	*	-	*	64%	89%	58%	85%	40%	71%	87%	-	*	-	*	
	CWD	48%	39%	58%	40%	*	*	-	-	-	-	43%	80%	58%	-	-	*	63%	-	-	-	*	
	CWOD	81%	72%	85%	63%	71%	93%	-	*	-	*	71%	90%	-	85%	40%	74%	91%	-	*	-	-	
	EL	66%	63%	40%	-	*	-	-	*	-	-	*	*	-	40%	40%	*	*	-	-	-	-	
	Male	73%	64%	71%	*	33%	85%	-	*	-	-	58%	79%	*	74%	*	71%	-	-	-	-	-	
	Female	79%	72%	87%	55%	91%	96%	-	*	-	*	69%	94%	63%	91%	*	-	87%	-	*	-	*	
Mathematics	All Students	68%	56%	77%	38%	59%	93%	-	*	-	*	57%	87%	33%	85%	60%	81%	75%	-	*	-	*	
	CWD	42%	32%	33%	20%	*	*	-	-	-	-	29%	40%	33%	-	-	*	25%	-	-	-	*	
	CWOD	73%	60%	85%	50%	64%	98%	-	*	-	*	67%	92%	-	85%	60%	85%	84%	-	*	-	-	
	EL	63%	58%	60%	-	*	-	-	*	-	-	*	*	-	60%	60%	*	*	-	-	-	-	
	Male	70%	58%	81%	*	17%	100%	-	*	-	-	58%	95%	*	85%	*	81%	-	-	-	-	-	
	Female	67%	55%	75%	36%	82%	88%	-	*	-	*	56%	83%	25%	84%	*	-	75%	-	*	-	*	
Grade 5																							
Reading	All Students	80%	75%	84%	74%	75%	95%	-	*	-	83%	88%	82%	83%	85%	60%	85%	83%	-	*	-	*	
	CWD	50%	44%	83%	*	83%	86%	-	-	-	*	91%	71%	83%	-	-	82%	86%	-	-	-	*	
	CWOD	85%	79%	85%	73%	72%	97%	-	*	-	80%	86%	84%	-	85%	60%	86%	83%	-	*	-	*	
	EL	71%	72%	60%	*	*	*	-	*	-	-	*	*	-	60%	60%	*	*	-	-	-	-	
	Male	77%	72%	85%	78%	60%	96%	-	*	-	83%	88%	83%	82%	86%	*	85%	-	-	*	-	-	
	Female	83%	78%	83%	70%	86%	92%	-	-	-	-	88%	80%	86%	83%	*	-	83%	-	-	-	*	
Mathematics	All Students	76%	65%	78%	63%	67%	87%	-	*	-	100%	75%	80%	56%	83%	80%	76%	81%	-	*	-	*	
	CWD	50%	38%	56%	*	67%	57%	-	-	-	*	64%	43%	56%	-	-	55%	57%	-	-	-	*	
	CWOD	80%	69%	83%	73%	67%	94%	-	*	-	100%	79%	86%	-	83%	80%	81%	86%	-	*	-	*	
	EL	70%	66%	80%	*	*	*	-	*	-	-	*	*	-	80%	80%	*	*	-	-	-	-	
	Male	75%	65%	76%	56%	50%	85%	-	*	-	100%	75%	77%	55%	81%	*	76%	-	-	*	-	-	
	Female	76%	66%	81%	70%	79%	92%	-	-	-	-	75%	85%	57%	86%	*	-	81%	-	-	-	*	

Texas Education Agency  
2022 Federal Report Card  
LITTLE EL (220901146) - ARLINGTON ISD - TARRANT 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%	54%	61%	47%	46%	77%	-	*	-	50%	63%	60%	39%	67%	60%	65%	56%	-	*	-	*	
	CWD	40%	33%	39%	*	0%	71%	-	-	-	*	45%	29%	39%	-	-	64%	0%	-	-	-	*	
	CWOD	69%	57%	67%	53%	61%	78%	-	*	-	40%	69%	65%	-	67%	60%	65%	69%	-	*	-	*	
	EL	52%	49%	60%	*	*	*	-	*	-	-	*	*	-	60%	60%	*	*	-	-	-	-	
	Male	67%	57%	65%	56%	40%	78%	-	*	-	50%	71%	60%	64%	65%	*	65%	-	-	*	-	-	
	Female	63%	52%	56%	40%	50%	75%	-	-	-	-	50%	60%	0%	69%	*	-	56%	-	-	-	*	
Grade 6																							
Reading	All Students	69%	68%	90%	81%	90%	92%	-	*	-	91%	88%	92%	50%	98%	100%	91%	90%	-	*	-	*	
	CWD	38%	38%	50%	*	*	56%	-	-	-	*	56%	43%	50%	-	-	50%	50%	-	*	-	*	
	CWOD	74%	73%	98%	100%	95%	100%	-	*	-	90%	97%	98%	-	98%	100%	98%	98%	-	-	-	*	
	EL	53%	61%	100%	*	*	*	-	*	-	-	100%	*	-	100%	100%	*	100%	-	-	-	-	
	Male	66%	64%	91%	83%	85%	92%	-	*	-	100%	87%	93%	50%	98%	*	91%	-	-	-	-	*	
	Female	72%	72%	90%	80%	100%	92%	-	*	-	*	88%	90%	50%	98%	100%	-	90%	-	*	-	-	
Mathematics	All Students	72%	70%	84%	75%	86%	84%	-	*	-	91%	70%	93%	56%	89%	89%	89%	79%	-	*	-	*	
	CWD	47%	47%	56%	*	*	56%	-	-	-	*	44%	71%	56%	-	-	75%	38%	-	*	-	*	
	CWOD	76%	74%	89%	83%	89%	90%	-	*	-	90%	77%	96%	-	89%	89%	91%	88%	-	-	-	*	
	EL	61%	69%	89%	*	*	*	-	*	-	-	86%	*	-	89%	89%	*	100%	-	-	-	-	
	Male	73%	70%	89%	83%	85%	92%	-	*	-	86%	74%	100%	75%	91%	*	89%	-	-	-	-	*	
	Female	72%	70%	79%	70%	88%	75%	-	*	-	*	65%	87%	38%	88%	100%	-	79%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	60%	45%	48%	68%	*	80%	-	88%	50%	67%	14%	68%	44%	55%	65%	-	*	-	*	
	CWD	30%	24%	14%	*	0%	17%	-	-	-	*	14%	14%	14%	-	*	22%	0%	-	-	-	-	
	CWOD	54%	44%	68%	47%	63%	76%	*	80%	-	100%	59%	74%	-	68%	50%	63%	73%	-	*	-	*	
	EL	37%	36%	44%	-	*	*	-	*	-	-	20%	*	*	50%	44%	*	57%	-	-	-	-	
	Male	49%	40%	55%	25%	50%	61%	*	-	-	80%	37%	68%	22%	63%	*	55%	-	-	*	-	*	
	Female	52%	43%	65%	58%	45%	76%	*	80%	-	*	65%	66%	0%	73%	57%	-	65%	-	*	-	-	
Mathematics	All Students	42%	32%	50%	40%	33%	58%	*	60%	-	75%	36%	58%	29%	54%	44%	57%	43%	-	*	-	*	
	CWD	27%	19%	29%	*	20%	33%	-	-	-	*	29%	29%	29%	-	*	44%	0%	-	-	-	-	
	CWOD	45%	34%	54%	42%	38%	62%	*	60%	-	83%	38%	62%	-	54%	50%	61%	48%	-	*	-	*	
	EL	35%	32%	44%	-	*	*	-	*	-	-	40%	*	*	50%	44%	*	43%	-	-	-	-	
	Male	45%	35%	57%	25%	40%	70%	*	-	-	80%	37%	71%	44%	61%	*	57%	-	-	*	-	*	
	Female	39%	30%	43%	50%	27%	41%	*	60%	-	*	35%	47%	0%	48%	43%	-	43%	-	*	-	-	
Grade 4																							
Reading	All Students	53%	45%	65%	38%	47%	78%	-	*	-	*	50%	73%	17%	73%	40%	61%	67%	-	*	-	*	
	CWD	29%	21%	17%	20%	*	*	-	-	-	-	14%	20%	17%	-	-	*	0%	-	-	-	*	
	CWOD	57%	48%	73%	50%	57%	83%	-	*	-	*	62%	78%	-	73%	40%	63%	80%	-	*	-	-	
	EL	41%	40%	40%	-	*	-	-	*	-	-	*	*	-	40%	40%	*	*	-	-	-	-	
	Male	51%	43%	61%	*	17%	75%	-	*	-	-	50%	68%	*	63%	*	61%	-	-	-	-	-	



Texas Education Agency  
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LITTLE EL (220901146) - ARLINGTON ISD - TARRANT 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%	46%	67%	36%	64%	81%	-	*	-	*	50%	75%	0%	80%	*	-	67%	-	*	-	*
Mathematics	All Students	42%	29%	52%	23%	47%	63%	-	*	-	*	43%	56%	25%	56%	0%	52%	52%	-	*	-	*
	CWD	25%	18%	25%	0%	*	*	-	-	-	-	14%	40%	25%	-	-	*	25%	-	-	-	*
	CWOD	45%	31%	56%	38%	50%	64%	-	*	-	*	52%	58%	-	56%	0%	56%	57%	-	*	-	-
	EL	34%	29%	0%	-	*	-	-	*	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	45%	32%	52%	*	17%	70%	-	*	-	-	42%	58%	*	56%	*	52%	-	-	-	-	-
	Female	38%	26%	52%	27%	64%	58%	-	*	-	*	44%	56%	25%	57%	*	-	52%	-	*	-	*
Grade 5																						
Reading	All Students	57%	49%	53%	47%	46%	64%	-	*	-	17%	50%	56%	33%	58%	60%	48%	61%	-	*	-	*
	CWD	29%	22%	33%	*	33%	43%	-	-	-	*	36%	29%	33%	-	-	36%	29%	-	-	-	*
	CWOD	61%	52%	58%	60%	50%	69%	-	*	-	0%	55%	60%	-	58%	60%	51%	69%	-	*	-	*
	EL	43%	44%	60%	*	*	*	-	*	-	-	*	*	-	60%	60%	*	*	-	-	-	-
	Male	53%	46%	48%	44%	40%	56%	-	*	-	17%	50%	47%	36%	51%	*	48%	-	-	*	-	-
	Female	60%	52%	61%	50%	50%	83%	-	-	-	-	50%	70%	29%	69%	*	-	61%	-	-	-	*
Mathematics	All Students	47%	36%	46%	16%	42%	62%	-	*	-	33%	43%	48%	28%	50%	60%	48%	42%	-	*	-	*
	CWD	25%	17%	28%	*	17%	57%	-	-	-	*	36%	14%	28%	-	-	36%	14%	-	-	-	*
	CWOD	50%	38%	50%	20%	50%	63%	-	*	-	40%	45%	53%	-	50%	60%	51%	48%	-	*	-	*
	EL	38%	35%	60%	*	*	*	-	*	-	-	*	*	-	60%	60%	*	*	-	-	-	-
	Male	48%	37%	48%	11%	30%	67%	-	*	-	33%	46%	50%	36%	51%	*	48%	-	-	*	-	-
	Female	46%	35%	42%	20%	50%	50%	-	-	-	-	38%	45%	14%	48%	*	-	42%	-	-	-	*
Science	All Students	38%	28%	27%	11%	17%	41%	-	*	-	17%	20%	32%	22%	28%	20%	33%	17%	-	*	-	*
	CWD	23%	16%	22%	*	0%	43%	-	-	-	*	27%	14%	22%	-	-	36%	0%	-	-	-	*
	CWOD	40%	29%	28%	7%	22%	41%	-	*	-	20%	17%	35%	-	28%	20%	33%	21%	-	*	-	*
	EL	24%	23%	20%	*	*	*	-	*	-	-	*	*	-	20%	20%	*	*	-	-	-	-
	Male	41%	31%	33%	11%	30%	44%	-	*	-	17%	29%	37%	36%	33%	*	33%	-	-	*	-	-
	Female	34%	24%	17%	10%	7%	33%	-	-	-	-	6%	25%	0%	21%	*	-	17%	-	-	-	*
Grade 6																						
Reading	All Students	42%	42%	65%	56%	62%	70%	-	*	-	55%	55%	72%	25%	73%	78%	64%	67%	-	*	-	*
	CWD	21%	20%	25%	*	*	33%	-	-	-	*	22%	29%	25%	-	-	13%	38%	-	*	-	*
	CWOD	46%	45%	73%	67%	68%	78%	-	*	-	60%	65%	78%	-	73%	78%	73%	73%	-	-	-	*
	EL	24%	34%	78%	*	*	*	-	*	-	-	71%	*	-	78%	78%	*	80%	-	-	-	-
	Male	40%	40%	64%	33%	62%	77%	-	*	-	43%	52%	73%	13%	73%	*	64%	-	-	-	-	*
	Female	45%	44%	67%	70%	63%	63%	-	*	-	*	59%	71%	38%	73%	80%	-	67%	-	*	-	-
Mathematics	All Students	38%	37%	48%	50%	38%	50%	-	*	-	36%	40%	52%	19%	53%	67%	47%	48%	-	*	-	*
	CWD	20%	21%	19%	*	*	22%	-	-	-	*	22%	14%	19%	-	-	13%	25%	-	*	-	*
	CWOD	41%	40%	53%	58%	42%	56%	-	*	-	40%	45%	57%	-	53%	67%	53%	53%	-	-	-	*
	EL	24%	35%	67%	*	*	*	-	*	-	-	57%	*	-	67%	67%	*	80%	-	-	-	-
	Male	40%	39%	47%	33%	31%	62%	-	*	-	29%	43%	50%	13%	53%	*	47%	-	-	-	-	*
	Female	36%	35%	48%	60%	50%	38%	-	*	-	*	35%	55%	25%	53%	80%	-	48%	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	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%	23%	36%	35%	29%	35%	*	60%	-	63%	25%	43%	7%	41%	22%	34%	39%	-	*	-	*
	CWD	12%	8%	7%	*	0%	17%	-	-	-	*	0%	14%	7%	-	*	11%	0%	-	-	-	-
	CWOD	32%	25%	41%	37%	38%	38%	*	60%	-	83%	31%	47%	-	41%	25%	39%	43%	-	*	-	*
	EL	19%	20%	22%	-	*	*	-	*	-	-	20%	*	*	25%	22%	*	29%	-	-	-	-
	Male	28%	21%	34%	25%	30%	35%	*	-	-	60%	21%	43%	11%	39%	*	34%	-	-	*	-	*
	Female	31%	25%	39%	42%	27%	35%	*	60%	-	*	29%	44%	0%	43%	29%	-	39%	-	*	-	-
Mathematics	All Students	20%	14%	20%	5%	5%	28%	*	40%	-	50%	17%	22%	0%	23%	22%	21%	18%	-	*	-	*
	CWD	10%	6%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	22%	15%	23%	5%	6%	32%	*	40%	-	67%	21%	25%	-	23%	25%	26%	20%	-	*	-	*
	EL	15%	15%	22%	-	*	*	-	*	-	-	20%	*	*	25%	22%	*	14%	-	-	-	-
	Male	23%	16%	21%	0%	10%	30%	*	-	-	40%	16%	25%	0%	26%	*	21%	-	-	*	-	*
	Female	18%	12%	18%	8%	0%	24%	*	40%	-	*	18%	19%	0%	20%	14%	-	18%	-	*	-	-
Grade 4																						
Reading	All Students	28%	22%	36%	15%	35%	37%	-	*	-	*	32%	38%	8%	41%	40%	29%	40%	-	*	-	*
	CWD	10%	7%	8%	20%	*	*	-	-	-	-	14%	0%	8%	-	-	*	0%	-	-	-	*
	CWOD	31%	24%	41%	13%	43%	40%	-	*	-	*	38%	42%	-	41%	40%	30%	48%	-	*	-	-
	EL	18%	18%	40%	-	*	-	-	*	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	26%	22%	29%	*	0%	30%	-	*	-	-	25%	32%	*	30%	*	29%	-	-	-	-	-
	Female	29%	22%	40%	9%	55%	42%	-	*	-	*	38%	42%	0%	48%	*	-	40%	-	*	-	*
Mathematics	All Students	22%	14%	27%	8%	35%	28%	-	*	-	*	29%	25%	17%	28%	0%	32%	23%	-	*	-	*
	CWD	10%	6%	17%	0%	*	*	-	-	-	-	14%	20%	17%	-	-	*	13%	-	-	-	*
	CWOD	25%	15%	28%	13%	36%	29%	-	*	-	*	33%	26%	-	28%	0%	33%	25%	-	*	-	-
	EL	16%	14%	0%	-	*	-	-	*	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	25%	16%	32%	*	17%	40%	-	*	-	-	25%	37%	*	33%	*	32%	-	-	-	-	-
	Female	19%	12%	23%	9%	45%	19%	-	*	-	*	31%	19%	13%	25%	*	-	23%	-	*	-	*
Grade 5																						
Reading	All Students	36%	29%	26%	11%	21%	36%	-	*	-	17%	15%	34%	22%	26%	40%	26%	25%	-	*	-	*
	CWD	12%	10%	22%	*	17%	29%	-	-	-	*	27%	14%	22%	-	-	27%	14%	-	-	-	*
	CWOD	40%	32%	26%	13%	22%	38%	-	*	-	0%	10%	37%	-	26%	40%	26%	28%	-	*	-	*
	EL	23%	25%	40%	*	*	*	-	*	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	32%	27%	26%	11%	20%	33%	-	*	-	17%	17%	33%	27%	26%	*	26%	-	-	*	-	-
	Female	39%	31%	25%	10%	21%	42%	-	-	-	-	13%	35%	14%	28%	*	-	25%	-	-	-	*
Mathematics	All Students	24%	16%	19%	5%	13%	26%	-	*	-	17%	15%	22%	11%	21%	60%	24%	11%	-	*	-	*
	CWD	9%	6%	11%	*	0%	29%	-	-	-	*	9%	14%	11%	-	-	18%	0%	-	-	-	*
	CWOD	26%	17%	21%	7%	17%	25%	-	*	-	20%	17%	23%	-	21%	60%	26%	14%	-	*	-	*
	EL	17%	15%	60%	*	*	*	-	*	-	-	*	*	-	60%	60%	*	*	-	-	-	-
	Male	25%	17%	24%	11%	10%	30%	-	*	-	17%	21%	27%	18%	26%	*	24%	-	-	*	-	-

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LITTLE EL (220901146) - ARLINGTON ISD - TARRANT 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%	14%	11%	0%	14%	17%	-	-	-	-	6%	15%	0%	14%	*	-	11%	-	-	-	*
Science	All Students	17%	12%	13%	5%	13%	21%	-	*	-	0%	5%	20%	11%	14%	0%	13%	14%	-	*	-	*
	CWD	9%	6%	11%	*	0%	29%	-	-	-	*	9%	14%	11%	-	-	18%	0%	-	-	-	*
	CWOD	19%	12%	14%	7%	17%	19%	-	*	-	0%	3%	21%	-	14%	0%	12%	17%	-	*	-	*
	EL	9%	8%	0%	*	*	*	-	*	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	20%	14%	13%	0%	20%	19%	-	*	-	0%	8%	17%	18%	12%	*	13%	-	-	*	-	-
	Female	15%	10%	14%	10%	7%	25%	-	-	-	-	0%	25%	0%	17%	*	-	14%	-	-	-	*
<b>Grade 6</b>																						
Reading	All Students	23%	21%	50%	31%	52%	58%	-	*	-	27%	43%	54%	19%	55%	56%	53%	46%	-	*	-	*
	CWD	8%	7%	19%	*	*	33%	-	-	-	*	11%	29%	19%	-	-	13%	25%	-	*	-	*
	CWOD	25%	23%	55%	42%	58%	63%	-	*	-	30%	52%	57%	-	55%	56%	60%	50%	-	-	-	*
	EL	9%	15%	56%	*	*	*	-	*	-	-	57%	*	-	56%	56%	*	40%	-	-	-	-
	Male	21%	19%	53%	17%	46%	69%	-	*	-	29%	48%	57%	13%	60%	*	53%	-	-	-	-	*
	Female	25%	23%	46%	40%	63%	46%	-	*	-	*	35%	52%	25%	50%	40%	-	46%	-	*	-	-
Mathematics	All Students	16%	16%	12%	13%	10%	14%	-	*	-	0%	13%	11%	6%	13%	33%	11%	13%	-	*	-	*
	CWD	8%	9%	6%	*	*	11%	-	-	-	*	11%	0%	6%	-	-	0%	13%	-	*	-	*
	CWOD	17%	17%	13%	17%	11%	15%	-	*	-	0%	13%	13%	-	13%	33%	13%	13%	-	-	-	*
	EL	7%	14%	33%	*	*	*	-	*	-	-	29%	*	-	33%	33%	*	40%	-	-	-	-
	Male	17%	18%	11%	0%	0%	23%	-	*	-	0%	13%	10%	0%	13%	*	11%	-	-	-	-	*
	Female	14%	13%	13%	20%	25%	4%	-	*	-	*	12%	13%	13%	13%	40%	-	13%	-	*	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	66%	80%	65%	72%	88%	*	97%	-	85%	73%	85%	51%	86%	79%	80%	80%	-	54%	-	36%
	CWD	44%	36%	51%	34%	47%	59%	-	-	-	78%	52%	51%	51%	-	*	61%	40%	-	*	-	43%
	CWOD	77%	70%	86%	72%	78%	93%	*	97%	-	87%	79%	89%	-	86%	81%	84%	88%	-	64%	-	29%
	EL	59%	58%	79%	89%	50%	100%	-	96%	-	-	81%	76%	*	81%	79%	77%	81%	-	-	-	-
	Male	71%	63%	80%	61%	65%	89%	*	93%	-	83%	72%	86%	61%	84%	77%	80%	-	-	57%	-	33%
	Female	75%	68%	80%	67%	78%	86%	*	100%	-	90%	74%	84%	40%	88%	81%	-	80%	-	50%	-	38%
Reading	All Students	74%	67%	84%	69%	78%	91%	*	93%	-	89%	78%	88%	60%	89%	79%	83%	86%	-	33%	-	33%
	CWD	43%	35%	60%	43%	63%	65%	-	-	-	*	59%	62%	60%	-	*	63%	57%	-	*	-	*
	CWOD	78%	72%	89%	76%	82%	96%	*	93%	-	92%	84%	92%	-	89%	81%	87%	91%	-	40%	-	*
	EL	57%	57%	79%	*	50%	*	-	91%	-	-	82%	73%	*	81%	79%	77%	80%	-	-	-	-
	Male	70%	63%	83%	64%	69%	92%	*	83%	-	89%	74%	89%	63%	87%	77%	83%	-	-	*	-	*
	Female	78%	73%	86%	72%	86%	91%	*	100%	-	90%	82%	88%	57%	91%	80%	-	86%	-	*	-	*
Mathematics	All Students	71%	64%	80%	65%	73%	86%	*	100%	-	89%	70%	87%	47%	87%	82%	81%	79%	-	67%	-	50%
	CWD	44%	36%	47%	29%	50%	50%	-	-	-	*	47%	46%	47%	-	*	59%	32%	-	*	-	*
	CWOD	75%	67%	87%	74%	79%	93%	*	100%	-	92%	77%	92%	-	87%	85%	86%	88%	-	80%	-	*
	EL	61%	61%	82%	*	60%	*	-	100%	-	-	76%	91%	*	85%	82%	77%	87%	-	-	-	-
	Male	71%	63%	81%	60%	67%	90%	*	100%	-	89%	69%	90%	59%	86%	77%	81%	-	-	*	-	*

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Mathematics	Female	71%	64%	79%	67%	80%	82%	*	100%	-	90%	71%	84%	32%	88%	87%	-	79%	-	*	-	*
Science	All Students	74%	66%	61%	47%	46%	77%	-	*	-	50%	63%	60%	39%	67%	60%	65%	56%	-	*	-	*
	CWD	47%	38%	39%	*	0%	71%	-	-	-	*	45%	29%	39%	-	-	64%	0%	-	-	-	*
	CWOD	78%	69%	67%	53%	61%	78%	-	*	-	40%	69%	65%	-	67%	60%	65%	69%	-	*	-	*
	EL	58%	56%	60%	*	*	*	-	*	-	-	*	*	-	60%	60%	*	*	-	-	-	-
	Male	74%	65%	65%	56%	40%	78%	-	*	-	50%	71%	60%	64%	65%	*	65%	-	-	*	-	-
	Female	75%	66%	56%	40%	50%	75%	-	-	-	-	50%	60%	0%	69%	*	-	56%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	52%	36%	42%	62%	*	73%	-	50%	43%	58%	24%	57%	49%	51%	52%	-	23%	-	0%
	CWD	23%	18%	24%	13%	13%	36%	-	-	-	33%	25%	22%	24%	-	*	31%	16%	-	*	-	0%
	CWOD	50%	42%	57%	42%	49%	66%	*	73%	-	53%	48%	63%	-	57%	51%	56%	59%	-	27%	-	0%
	EL	29%	30%	49%	67%	14%	71%	-	70%	-	-	47%	52%	*	51%	49%	47%	52%	-	-	-	-
	Male	45%	38%	51%	25%	38%	64%	*	71%	-	40%	43%	57%	31%	56%	47%	51%	-	-	14%	-	0%
	Female	48%	41%	52%	43%	45%	59%	*	75%	-	70%	43%	58%	16%	59%	52%	-	52%	-	33%	-	0%
Reading	All Students	52%	45%	61%	47%	51%	70%	*	86%	-	57%	51%	67%	23%	68%	57%	57%	65%	-	33%	-	0%
	CWD	24%	19%	23%	14%	13%	31%	-	-	-	*	24%	23%	23%	-	*	28%	18%	-	*	-	*
	CWOD	56%	48%	68%	56%	60%	77%	*	86%	-	58%	60%	73%	-	68%	59%	63%	74%	-	40%	-	*
	EL	31%	33%	57%	*	20%	*	-	82%	-	-	53%	64%	*	59%	57%	54%	60%	-	-	-	-
	Male	47%	41%	57%	36%	46%	67%	*	83%	-	44%	47%	64%	28%	63%	54%	57%	-	-	*	-	*
	Female	56%	49%	65%	53%	55%	75%	*	88%	-	80%	56%	71%	18%	74%	60%	-	65%	-	*	-	*
Mathematics	All Students	41%	33%	49%	32%	40%	58%	*	64%	-	50%	40%	54%	25%	53%	46%	51%	46%	-	17%	-	0%
	CWD	22%	17%	25%	7%	19%	38%	-	-	-	*	26%	23%	25%	-	*	31%	18%	-	*	-	*
	CWOD	44%	35%	53%	39%	45%	61%	*	64%	-	54%	45%	58%	-	53%	48%	55%	52%	-	20%	-	*
	EL	29%	29%	46%	*	10%	*	-	55%	-	-	47%	45%	*	48%	46%	46%	47%	-	-	-	-
	Male	42%	34%	51%	20%	31%	67%	*	67%	-	44%	42%	57%	31%	55%	46%	51%	-	-	*	-	*
	Female	40%	33%	46%	40%	48%	47%	*	63%	-	60%	38%	51%	18%	52%	47%	-	46%	-	*	-	*
Science	All Students	46%	37%	27%	11%	17%	41%	-	*	-	17%	20%	32%	22%	28%	20%	33%	17%	-	*	-	*
	CWD	23%	17%	22%	*	0%	43%	-	-	-	*	27%	14%	22%	-	-	36%	0%	-	-	-	*
	CWOD	49%	39%	28%	7%	22%	41%	-	*	-	20%	17%	35%	-	28%	20%	33%	21%	-	*	-	*
	EL	25%	25%	20%	*	*	*	-	*	-	-	*	*	-	20%	20%	*	*	-	-	-	-
	Male	47%	37%	33%	11%	30%	44%	-	*	-	17%	29%	37%	36%	33%	*	33%	-	-	*	-	-
	Female	45%	36%	17%	10%	7%	33%	-	-	-	-	6%	25%	0%	21%	*	-	17%	-	-	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	27%	14%	23%	32%	*	50%	-	27%	21%	30%	12%	29%	31%	27%	26%	-	8%	-	0%
	CWD	9%	6%	12%	3%	5%	20%	-	-	-	11%	11%	12%	12%	-	*	15%	8%	-	*	-	0%
	CWOD	24%	18%	29%	17%	27%	34%	*	50%	-	30%	24%	33%	-	29%	32%	29%	30%	-	9%	-	0%
	EL	12%	12%	31%	44%	5%	57%	-	43%	-	-	33%	28%	*	32%	31%	37%	26%	-	-	-	-
	Male	21%	16%	27%	10%	18%	34%	*	50%	-	21%	21%	31%	15%	29%	37%	27%	-	-	0%	-	0%
	Female	23%	18%	26%	17%	26%	28%	*	50%	-	40%	20%	30%	8%	30%	26%	-	26%	-	17%	-	0%
Reading	All Students	25%	20%	37%	24%	34%	42%	*	64%	-	39%	28%	43%	15%	42%	39%	36%	38%	-	17%	-	0%
	CWD	9%	6%	15%	7%	6%	23%	-	-	-	*	15%	15%	15%	-	*	19%	11%	-	*	-	*
	CWOD	27%	21%	42%	28%	40%	46%	*	64%	-	42%	33%	47%	-	42%	41%	40%	43%	-	20%	-	*
	EL	13%	14%	39%	*	10%	*	-	64%	-	-	41%	36%	*	41%	39%	46%	33%	-	-	-	-
	Male	22%	17%	36%	20%	28%	43%	*	67%	-	33%	28%	42%	19%	40%	46%	36%	-	-	*	-	*
	Female	28%	22%	38%	26%	39%	42%	*	63%	-	50%	29%	44%	11%	43%	33%	-	38%	-	*	-	*
Mathematics	All Students	20%	14%	19%	7%	14%	23%	*	43%	-	21%	17%	20%	8%	21%	29%	21%	17%	-	0%	-	0%
	CWD	9%	6%	8%	0%	6%	15%	-	-	-	*	9%	8%	8%	-	*	9%	7%	-	*	-	*
	CWOD	21%	16%	21%	9%	16%	25%	*	43%	-	25%	20%	22%	-	21%	30%	24%	18%	-	0%	-	*
	EL	12%	12%	29%	*	0%	*	-	27%	-	-	29%	27%	*	30%	29%	38%	20%	-	-	-	-
	Male	21%	15%	21%	4%	8%	30%	*	50%	-	17%	18%	23%	9%	24%	38%	21%	-	-	*	-	*
	Female	19%	13%	17%	9%	20%	15%	*	38%	-	30%	17%	17%	7%	18%	20%	-	17%	-	*	-	*
Science	All Students	20%	15%	13%	5%	13%	21%	-	*	-	0%	5%	20%	11%	14%	0%	13%	14%	-	*	-	*
	CWD	8%	5%	11%	*	0%	29%	-	-	-	*	9%	14%	11%	-	-	18%	0%	-	-	-	*
	CWOD	22%	16%	14%	7%	17%	19%	-	*	-	0%	3%	21%	-	14%	0%	12%	17%	-	*	-	*
	EL	7%	8%	0%	*	*	*	-	*	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	22%	15%	13%	0%	20%	19%	-	*	-	0%	8%	17%	18%	12%	*	13%	-	-	*	-	-
	Female	19%	14%	14%	10%	7%	25%	-	-	-	-	0%	25%	0%	17%	*	-	14%	-	-	-	*

- 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	85	83	92	-	100	-	91	86	91	83
CWD	91	75	89	100	-	-	-	*	85	91	-
CWOD	89	89	82	91	-	100	-	91	87	-	83
EL ◇	83	*	50	*	-	100	-	-	83	-	83
Male	89	79	73	94	-	100	-	96	90	94	82
Female	90	88	91	90	-	*	-	80	82	87	86
<b>Mathematics</b>											
All Students	82	74	86	83	-	75	-	82	78	82	72
CWD	82	73	78	89	-	-	-	*	80	82	-
CWOD	82	75	88	82	-	75	-	81	78	-	72
EL ◇	72	*	67	*	-	67	-	-	67	-	72
Male	80	69	79	85	-	67	-	73	76	78	55
Female	83	77	91	79	-	*	-	100	81	86	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
45	14	31%

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

### 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	38	46	61	*	73	-	54	46	29	53
<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	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y				N	Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	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	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	Y	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	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N				N	N	N	N
<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%	-	*	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>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%	-

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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%	*	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%	-	*	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%	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%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	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%	*	*	-
	Male	0%	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)

		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	17	2	3	10	0	1	0	1	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	17	2	3	10	0	1	0	1	0		
<b>Out-of-School Suspensions</b>												
	Male	5	1	1	3	0	0	0	0	0		
	Female	1	0	0	1	0	0	0	0	0		
	Total	6	1	1	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		

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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	8	1	2	5	0	0	0	0	0		6
	Female	1	0	0	1	0	0	0	0	0		0
	Total	9	1	2	6	0	0	0	0	0		6
<b>Out-of-School Suspensions</b>												
	Male	2	0	1	1	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	1	1	0	0	0	0	0		1
<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	23	6	4	13	-8	-8	-8	-8	-8	4	-8
	Female	19	3	4	11	-8	1	-8	-8	1	2	-8
	Total	42	9	8	24	-8	1	-8	-8	1	6	-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	10	4	1	4	1	0	0	0	0	0
	Female	14	4	4	2	0	2	0	2	3	0
	Total	24	8	5	6	1	2	0	2	3	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.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.7	6.5%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.9	2.3%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	*	1%
Mathematics	6,587	2%	48	1%	*	1%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	1%
Mathematics	6,205	2%	32	1%	*	1%
Science	6,200	2%	32	1%	*	1%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	3%
Mathematics	6,177	2%	59	1%	*	3%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	11	1%
Reading	48,805	1%	354	1%	5	1%
Mathematics	43,293	1%	319	1%	5	1%
Science	17,856	1%	118	1%	*	1%

- Indicates there are no students in the group.

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

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	27%	18%	6%	*	18%	*	10%	24%	21%	18%

- 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 and 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%	68%	81%	70%	83%	86%	*	*	-	*	77%	93%	40%	90%	64%	81%	82%	-	*	-	-
	CWD	52%	42%	40%	50%	*	-	-	-	-	-	40%	-	40%	-	*	40%	40%	-	-	-	-
	CWOD	80%	72%	90%	79%	95%	86%	*	*	-	*	88%	93%	-	90%	75%	87%	94%	-	*	-	-
	EL	66%	64%	64%	*	78%	*	-	*	-	-	55%	*	*	75%	64%	64%	*	-	-	-	-
	Male	74%	64%	81%	64%	87%	80%	*	*	-	*	78%	89%	40%	87%	64%	81%	-	-	*	-	-
	Female	78%	71%	82%	78%	78%	*	-	*	-	-	76%	100%	40%	94%	*	-	82%	-	-	-	-
Mathematics	All Students	70%	61%	69%	45%	83%	57%	*	*	-	*	68%	71%	60%	71%	71%	69%	68%	-	*	-	-
	CWD	46%	38%	60%	50%	*	-	-	-	-	-	60%	-	60%	-	*	40%	80%	-	-	-	-
	CWOD	74%	64%	71%	43%	85%	57%	*	*	-	*	71%	71%	-	71%	75%	74%	65%	-	*	-	-
	EL	64%	61%	71%	*	89%	*	-	*	-	-	64%	*	*	75%	71%	64%	*	-	-	-	-
	Male	72%	62%	69%	55%	80%	40%	*	*	-	*	70%	67%	40%	74%	64%	69%	-	-	*	-	-
	Female	68%	59%	68%	33%	89%	*	-	*	-	-	65%	80%	80%	65%	*	-	68%	-	-	-	-
Grade 4																						
Reading	All Students	76%	68%	89%	93%	87%	*	-	*	-	*	86%	100%	*	92%	86%	96%	81%	-	*	-	-
	CWD	48%	39%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	81%	72%	92%	93%	90%	*	-	*	-	*	90%	100%	-	92%	90%	100%	85%	-	*	-	-
	EL	66%	63%	86%	*	85%	-	-	*	-	-	84%	*	*	90%	86%	100%	75%	-	*	-	-
	Male	73%	64%	96%	100%	100%	*	-	-	-	*	95%	100%	*	100%	100%	96%	-	-	-	-	-
	Female	79%	72%	81%	88%	75%	*	-	*	-	*	77%	100%	*	85%	75%	-	81%	-	*	-	-
Mathematics	All Students	68%	56%	75%	73%	71%	*	-	*	-	*	74%	82%	*	76%	68%	96%	56%	-	*	-	-
	CWD	42%	32%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	73%	60%	76%	73%	72%	*	-	*	-	*	74%	82%	-	76%	71%	96%	58%	-	*	-	-
	EL	63%	58%	68%	*	65%	-	-	*	-	-	63%	*	*	71%	68%	100%	42%	-	*	-	-
	Male	70%	58%	96%	100%	93%	*	-	-	-	*	95%	100%	*	96%	100%	96%	-	-	-	-	-
	Female	67%	55%	56%	50%	50%	*	-	*	-	*	55%	60%	*	58%	42%	-	56%	-	*	-	-
Grade 5																						
Reading	All Students	80%	75%	83%	89%	78%	89%	-	75%	-	*	80%	89%	58%	88%	77%	85%	79%	-	*	-	-
	CWD	50%	44%	58%	*	60%	*	-	*	-	-	60%	*	58%	-	*	60%	57%	-	-	-	-
	CWOD	85%	79%	88%	93%	81%	100%	-	86%	-	*	85%	94%	-	88%	83%	89%	86%	-	*	-	-
	EL	71%	72%	77%	*	62%	*	-	100%	-	-	81%	*	*	83%	77%	92%	60%	-	-	-	-
	Male	77%	72%	85%	100%	81%	80%	-	75%	-	*	83%	91%	60%	89%	92%	85%	-	-	-	-	-
	Female	83%	78%	79%	75%	75%	*	-	-	-	*	77%	86%	57%	86%	60%	-	79%	-	*	-	-
Mathematics	All Students	76%	65%	61%	56%	56%	89%	-	63%	-	*	59%	67%	33%	67%	64%	63%	59%	-	*	-	-
	CWD	50%	38%	33%	*	40%	*	-	*	-	-	40%	*	33%	-	*	40%	29%	-	-	-	-
	CWOD	80%	69%	67%	64%	59%	100%	-	71%	-	*	63%	75%	-	67%	67%	66%	68%	-	*	-	-
	EL	70%	66%	64%	*	54%	*	-	83%	-	-	67%	*	*	67%	64%	83%	40%	-	-	-	-
	Male	75%	65%	63%	70%	56%	80%	-	63%	-	*	62%	64%	40%	66%	83%	63%	-	-	-	-	-
	Female	76%	66%	59%	38%	56%	*	-	-	-	*	55%	71%	29%	68%	40%	-	59%	-	*	-	-

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Science	All Students	65%	54%	77%	78%	66%	100%	-	88%	-	*	76%	78%	58%	81%	73%	80%	72%	-	*	-	-
	CWD	40%	33%	58%	*	40%	*	-	*	-	-	60%	*	58%	-	*	60%	57%	-	-	-	-
	CWOD	69%	57%	81%	79%	70%	100%	-	100%	-	*	80%	81%	-	81%	78%	83%	77%	-	*	-	-
	EL	52%	49%	73%	*	54%	*	-	100%	-	-	76%	*	*	78%	73%	92%	50%	-	-	-	-
	Male	67%	57%	80%	80%	69%	100%	-	88%	-	*	79%	82%	60%	83%	92%	80%	-	-	-	-	-
	Female	63%	52%	72%	75%	63%	*	-	-	-	*	73%	71%	57%	77%	50%	-	72%	-	*	-	-
Grade 6																						
Reading	All Students	69%	68%	81%	78%	77%	100%	-	80%	-	*	83%	75%	60%	86%	74%	73%	90%	-	-	-	*
	CWD	38%	38%	60%	*	50%	*	-	*	-	-	75%	*	60%	-	*	60%	60%	-	-	-	-
	CWOD	74%	73%	86%	75%	85%	100%	-	*	-	*	85%	90%	-	86%	82%	76%	96%	-	-	-	*
	EL	53%	61%	74%	*	67%	-	-	*	-	-	75%	*	*	82%	74%	75%	73%	-	-	-	-
	Male	66%	64%	73%	50%	77%	100%	-	*	-	*	79%	50%	60%	76%	75%	73%	-	-	-	-	*
	Female	72%	72%	90%	100%	77%	*	-	*	-	-	87%	100%	60%	96%	73%	-	90%	-	-	-	-
Mathematics	All Students	72%	70%	76%	78%	62%	100%	-	100%	-	*	70%	100%	50%	82%	68%	87%	66%	-	-	-	*
	CWD	47%	47%	50%	*	33%	*	-	*	-	-	38%	*	50%	-	*	60%	40%	-	-	-	-
	CWOD	76%	74%	82%	81%	70%	100%	-	*	-	*	77%	100%	-	82%	76%	92%	71%	-	-	-	*
	EL	61%	69%	68%	*	60%	-	-	*	-	-	63%	*	*	76%	68%	88%	55%	-	-	-	-
	Male	73%	70%	87%	75%	85%	100%	-	*	-	*	83%	100%	60%	92%	88%	87%	-	-	-	-	*
	Female	72%	70%	66%	80%	38%	*	-	*	-	-	57%	100%	40%	71%	55%	-	66%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	48%	35%	58%	29%	*	*	-	*	45%	57%	40%	50%	50%	44%	55%	-	*	-	-
	CWD	30%	24%	40%	50%	*	-	-	-	-	-	40%	-	40%	-	*	40%	40%	-	-	-	-
	CWOD	54%	44%	50%	29%	65%	29%	*	*	-	*	47%	57%	-	50%	58%	45%	59%	-	*	-	-
	EL	37%	36%	50%	*	67%	*	-	*	-	-	45%	*	*	58%	50%	45%	*	-	-	-	-
	Male	49%	40%	44%	36%	60%	0%	*	*	-	*	48%	33%	40%	45%	45%	44%	-	-	*	-	-
	Female	52%	43%	55%	33%	56%	*	-	*	-	-	41%	100%	40%	59%	*	-	55%	-	-	-	-
Mathematics	All Students	42%	32%	45%	25%	58%	29%	*	*	-	*	41%	57%	40%	46%	57%	47%	41%	-	*	-	-
	CWD	27%	19%	40%	50%	*	-	-	-	-	-	40%	-	40%	-	*	40%	40%	-	-	-	-
	CWOD	45%	34%	46%	14%	65%	29%	*	*	-	*	41%	57%	-	46%	67%	48%	41%	-	*	-	-
	EL	35%	32%	57%	*	67%	*	-	*	-	-	45%	*	*	67%	57%	55%	*	-	-	-	-
	Male	45%	35%	47%	36%	60%	20%	*	*	-	*	44%	56%	40%	48%	55%	47%	-	-	*	-	-
	Female	39%	30%	41%	11%	56%	*	-	*	-	-	35%	60%	40%	41%	*	-	41%	-	-	-	-
Grade 4																						
Reading	All Students	53%	45%	57%	53%	58%	*	-	*	-	*	57%	55%	*	58%	59%	73%	41%	-	*	-	-
	CWD	29%	21%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	57%	48%	58%	53%	59%	*	-	*	-	*	59%	55%	-	58%	62%	75%	42%	-	*	-	-
	EL	41%	40%	59%	*	55%	-	-	*	-	-	53%	*	*	62%	59%	70%	50%	-	*	-	-
	Male	51%	43%	73%	86%	73%	*	-	-	-	*	70%	83%	*	75%	70%	73%	-	-	-	-	-

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Reading	Female	55%	46%	41%	25%	44%	*	-	*	-	*	45%	20%	*	42%	50%	-	41%	-	*	-	-
Mathematics	All Students	42%	29%	45%	20%	52%	*	-	*	-	*	43%	55%	*	46%	55%	69%	22%	-	*	-	-
	CWD	25%	18%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	45%	31%	46%	20%	55%	*	-	*	-	*	44%	55%	-	46%	57%	71%	23%	-	*	-	-
	EL	34%	29%	55%	*	50%	-	-	*	-	-	47%	*	*	57%	55%	90%	25%	-	*	-	-
	Male	45%	32%	69%	43%	80%	*	-	-	-	*	65%	83%	*	71%	90%	69%	-	-	-	-	-
	Female	38%	26%	22%	0%	25%	*	-	*	-	*	23%	20%	*	23%	25%	-	22%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	65%	78%	56%	89%	-	63%	-	*	65%	67%	42%	70%	68%	68%	62%	-	*	-	-
	CWD	29%	22%	42%	*	40%	*	-	*	-	-	50%	*	42%	-	*	40%	43%	-	-	-	-
	CWOD	61%	52%	70%	86%	59%	100%	-	71%	-	*	68%	75%	-	70%	72%	71%	68%	-	*	-	-
	EL	43%	44%	68%	*	54%	*	-	83%	-	-	71%	*	*	72%	68%	83%	50%	-	-	-	-
	Male	53%	46%	68%	90%	56%	80%	-	63%	-	*	69%	64%	40%	71%	83%	68%	-	-	-	-	-
	Female	60%	52%	62%	63%	56%	*	-	-	-	*	59%	71%	43%	68%	50%	-	62%	-	*	-	-
Mathematics	All Students	47%	36%	43%	50%	38%	44%	-	63%	-	*	47%	33%	33%	46%	55%	55%	28%	-	*	-	-
	CWD	25%	17%	33%	*	40%	*	-	*	-	-	40%	*	33%	-	*	40%	29%	-	-	-	-
	CWOD	50%	38%	46%	57%	37%	43%	-	71%	-	*	49%	38%	-	46%	56%	57%	27%	-	*	-	-
	EL	38%	35%	55%	*	38%	*	-	83%	-	-	57%	*	*	56%	55%	75%	30%	-	-	-	-
	Male	48%	37%	55%	60%	44%	80%	-	63%	-	*	55%	55%	40%	57%	75%	55%	-	-	-	-	-
	Female	46%	35%	28%	38%	31%	*	-	-	-	*	36%	0%	29%	27%	30%	-	28%	-	*	-	-
Science	All Students	38%	28%	52%	44%	53%	67%	-	50%	-	*	55%	44%	50%	53%	55%	55%	48%	-	*	-	-
	CWD	23%	16%	50%	*	40%	*	-	*	-	-	60%	*	50%	-	*	40%	57%	-	-	-	-
	CWOD	40%	29%	53%	36%	56%	71%	-	57%	-	*	54%	50%	-	53%	56%	57%	45%	-	*	-	-
	EL	24%	23%	55%	*	46%	*	-	67%	-	-	57%	*	*	56%	55%	75%	30%	-	-	-	-
	Male	41%	31%	55%	40%	63%	80%	-	50%	-	*	55%	55%	40%	57%	75%	55%	-	-	-	-	-
	Female	34%	24%	48%	50%	44%	*	-	-	-	*	55%	29%	57%	45%	30%	-	48%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	56%	56%	42%	89%	-	60%	-	*	57%	50%	40%	59%	47%	53%	59%	-	-	-	*
	CWD	21%	20%	40%	*	17%	*	-	*	-	-	50%	*	40%	-	*	40%	40%	-	-	-	-
	CWOD	46%	45%	59%	50%	50%	88%	-	*	-	*	59%	60%	-	59%	53%	56%	63%	-	-	-	*
	EL	24%	34%	47%	*	40%	-	-	*	-	-	50%	*	*	53%	47%	63%	36%	-	-	-	-
	Male	40%	40%	53%	38%	46%	83%	-	*	-	*	58%	33%	40%	56%	63%	53%	-	-	-	-	*
	Female	45%	44%	59%	70%	38%	*	-	*	-	-	57%	67%	40%	63%	36%	-	59%	-	-	-	-
Mathematics	All Students	38%	37%	41%	44%	27%	67%	-	60%	-	*	40%	42%	40%	41%	32%	40%	41%	-	-	-	*
	CWD	20%	21%	40%	*	33%	*	-	*	-	-	38%	*	40%	-	*	40%	40%	-	-	-	-
	CWOD	41%	40%	41%	44%	25%	63%	-	*	-	*	41%	40%	-	41%	35%	40%	42%	-	-	-	*
	EL	24%	35%	32%	*	20%	-	-	*	-	-	31%	*	*	35%	32%	50%	18%	-	-	-	-
	Male	40%	39%	40%	25%	46%	50%	-	*	-	*	42%	33%	40%	40%	50%	40%	-	-	-	-	*
	Female	36%	35%	41%	60%	8%	*	-	*	-	-	39%	50%	40%	42%	18%	-	41%	-	-	-	-



Texas Education Agency  
2022 Federal Report Card  
BRYANT EL (220901147) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	34%	15%	42%	29%	*	*	-	*	30%	50%	10%	40%	43%	33%	36%	-	*	-	-
	CWD	12%	8%	10%	17%	*	-	-	-	-	-	10%	-	10%	-	*	20%	0%	-	-	-	-
	CWOD	32%	25%	40%	14%	50%	29%	*	*	-	*	35%	50%	-	40%	50%	35%	47%	-	*	-	-
	EL	19%	20%	43%	*	56%	*	-	*	-	-	36%	*	*	50%	43%	36%	*	-	-	-	-
	Male	28%	21%	33%	18%	47%	0%	*	*	-	*	33%	33%	20%	35%	36%	33%	-	-	*	-	-
	Female	31%	25%	36%	11%	33%	*	-	*	-	-	24%	80%	0%	47%	*	-	36%	-	-	-	-
Mathematics	All Students	20%	14%	19%	0%	29%	14%	*	*	-	*	11%	43%	0%	23%	29%	19%	18%	-	*	-	-
	CWD	10%	6%	0%	0%	*	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	22%	15%	23%	0%	35%	14%	*	*	-	*	15%	43%	-	23%	33%	23%	24%	-	*	-	-
	EL	15%	15%	29%	*	33%	*	-	*	-	-	18%	*	*	33%	29%	18%	*	-	-	-	-
	Male	23%	16%	19%	0%	33%	20%	*	*	-	*	11%	44%	0%	23%	18%	19%	-	-	*	-	-
	Female	18%	12%	18%	0%	22%	*	-	*	-	-	12%	40%	0%	24%	*	-	18%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	17%	20%	16%	*	-	*	-	*	14%	27%	*	18%	18%	23%	11%	-	*	-	-
	CWD	10%	7%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	31%	24%	18%	20%	17%	*	-	*	-	*	15%	27%	-	18%	19%	25%	12%	-	*	-	-
	EL	18%	18%	18%	*	15%	-	-	*	-	-	11%	*	*	19%	18%	20%	17%	-	*	-	-
	Male	26%	22%	23%	29%	27%	*	-	-	-	*	20%	33%	*	25%	20%	23%	-	-	-	-	-
	Female	29%	22%	11%	13%	6%	*	-	*	-	*	9%	20%	*	12%	17%	-	11%	-	*	-	-
Mathematics	All Students	22%	14%	21%	13%	23%	*	-	*	-	*	17%	36%	*	22%	27%	35%	7%	-	*	-	-
	CWD	10%	6%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	25%	15%	22%	13%	24%	*	-	*	-	*	18%	36%	-	22%	29%	38%	8%	-	*	-	-
	EL	16%	14%	27%	*	20%	-	-	*	-	-	21%	*	*	29%	27%	50%	8%	-	*	-	-
	Male	25%	16%	35%	29%	40%	*	-	-	-	*	25%	67%	*	38%	50%	35%	-	-	-	-	-
	Female	19%	12%	7%	0%	6%	*	-	*	-	*	9%	0%	*	8%	8%	-	7%	-	*	-	-
Grade 5																						
Reading	All Students	36%	29%	33%	28%	34%	44%	-	38%	-	*	33%	33%	25%	35%	41%	40%	24%	-	*	-	-
	CWD	12%	10%	25%	*	20%	*	-	*	-	-	30%	*	25%	-	*	20%	29%	-	-	-	-
	CWOD	40%	32%	35%	29%	37%	43%	-	43%	-	*	34%	38%	-	35%	39%	43%	23%	-	*	-	-
	EL	23%	25%	41%	*	31%	*	-	50%	-	-	43%	*	*	39%	41%	58%	20%	-	-	-	-
	Male	32%	27%	40%	30%	44%	60%	-	38%	-	*	41%	36%	20%	43%	58%	40%	-	-	-	-	-
	Female	39%	31%	24%	25%	25%	*	-	-	-	*	23%	29%	29%	23%	20%	-	24%	-	*	-	-
Mathematics	All Students	24%	16%	13%	6%	13%	11%	-	38%	-	*	16%	6%	17%	12%	32%	18%	7%	-	*	-	-
	CWD	9%	6%	17%	*	20%	*	-	*	-	-	20%	*	17%	-	*	20%	14%	-	-	-	-
	CWOD	26%	17%	12%	7%	11%	0%	-	43%	-	*	15%	6%	-	12%	33%	17%	5%	-	*	-	-
	EL	17%	15%	32%	*	15%	*	-	50%	-	-	33%	*	*	33%	32%	50%	10%	-	-	-	-
	Male	25%	17%	18%	10%	13%	20%	-	38%	-	*	21%	9%	20%	17%	50%	18%	-	-	-	-	-

Texas Education Agency  
2022 Federal Report Card  
BRYANT EL (220901147) - ARLINGTON ISD - TARRANT 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%	14%	7%	0%	13%	*	-	-	-	*	9%	0%	14%	5%	10%	-	7%	-	*	-	-
Science	All Students	17%	12%	32%	28%	25%	56%	-	50%	-	*	35%	22%	33%	32%	36%	40%	21%	-	*	-	-
	CWD	9%	6%	33%	*	20%	*	-	*	-	-	40%	*	33%	-	*	40%	29%	-	-	-	-
	CWOD	19%	12%	32%	21%	26%	57%	-	57%	-	*	34%	25%	-	32%	39%	40%	18%	-	*	-	-
	EL	9%	8%	36%	*	15%	*	-	67%	-	-	38%	*	*	39%	36%	58%	10%	-	-	-	-
	Male	20%	14%	40%	30%	31%	80%	-	50%	-	*	45%	27%	40%	40%	58%	40%	-	-	-	-	-
	Female	15%	10%	21%	25%	19%	*	-	-	-	*	23%	14%	29%	18%	10%	-	21%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	39%	28%	27%	78%	-	60%	-	*	36%	50%	10%	45%	32%	33%	45%	-	-	-	*
	CWD	8%	7%	10%	*	0%	*	-	*	-	-	13%	*	10%	-	*	20%	0%	-	-	-	-
	CWOD	25%	23%	45%	31%	35%	75%	-	*	-	*	41%	60%	-	45%	35%	36%	54%	-	-	-	*
	EL	9%	15%	32%	*	20%	-	-	*	-	-	31%	*	*	35%	32%	38%	27%	-	-	-	-
	Male	21%	19%	33%	0%	31%	67%	-	*	-	*	33%	33%	20%	36%	38%	33%	-	-	-	-	*
	Female	25%	23%	45%	50%	23%	*	-	*	-	-	39%	67%	0%	54%	27%	-	45%	-	-	-	-
Mathematics	All Students	16%	16%	19%	22%	8%	44%	-	20%	-	*	17%	25%	20%	18%	11%	10%	28%	-	-	-	*
	CWD	8%	9%	20%	*	0%	*	-	*	-	-	25%	*	20%	-	*	20%	20%	-	-	-	-
	CWOD	17%	17%	18%	19%	10%	38%	-	*	-	*	15%	30%	-	18%	12%	8%	29%	-	-	-	*
	EL	7%	14%	11%	*	7%	-	-	*	-	-	13%	*	*	12%	11%	13%	9%	-	-	-	-
	Male	17%	18%	10%	0%	15%	17%	-	*	-	*	13%	0%	20%	8%	13%	10%	-	-	-	-	*
	Female	14%	13%	28%	40%	0%	*	-	*	-	-	22%	50%	20%	29%	9%	-	28%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	77%	73%	73%	90%	*	84%	-	94%	75%	83%	51%	81%	72%	80%	72%	-	71%	-	*
	CWD	44%	36%	51%	57%	46%	70%	-	20%	-	-	53%	40%	51%	-	32%	54%	49%	-	-	-	-
	CWOD	77%	70%	81%	76%	78%	93%	*	92%	-	94%	79%	86%	-	81%	78%	84%	78%	-	71%	-	*
	EL	59%	58%	72%	64%	68%	60%	-	97%	-	-	71%	81%	32%	78%	72%	84%	59%	-	*	-	-
	Male	71%	63%	80%	76%	81%	84%	*	78%	-	91%	79%	81%	54%	84%	84%	80%	-	-	*	-	*
	Female	75%	68%	72%	69%	65%	100%	-	100%	-	100%	69%	85%	49%	78%	59%	-	72%	-	100%	-	-
Reading	All Students	74%	67%	83%	82%	81%	90%	*	83%	-	100%	82%	89%	51%	89%	77%	83%	83%	-	*	-	*
	CWD	43%	35%	51%	67%	47%	*	-	*	-	-	55%	*	51%	-	22%	53%	50%	-	-	-	-
	CWOD	78%	72%	89%	85%	88%	96%	*	94%	-	100%	87%	94%	-	89%	84%	88%	90%	-	*	-	*
	EL	57%	57%	77%	67%	74%	*	-	100%	-	-	76%	80%	22%	84%	77%	83%	69%	-	*	-	-
	Male	70%	63%	83%	78%	86%	84%	*	75%	-	100%	83%	84%	53%	88%	83%	83%	-	-	*	-	*
	Female	78%	73%	83%	86%	76%	100%	-	100%	-	*	80%	96%	50%	90%	69%	-	83%	-	*	-	-
Mathematics	All Students	71%	64%	70%	62%	67%	86%	*	83%	-	86%	67%	78%	49%	74%	68%	77%	62%	-	*	-	*
	CWD	44%	36%	49%	42%	47%	*	-	*	-	-	48%	*	49%	-	33%	53%	44%	-	-	-	-
	CWOD	75%	67%	74%	66%	71%	88%	*	88%	-	86%	71%	80%	-	74%	72%	80%	65%	-	*	-	*
	EL	61%	61%	68%	50%	65%	*	-	92%	-	-	64%	90%	33%	72%	68%	83%	50%	-	*	-	-
	Male	71%	63%	77%	72%	78%	79%	*	75%	-	80%	76%	78%	53%	80%	83%	77%	-	-	*	-	*

Texas Education Agency  
2022 Federal Report Card  
BRYANT EL (220901147) - ARLINGTON ISD - TARRANT 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%	64%	62%	51%	56%	100%	-	100%	-	*	57%	78%	44%	65%	50%	-	62%	-	*	-	-
Science	All Students	74%	66%	77%	78%	66%	100%	-	88%	-	*	76%	78%	58%	81%	73%	80%	72%	-	*	-	-
	CWD	47%	38%	58%	*	40%	*	-	*	-	-	60%	*	58%	-	*	60%	57%	-	-	-	-
	CWOD	78%	69%	81%	79%	70%	100%	-	100%	-	*	80%	81%	-	81%	78%	83%	77%	-	*	-	-
	EL	58%	56%	73%	*	54%	*	-	100%	-	-	76%	*	*	78%	73%	92%	50%	-	-	-	-
	Male	74%	65%	80%	80%	69%	100%	-	88%	-	*	79%	82%	60%	83%	92%	80%	-	-	-	-	-
	Female	75%	66%	72%	75%	63%	*	-	-	-	*	73%	71%	57%	77%	50%	-	72%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	50%	45%	49%	63%	*	66%	-	25%	50%	51%	40%	52%	53%	56%	44%	-	43%	-	*
	CWD	23%	18%	40%	54%	31%	60%	-	0%	-	-	44%	10%	40%	-	27%	41%	40%	-	-	-	-
	CWOD	50%	42%	52%	43%	53%	63%	*	74%	-	25%	52%	54%	-	52%	57%	58%	45%	-	43%	-	*
	EL	29%	30%	53%	43%	47%	60%	-	83%	-	-	52%	62%	27%	57%	53%	68%	37%	-	*	-	-
	Male	45%	38%	56%	50%	59%	58%	*	59%	-	27%	56%	55%	41%	58%	68%	56%	-	-	*	-	*
	Female	48%	41%	44%	40%	39%	71%	-	83%	-	20%	44%	45%	40%	45%	37%	-	44%	-	60%	-	-
Reading	All Students	52%	45%	57%	55%	54%	69%	*	67%	-	43%	57%	58%	40%	60%	57%	59%	54%	-	*	-	*
	CWD	24%	19%	40%	58%	29%	*	-	*	-	-	45%	*	40%	-	22%	41%	39%	-	-	-	-
	CWOD	56%	48%	60%	54%	58%	72%	*	75%	-	43%	59%	63%	-	60%	62%	62%	57%	-	*	-	*
	EL	31%	33%	57%	50%	53%	*	-	83%	-	-	57%	60%	22%	62%	57%	66%	47%	-	*	-	-
	Male	47%	41%	59%	61%	59%	53%	*	58%	-	60%	61%	53%	41%	62%	66%	59%	-	-	*	-	*
	Female	56%	49%	54%	49%	48%	100%	-	83%	-	*	51%	65%	39%	57%	47%	-	54%	-	*	-	-
Mathematics	All Students	41%	33%	44%	35%	43%	55%	*	72%	-	0%	43%	45%	37%	45%	49%	52%	33%	-	*	-	*
	CWD	22%	17%	37%	42%	29%	*	-	*	-	-	39%	*	37%	-	22%	41%	33%	-	-	-	-
	CWOD	44%	35%	45%	34%	46%	52%	*	81%	-	0%	44%	47%	-	45%	53%	54%	33%	-	*	-	*
	EL	29%	29%	49%	33%	42%	*	-	92%	-	-	46%	70%	22%	53%	49%	68%	28%	-	*	-	-
	Male	42%	34%	52%	42%	58%	58%	*	67%	-	0%	51%	56%	41%	54%	68%	52%	-	-	*	-	*
	Female	40%	33%	33%	29%	28%	50%	-	83%	-	*	33%	30%	33%	33%	28%	-	33%	-	*	-	-
Science	All Students	46%	37%	52%	44%	53%	67%	-	50%	-	*	55%	44%	50%	53%	55%	55%	48%	-	*	-	-
	CWD	23%	17%	50%	*	40%	*	-	*	-	-	60%	*	50%	-	*	40%	57%	-	-	-	-
	CWOD	49%	39%	53%	36%	56%	71%	-	57%	-	*	54%	50%	-	53%	56%	57%	45%	-	*	-	-
	EL	25%	25%	55%	*	46%	*	-	67%	-	-	57%	*	*	56%	55%	75%	30%	-	-	-	-
	Male	47%	37%	55%	40%	63%	80%	-	50%	-	*	55%	55%	40%	57%	75%	55%	-	-	-	-	-
	Female	45%	36%	48%	50%	44%	*	-	-	-	*	55%	29%	57%	45%	30%	-	48%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

Texas Education Agency  
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BRYANT EL (220901147) - ARLINGTON ISD - TARRANT 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%	17%	25%	18%	24%	37%	*	50%	-	13%	24%	31%	16%	27%	30%	28%	22%	-	0%	-	*
	CWD	9%	6%	16%	18%	8%	50%	-	0%	-	-	18%	0%	16%	-	18%	18%	14%	-	-	-	-
	CWOD	24%	18%	27%	17%	26%	35%	*	56%	-	13%	25%	34%	-	27%	31%	30%	24%	-	0%	-	*
	EL	12%	12%	30%	29%	21%	60%	-	60%	-	-	28%	43%	18%	31%	30%	39%	18%	-	*	-	-
	Male	21%	16%	28%	16%	31%	35%	*	41%	-	18%	28%	31%	18%	30%	39%	28%	-	-	*	-	*
	Female	23%	18%	22%	19%	15%	42%	-	75%	-	0%	19%	32%	14%	24%	18%	-	22%	-	0%	-	-
Reading	All Students	25%	20%	31%	23%	29%	45%	*	56%	-	29%	29%	40%	14%	34%	32%	33%	29%	-	*	-	*
	CWD	9%	6%	14%	17%	6%	*	-	*	-	-	16%	*	14%	-	22%	18%	11%	-	-	-	-
	CWOD	27%	21%	34%	24%	33%	44%	*	63%	-	29%	31%	43%	-	34%	34%	36%	33%	-	*	-	*
	EL	13%	14%	32%	17%	26%	*	-	67%	-	-	30%	50%	22%	34%	32%	39%	25%	-	*	-	-
	Male	22%	17%	33%	19%	37%	37%	*	42%	-	40%	33%	34%	18%	36%	39%	33%	-	-	*	-	*
	Female	28%	22%	29%	26%	20%	60%	-	83%	-	*	24%	48%	11%	33%	25%	-	29%	-	*	-	-
Mathematics	All Students	20%	14%	18%	10%	18%	24%	*	44%	-	0%	15%	25%	11%	19%	25%	20%	15%	-	*	-	*
	CWD	9%	6%	11%	8%	6%	*	-	*	-	-	13%	*	11%	-	11%	12%	11%	-	-	-	-
	CWOD	21%	16%	19%	10%	20%	20%	*	50%	-	0%	16%	27%	-	19%	26%	21%	16%	-	*	-	*
	EL	12%	12%	25%	33%	18%	*	-	50%	-	-	22%	40%	11%	26%	25%	34%	14%	-	*	-	-
	Male	21%	15%	20%	8%	25%	21%	*	33%	-	0%	17%	28%	12%	21%	34%	20%	-	-	*	-	*
	Female	19%	13%	15%	11%	9%	30%	-	67%	-	*	13%	22%	11%	16%	14%	-	15%	-	*	-	-
Science	All Students	20%	15%	32%	28%	25%	56%	-	50%	-	*	35%	22%	33%	32%	36%	40%	21%	-	*	-	-
	CWD	8%	5%	33%	*	20%	*	-	*	-	-	40%	*	33%	-	*	40%	29%	-	-	-	-
	CWOD	22%	16%	32%	21%	26%	57%	-	57%	-	*	34%	25%	-	32%	39%	40%	18%	-	*	-	-
	EL	7%	8%	36%	*	15%	*	-	67%	-	-	38%	*	*	39%	36%	58%	10%	-	-	-	-
	Male	22%	15%	40%	30%	31%	80%	-	50%	-	*	45%	27%	40%	40%	58%	40%	-	-	-	-	-
	Female	19%	14%	21%	25%	19%	*	-	-	-	*	23%	14%	29%	18%	10%	-	21%	-	*	-	-

- 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	89	83	88	-	77	-	90	85	74	83
CWD	74	100	75	*	-	*	-	-	75	74	50
CWOD	87	88	84	92	-	91	-	90	87	-	86
EL ◇	83	*	78	-	-	100	-	-	84	50	83
Male	84	83	88	85	-	67	-	*	85	70	93
Female	86	96	77	94	-	*	-	*	86	77	73
<b>Mathematics</b>											
All Students	85	89	83	86	-	73	-	100	84	74	87
CWD	74	67	75	*	-	*	-	-	75	74	83
CWOD	87	93	85	83	-	77	-	100	85	-	87
EL ◇	87	*	86	-	-	83	-	-	86	83	87
Male	86	91	88	77	-	72	-	*	85	60	93
Female	84	88	79	100	-	*	-	*	83	85	82

- 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
121	26	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	51	45	49	63	*	67	-	44	50	36	52
<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	N	Y	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	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y	N					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	Y	Y
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											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%	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%	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%	-
	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%	-
<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%	-
	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%	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%	-	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%	-	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%	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%	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%	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%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	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%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	*	-	-	0%	*	0%	-	*	0%	0%	-
	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%	-

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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	9	4	2	3	0	0	0	0	1		
	Female	2	0	1	0	0	0	0	1	0		
	Total	11	4	3	3	0	0	0	1	1		
<b>Out-of-School Suspensions</b>												
	Male	3	1	2	0	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	4	2	2	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	2	0	1	1	0	0	0	0	1		1
	Female	1	0	0	1	0	0	0	0	0		0
	Total	3	0	1	2	0	0	0	0	1		1
<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	8	3	3	-8	-8	1	-8	1	2	2	-8
	Female	8	5	3	-8	-8	-8	-8	-8	-8	2	-8
	Total	16	8	6	-8	-8	1	-8	1	2	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
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	33	8	10	3	0	10	0	2	17	2
	Female	26	7	10	1	1	7	0	0	11	0
	Total	59	15	20	4	1	17	0	2	28	2
<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	3.9	10.7%
Teachers Teaching with Emergency or Provisional Credentials	2.9	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%	48	1%	5	9%
Mathematics	6,587	2%	48	1%	5	9%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	2%
Mathematics	6,408	2%	49	1%	*	2%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	4%
Mathematics	6,205	2%	32	1%	*	4%
Science	6,200	2%	32	1%	*	4%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	5%
Mathematics	6,177	2%	59	1%	*	5%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	27	5%
Reading	48,805	1%	354	1%	12	5%
Mathematics	43,293	1%	319	1%	12	5%
Science	17,856	1%	118	1%	*	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	12%	3%	0%	*	0%	*	0%	7%	11%	3%

- 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 and 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%	68%	69%	100%	61%	*	-	-	-	-	68%	83%	*	71%	59%	70%	69%	-	-	-	-
	CWD	52%	42%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	80%	72%	71%	100%	62%	*	-	-	-	-	69%	83%	-	71%	56%	70%	71%	-	-	-	-
	EL	66%	64%	59%	-	59%	-	-	-	-	-	59%	-	*	56%	59%	63%	55%	-	-	-	-
	Male	74%	64%	70%	100%	60%	*	-	-	-	-	69%	*	*	70%	63%	70%	-	-	-	-	-
	Female	78%	71%	69%	100%	61%	*	-	-	-	-	68%	80%	*	71%	55%	-	69%	-	-	-	-
Mathematics	All Students	70%	61%	64%	75%	61%	*	-	-	-	-	64%	67%	*	63%	61%	67%	62%	-	-	-	-
	CWD	46%	38%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	74%	64%	63%	75%	60%	*	-	-	-	-	63%	67%	-	63%	59%	67%	61%	-	-	-	-
	EL	64%	61%	61%	-	61%	-	-	-	-	-	61%	-	*	59%	61%	68%	55%	-	-	-	-
	Male	72%	62%	67%	86%	60%	*	-	-	-	-	66%	*	*	67%	68%	67%	-	-	-	-	-
	Female	68%	59%	62%	60%	61%	*	-	-	-	-	62%	60%	*	61%	55%	-	62%	-	-	-	-
Grade 4																						
Reading	All Students	76%	68%	68%	90%	63%	*	-	*	-	*	66%	88%	46%	73%	63%	69%	67%	-	*	-	-
	CWD	48%	39%	46%	-	50%	*	-	-	-	-	46%	-	46%	-	38%	63%	20%	-	-	-	-
	CWOD	81%	72%	73%	90%	67%	*	-	*	-	*	71%	88%	-	73%	68%	71%	74%	-	*	-	-
	EL	66%	63%	63%	-	63%	*	-	-	-	-	61%	*	38%	68%	63%	64%	63%	-	*	-	-
	Male	73%	64%	69%	100%	64%	*	-	-	-	*	68%	*	63%	71%	64%	69%	-	-	-	-	-
	Female	79%	72%	67%	80%	62%	-	-	*	-	*	63%	83%	20%	74%	63%	-	67%	-	*	-	-
Mathematics	All Students	68%	56%	64%	60%	61%	*	-	*	-	*	64%	63%	54%	66%	63%	72%	56%	-	*	-	-
	CWD	42%	32%	54%	-	50%	*	-	-	-	-	54%	-	54%	-	38%	75%	20%	-	-	-	-
	CWOD	73%	60%	66%	60%	64%	*	-	*	-	*	67%	63%	-	66%	68%	71%	61%	-	*	-	-
	EL	63%	58%	63%	-	63%	*	-	-	-	-	63%	*	38%	68%	63%	68%	58%	-	*	-	-
	Male	70%	58%	72%	80%	68%	*	-	-	-	*	74%	*	75%	71%	68%	72%	-	-	-	-	-
	Female	67%	55%	56%	40%	55%	-	-	*	-	*	53%	67%	20%	61%	58%	-	56%	-	*	-	-
Grade 5																						
Reading	All Students	80%	75%	63%	70%	62%	*	-	*	-	*	63%	60%	23%	71%	64%	67%	60%	-	100%	-	-
	CWD	50%	44%	23%	*	13%	*	-	-	-	*	17%	*	23%	-	*	*	22%	-	*	-	-
	CWOD	85%	79%	71%	82%	70%	*	-	*	-	-	73%	*	-	71%	71%	72%	71%	-	*	-	-
	EL	71%	72%	64%	-	66%	-	-	*	-	-	64%	-	*	71%	64%	63%	65%	-	-	-	-
	Male	77%	72%	67%	100%	60%	*	-	-	-	-	67%	*	*	72%	63%	67%	-	-	*	-	-
	Female	83%	78%	60%	57%	63%	-	-	*	-	*	61%	*	22%	71%	65%	-	60%	-	*	-	-
Mathematics	All Students	76%	65%	50%	40%	54%	*	-	*	-	*	51%	40%	15%	57%	62%	58%	44%	-	80%	-	-
	CWD	50%	38%	15%	*	13%	*	-	-	-	*	17%	*	15%	-	*	*	22%	-	*	-	-
	CWOD	80%	69%	57%	47%	61%	*	-	*	-	-	58%	*	-	57%	69%	66%	50%	-	*	-	-
	EL	70%	66%	62%	-	63%	-	-	*	-	-	62%	-	*	69%	62%	68%	55%	-	-	-	-
	Male	75%	65%	58%	50%	60%	*	-	-	-	-	60%	*	*	66%	68%	58%	-	-	*	-	-
	Female	76%	66%	44%	36%	48%	-	-	*	-	*	44%	*	22%	50%	55%	-	44%	-	*	-	-

Texas Education Agency  
2022 Federal Report Card  
WEBB EL (220901148) - ARLINGTON ISD - TARRANT 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%	54%	34%	20%	38%	*	-	*	-	*	35%	20%	23%	37%	41%	52%	21%	-	60%	-	-	
	CWD	40%	33%	23%	*	13%	*	-	-	-	*	17%	*	23%	-	*	*	22%	-	*	-	-	
	CWOD	69%	57%	37%	24%	43%	*	-	*	-	-	39%	*	-	37%	46%	55%	21%	-	*	-	-	
	EL	52%	49%	41%	-	42%	-	-	*	-	-	41%	-	*	46%	41%	58%	25%	-	-	-	-	
	Male	67%	57%	52%	50%	52%	*	-	-	-	-	53%	*	*	55%	58%	52%	-	-	*	-	-	
	Female	63%	52%	21%	7%	26%	-	-	*	-	*	22%	*	22%	21%	25%	-	21%	-	*	-	-	
Grade 6																							
Reading	All Students	69%	68%	59%	53%	59%	*	-	*	-	*	60%	56%	50%	61%	62%	55%	63%	-	*	-	-	
	CWD	38%	38%	50%	*	43%	*	-	*	-	-	56%	*	50%	-	*	50%	*	-	-	-	-	
	CWOD	74%	73%	61%	56%	61%	*	-	*	-	*	60%	62%	-	61%	63%	56%	64%	-	*	-	-	
	EL	53%	61%	62%	-	63%	-	-	*	-	*	62%	*	*	63%	62%	61%	63%	-	-	-	-	
	Male	66%	64%	55%	50%	53%	*	-	*	-	-	57%	43%	50%	56%	61%	55%	-	-	-	-	-	
	Female	72%	72%	63%	56%	64%	*	-	*	-	*	63%	67%	*	64%	63%	-	63%	-	*	-	-	
Mathematics	All Students	72%	70%	69%	65%	69%	*	-	*	-	*	73%	50%	50%	72%	76%	69%	68%	-	*	-	-	
	CWD	47%	47%	50%	*	43%	*	-	*	-	-	56%	*	50%	-	*	50%	*	-	-	-	-	
	CWOD	76%	74%	72%	69%	73%	*	-	*	-	*	76%	54%	-	72%	78%	75%	69%	-	*	-	-	
	EL	61%	69%	76%	-	78%	-	-	*	-	*	79%	*	*	78%	76%	83%	68%	-	-	-	-	
	Male	73%	70%	69%	63%	70%	*	-	*	-	-	74%	43%	50%	75%	83%	69%	-	-	-	-	-	
	Female	72%	70%	68%	67%	68%	*	-	*	-	*	72%	56%	*	69%	68%	-	68%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	40%	50%	36%	*	-	-	-	-	41%	33%	*	40%	39%	42%	38%	-	-	-	-	
	CWD	30%	24%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	54%	44%	40%	50%	35%	*	-	-	-	-	40%	33%	-	40%	36%	40%	39%	-	-	-	-	
	EL	37%	36%	39%	-	39%	-	-	-	-	-	39%	-	*	36%	39%	42%	36%	-	-	-	-	
	Male	49%	40%	42%	57%	36%	*	-	-	-	-	44%	*	*	40%	42%	42%	-	-	-	-	-	
	Female	52%	43%	38%	40%	35%	*	-	-	-	-	38%	40%	*	39%	36%	-	38%	-	-	-	-	
Mathematics	All Students	42%	32%	32%	25%	32%	*	-	-	-	-	32%	33%	*	31%	32%	30%	33%	-	-	-	-	
	CWD	27%	19%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	45%	34%	31%	25%	31%	*	-	-	-	-	31%	33%	-	31%	31%	30%	32%	-	-	-	-	
	EL	35%	32%	32%	-	32%	-	-	-	-	-	32%	-	*	31%	32%	32%	32%	-	-	-	-	
	Male	45%	35%	30%	29%	32%	*	-	-	-	-	31%	*	*	30%	32%	30%	-	-	-	-	-	
	Female	39%	30%	33%	20%	32%	*	-	-	-	-	32%	40%	*	32%	32%	-	33%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	45%	44%	50%	42%	*	-	*	-	*	39%	88%	31%	47%	43%	50%	39%	-	*	-	-	
	CWD	29%	21%	31%	-	33%	*	-	-	-	-	31%	-	31%	-	13%	50%	0%	-	-	-	-	
	CWOD	57%	48%	47%	50%	44%	*	-	*	-	*	41%	88%	-	47%	49%	50%	45%	-	*	-	-	
	EL	41%	40%	43%	-	42%	*	-	-	-	-	39%	*	13%	49%	43%	48%	38%	-	*	-	-	
	Male	51%	43%	50%	40%	50%	*	-	-	-	*	47%	*	50%	50%	48%	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	Female	55%	46%	39%	60%	34%	-	-	*	-	*	30%	83%	0%	45%	38%	-	39%	-	*	-	-
Mathematics	All Students	42%	29%	32%	20%	33%	*	-	*	-	*	31%	38%	38%	31%	33%	47%	17%	-	*	-	-
	CWD	25%	18%	38%	-	42%	*	-	-	-	-	38%	-	38%	-	25%	63%	0%	-	-	-	-
	CWOD	45%	31%	31%	20%	31%	*	-	*	-	*	29%	38%	-	31%	34%	43%	19%	-	*	-	-
	EL	34%	29%	33%	-	31%	*	-	-	-	-	33%	*	25%	34%	33%	52%	13%	-	*	-	-
	Male	45%	32%	47%	20%	54%	*	-	-	-	*	50%	*	63%	43%	52%	47%	-	-	-	-	-
	Female	38%	26%	17%	20%	14%	-	-	*	-	*	10%	50%	0%	19%	13%	-	17%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	28%	25%	31%	*	-	*	-	*	30%	0%	8%	32%	31%	33%	23%	-	20%	-	-
	CWD	29%	22%	8%	*	13%	*	-	-	-	*	8%	*	8%	-	*	*	11%	-	*	-	-
	CWOD	61%	52%	32%	29%	34%	*	-	*	-	-	34%	*	-	32%	34%	38%	26%	-	*	-	-
	EL	43%	44%	31%	-	32%	-	-	*	-	-	31%	-	*	34%	31%	37%	25%	-	-	-	-
	Male	53%	46%	33%	33%	36%	*	-	-	-	-	37%	*	*	38%	37%	33%	-	-	*	-	-
	Female	60%	52%	23%	21%	26%	-	-	*	-	*	24%	*	11%	26%	25%	-	23%	-	*	-	-
Mathematics	All Students	47%	36%	20%	5%	27%	*	-	*	-	*	21%	0%	8%	22%	28%	24%	16%	-	20%	-	-
	CWD	25%	17%	8%	*	13%	*	-	-	-	*	8%	*	8%	-	*	*	11%	-	*	-	-
	CWOD	50%	38%	22%	6%	30%	*	-	*	-	-	24%	*	-	22%	31%	28%	18%	-	*	-	-
	EL	38%	35%	28%	-	29%	-	-	*	-	-	28%	-	*	31%	28%	32%	25%	-	-	-	-
	Male	48%	37%	24%	17%	28%	*	-	-	-	-	27%	*	*	28%	32%	24%	-	-	*	-	-
	Female	46%	35%	16%	0%	26%	-	-	*	-	*	17%	*	11%	18%	25%	-	16%	-	*	-	-
Science	All Students	38%	28%	9%	5%	12%	*	-	*	-	*	10%	0%	8%	10%	10%	15%	5%	-	0%	-	-
	CWD	23%	16%	8%	*	13%	*	-	-	-	*	8%	*	8%	-	*	*	11%	-	*	-	-
	CWOD	40%	29%	10%	6%	11%	*	-	*	-	-	10%	*	-	10%	11%	17%	3%	-	*	-	-
	EL	24%	23%	10%	-	11%	-	-	*	-	-	10%	-	*	11%	10%	21%	0%	-	-	-	-
	Male	41%	31%	15%	17%	16%	*	-	-	-	-	17%	*	*	17%	21%	15%	-	-	*	-	-
	Female	34%	24%	5%	0%	7%	-	-	*	-	*	5%	*	11%	3%	0%	-	5%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	33%	35%	29%	*	-	*	-	*	33%	31%	42%	31%	29%	36%	29%	-	*	-	-
	CWD	21%	20%	42%	*	29%	*	-	*	-	-	56%	*	42%	-	*	50%	*	-	-	-	-
	CWOD	46%	45%	31%	38%	29%	*	-	*	-	*	29%	38%	-	31%	28%	31%	31%	-	*	-	-
	EL	24%	34%	29%	-	30%	-	-	*	-	*	31%	*	*	28%	29%	30%	26%	-	-	-	-
	Male	40%	40%	36%	38%	30%	*	-	*	-	-	37%	29%	50%	31%	30%	36%	-	-	-	-	-
	Female	45%	44%	29%	33%	29%	*	-	*	-	*	28%	33%	*	31%	26%	-	29%	-	*	-	-
Mathematics	All Students	38%	37%	36%	18%	40%	*	-	*	-	*	40%	19%	42%	35%	45%	40%	32%	-	*	-	-
	CWD	20%	21%	42%	*	29%	*	-	*	-	-	56%	*	42%	-	*	50%	*	-	-	-	-
	CWOD	41%	40%	35%	19%	41%	*	-	*	-	*	38%	23%	-	35%	45%	38%	33%	-	*	-	-
	EL	24%	35%	45%	-	48%	-	-	*	-	*	49%	*	*	45%	45%	43%	47%	-	-	-	-
	Male	40%	39%	40%	25%	40%	*	-	*	-	-	46%	14%	50%	38%	43%	40%	-	-	-	-	-
	Female	36%	35%	32%	11%	39%	*	-	*	-	*	34%	22%	*	33%	47%	-	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
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	22%	25%	21%	*	-	-	-	-	21%	33%	*	24%	22%	15%	28%	-	-	-	-
	CWD	12%	8%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	32%	25%	24%	25%	23%	*	-	-	-	-	23%	33%	-	24%	23%	17%	29%	-	-	-	-
	EL	19%	20%	22%	-	22%	-	-	-	-	-	22%	-	*	23%	22%	11%	32%	-	-	-	-
	Male	28%	21%	15%	29%	12%	*	-	-	-	-	16%	*	*	17%	11%	15%	-	-	-	-	-
	Female	31%	25%	28%	20%	29%	*	-	-	-	-	26%	40%	*	29%	32%	-	28%	-	-	-	-
Mathematics	All Students	20%	14%	13%	0%	16%	*	-	-	-	-	11%	33%	*	12%	15%	12%	13%	-	-	-	-
	CWD	10%	6%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	22%	15%	12%	0%	15%	*	-	-	-	-	10%	33%	-	12%	13%	10%	13%	-	-	-	-
	EL	15%	15%	15%	-	15%	-	-	-	-	-	15%	-	*	13%	15%	16%	14%	-	-	-	-
	Male	23%	16%	12%	0%	16%	*	-	-	-	-	13%	*	*	10%	16%	12%	-	-	-	-	-
	Female	18%	12%	13%	0%	16%	*	-	-	-	-	9%	40%	*	13%	14%	-	13%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	19%	10%	19%	*	-	*	-	*	17%	38%	0%	24%	24%	22%	17%	-	*	-	-
	CWD	10%	7%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	31%	24%	24%	10%	24%	*	-	*	-	*	22%	38%	-	24%	29%	29%	19%	-	*	-	-
	EL	18%	18%	24%	-	23%	*	-	-	-	-	22%	*	0%	29%	24%	28%	21%	-	*	-	-
	Male	26%	22%	22%	20%	21%	*	-	-	-	*	21%	*	0%	29%	28%	22%	-	-	-	-	-
	Female	29%	22%	17%	0%	17%	-	-	*	-	*	13%	33%	0%	19%	21%	-	17%	-	*	-	-
Mathematics	All Students	22%	14%	17%	0%	21%	*	-	*	-	*	19%	0%	15%	17%	22%	31%	3%	-	*	-	-
	CWD	10%	6%	15%	-	17%	*	-	-	-	-	15%	-	15%	-	13%	25%	0%	-	-	-	-
	CWOD	25%	15%	17%	0%	22%	*	-	*	-	*	20%	0%	-	17%	24%	32%	3%	-	*	-	-
	EL	16%	14%	22%	-	23%	*	-	-	-	-	24%	*	13%	24%	22%	40%	4%	-	*	-	-
	Male	25%	16%	31%	0%	39%	*	-	-	-	*	32%	*	25%	32%	40%	31%	-	-	-	-	-
	Female	19%	12%	3%	0%	3%	-	-	*	-	*	3%	0%	0%	3%	4%	-	3%	-	*	-	-
Grade 5																						
Reading	All Students	36%	29%	16%	5%	21%	*	-	*	-	*	17%	0%	0%	19%	21%	30%	5%	-	20%	-	-
	CWD	12%	10%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	*	0%	-	*	-	-
	CWOD	40%	32%	19%	6%	25%	*	-	*	-	-	20%	*	-	19%	23%	34%	6%	-	*	-	-
	EL	23%	25%	21%	-	21%	-	-	*	-	-	21%	-	*	23%	21%	37%	5%	-	-	-	-
	Male	32%	27%	30%	17%	36%	*	-	-	-	-	33%	*	*	34%	37%	30%	-	-	*	-	-
	Female	39%	31%	5%	0%	7%	-	-	*	-	*	5%	*	0%	6%	5%	-	5%	-	*	-	-
Mathematics	All Students	24%	16%	8%	0%	12%	*	-	*	-	*	8%	0%	0%	10%	10%	12%	5%	-	0%	-	-
	CWD	9%	6%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	*	0%	-	*	-	-
	CWOD	26%	17%	10%	0%	14%	*	-	*	-	-	10%	*	-	10%	11%	14%	6%	-	*	-	-
	EL	17%	15%	10%	-	11%	-	-	*	-	-	10%	-	*	11%	10%	16%	5%	-	-	-	-
	Male	25%	17%	12%	0%	16%	*	-	-	-	-	13%	*	*	14%	16%	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	23%	14%	5%	0%	7%	-	-	*	-	*	5%	*	0%	6%	5%	-	5%	-	*	-	-
Science	All Students	17%	12%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-
	CWD	9%	6%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	*	0%	-	*	-	-
	CWOD	19%	12%	0%	0%	0%	*	-	*	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	EL	9%	8%	0%	-	0%	-	-	*	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	20%	14%	0%	0%	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	-	-	*	-	-
	Female	15%	10%	0%	0%	0%	-	-	*	-	*	0%	*	0%	0%	0%	-	0%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	11%	12%	12%	*	-	*	-	*	13%	0%	8%	11%	12%	12%	10%	-	*	-	-
	CWD	8%	7%	8%	*	14%	*	-	*	-	-	11%	*	8%	-	*	10%	*	-	-	-	-
	CWOD	25%	23%	11%	13%	12%	*	-	*	-	*	14%	0%	-	11%	13%	13%	10%	-	*	-	-
	EL	9%	15%	12%	-	13%	-	-	*	-	*	13%	*	*	13%	12%	9%	16%	-	-	-	-
	Male	21%	19%	12%	13%	13%	*	-	*	-	-	14%	0%	10%	13%	9%	12%	-	-	-	-	-
	Female	25%	23%	10%	11%	11%	*	-	*	-	*	13%	0%	*	10%	16%	-	10%	-	*	-	-
Mathematics	All Students	16%	16%	11%	6%	12%	*	-	*	-	*	12%	6%	17%	10%	12%	12%	10%	-	*	-	-
	CWD	8%	9%	17%	*	29%	*	-	*	-	-	22%	*	17%	-	*	20%	*	-	-	-	-
	CWOD	17%	17%	10%	6%	10%	*	-	*	-	*	10%	8%	-	10%	10%	9%	10%	-	*	-	-
	EL	7%	14%	12%	-	13%	-	-	*	-	*	13%	*	*	10%	12%	9%	16%	-	-	-	-
	Male	17%	18%	12%	13%	13%	*	-	*	-	-	11%	14%	20%	9%	9%	12%	-	-	-	-	-
	Female	14%	13%	10%	0%	11%	*	-	*	-	*	13%	0%	*	10%	16%	-	10%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	60%	59%	59%	73%	-	64%	-	89%	60%	59%	39%	63%	61%	64%	56%	-	71%	-	-
	CWD	44%	36%	39%	0%	37%	64%	-	*	-	*	39%	44%	39%	-	33%	50%	26%	-	*	-	-
	CWOD	77%	70%	63%	65%	62%	80%	-	56%	-	83%	64%	61%	-	63%	64%	67%	60%	-	67%	-	-
	EL	59%	58%	61%	-	62%	*	-	20%	-	*	61%	67%	33%	64%	61%	66%	56%	-	*	-	-
	Male	71%	63%	64%	74%	61%	67%	-	*	-	*	65%	52%	50%	67%	66%	64%	-	-	78%	-	-
	Female	75%	68%	56%	49%	57%	88%	-	56%	-	86%	55%	63%	26%	60%	56%	-	56%	-	67%	-	-
Reading	All Students	74%	67%	65%	75%	61%	75%	-	80%	-	*	64%	69%	40%	69%	62%	65%	65%	-	75%	-	-
	CWD	43%	35%	40%	*	39%	60%	-	*	-	*	39%	*	40%	-	38%	52%	24%	-	*	-	-
	CWOD	78%	72%	69%	80%	65%	86%	-	*	-	*	68%	71%	-	69%	65%	67%	70%	-	71%	-	-
	EL	57%	57%	62%	-	62%	*	-	*	-	*	61%	83%	38%	65%	62%	63%	61%	-	*	-	-
	Male	70%	63%	65%	85%	59%	63%	-	*	-	*	65%	62%	52%	67%	63%	65%	-	-	*	-	-
	Female	78%	73%	65%	67%	63%	*	-	*	-	*	64%	73%	24%	70%	61%	-	65%	-	60%	-	-
Mathematics	All Students	71%	64%	62%	58%	61%	75%	-	60%	-	*	63%	54%	43%	65%	65%	67%	57%	-	75%	-	-
	CWD	44%	36%	43%	*	42%	60%	-	*	-	*	45%	*	43%	-	38%	52%	29%	-	*	-	-
	CWOD	75%	67%	65%	62%	65%	86%	-	*	-	*	66%	58%	-	65%	68%	70%	61%	-	71%	-	-
	EL	61%	61%	65%	-	66%	*	-	*	-	*	66%	50%	38%	68%	65%	72%	59%	-	*	-	-
	Male	71%	63%	67%	69%	65%	75%	-	*	-	*	69%	46%	52%	70%	72%	67%	-	-	*	-	-

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Mathematics	Female	71%	64%	57%	48%	58%	*	-	*	-	*	57%	59%	29%	61%	59%	-	57%	-	80%	-	-
Science	All Students	74%	66%	34%	20%	38%	*	-	*	-	*	35%	20%	23%	37%	41%	52%	21%	-	60%	-	-
	CWD	47%	38%	23%	*	13%	*	-	-	-	*	17%	*	23%	-	*	*	22%	-	*	-	-
	CWOD	78%	69%	37%	24%	43%	*	-	*	-	-	39%	*	-	37%	46%	55%	21%	-	*	-	-
	EL	58%	56%	41%	-	42%	-	-	*	-	-	41%	-	*	46%	41%	58%	25%	-	-	-	-
	Male	74%	65%	52%	50%	52%	*	-	-	-	-	53%	*	*	55%	58%	52%	-	-	*	-	-
	Female	75%	66%	21%	7%	26%	-	-	*	-	*	22%	*	22%	21%	25%	-	21%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	30%	23%	32%	42%	-	55%	-	11%	30%	29%	27%	31%	33%	36%	25%	-	10%	-	-
	CWD	23%	18%	27%	0%	29%	36%	-	*	-	*	30%	0%	27%	-	22%	41%	9%	-	*	-	-
	CWOD	50%	42%	31%	25%	32%	47%	-	44%	-	17%	31%	33%	-	31%	34%	35%	28%	-	11%	-	-
	EL	29%	30%	33%	-	33%	*	-	0%	-	*	33%	33%	22%	34%	33%	38%	27%	-	*	-	-
	Male	45%	38%	36%	31%	36%	39%	-	*	-	*	38%	17%	41%	35%	38%	36%	-	-	22%	-	-
	Female	48%	41%	25%	18%	27%	50%	-	44%	-	0%	24%	37%	9%	28%	27%	-	25%	-	0%	-	-
Reading	All Students	52%	45%	36%	37%	35%	50%	-	60%	-	*	35%	40%	29%	37%	36%	40%	32%	-	13%	-	-
	CWD	24%	19%	29%	*	29%	40%	-	*	-	*	32%	*	29%	-	25%	44%	6%	-	*	-	-
	CWOD	56%	48%	37%	40%	35%	57%	-	*	-	*	36%	45%	-	37%	37%	39%	35%	-	14%	-	-
	EL	31%	33%	36%	-	36%	*	-	*	-	*	35%	50%	25%	37%	36%	40%	32%	-	*	-	-
	Male	47%	41%	40%	42%	38%	50%	-	*	-	*	41%	31%	44%	39%	40%	40%	-	-	*	-	-
	Female	56%	49%	32%	33%	31%	*	-	*	-	*	30%	45%	6%	35%	32%	-	32%	-	0%	-	-
Mathematics	All Students	41%	33%	30%	15%	33%	42%	-	60%	-	*	31%	23%	31%	30%	35%	36%	25%	-	13%	-	-
	CWD	22%	17%	31%	*	32%	40%	-	*	-	*	34%	*	31%	-	25%	44%	12%	-	*	-	-
	CWOD	44%	35%	30%	16%	33%	43%	-	*	-	*	30%	26%	-	30%	35%	34%	26%	-	14%	-	-
	EL	29%	29%	35%	-	35%	*	-	*	-	*	35%	17%	25%	35%	35%	41%	28%	-	*	-	-
	Male	42%	34%	36%	23%	39%	38%	-	*	-	*	39%	8%	44%	34%	41%	36%	-	-	*	-	-
	Female	40%	33%	25%	9%	28%	*	-	*	-	*	23%	32%	12%	26%	28%	-	25%	-	0%	-	-
Science	All Students	46%	37%	9%	5%	12%	*	-	*	-	*	10%	0%	8%	10%	10%	15%	5%	-	0%	-	-
	CWD	23%	17%	8%	*	13%	*	-	-	-	*	8%	*	8%	-	*	*	11%	-	*	-	-
	CWOD	49%	39%	10%	6%	11%	*	-	*	-	-	10%	*	-	10%	11%	17%	3%	-	*	-	-
	EL	25%	25%	10%	-	11%	-	-	*	-	-	10%	-	*	11%	10%	21%	0%	-	-	-	-
	Male	47%	37%	15%	17%	16%	*	-	-	-	-	17%	*	*	17%	21%	15%	-	-	*	-	-
	Female	45%	36%	5%	0%	7%	-	-	*	-	*	5%	*	11%	3%	0%	-	5%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	13%	6%	15%	8%	-	18%	-	0%	13%	11%	6%	14%	16%	16%	10%	-	5%	-	-
	CWD	9%	6%	6%	0%	9%	0%	-	*	-	*	7%	0%	6%	-	8%	11%	0%	-	*	-	-
	CWOD	24%	18%	14%	6%	16%	13%	-	22%	-	0%	14%	12%	-	14%	17%	17%	11%	-	6%	-	-
	EL	12%	12%	16%	-	16%	*	-	0%	-	*	16%	17%	8%	17%	16%	19%	13%	-	*	-	-
	Male	21%	16%	16%	10%	19%	6%	-	*	-	*	17%	7%	11%	17%	19%	16%	-	-	11%	-	-
	Female	23%	18%	10%	3%	12%	13%	-	22%	-	0%	9%	13%	0%	11%	13%	-	10%	-	0%	-	-
Reading	All Students	25%	20%	17%	12%	18%	17%	-	20%	-	*	17%	14%	2%	19%	20%	19%	14%	-	13%	-	-
	CWD	9%	6%	2%	*	3%	0%	-	*	-	*	3%	*	2%	-	0%	4%	0%	-	*	-	-
	CWOD	27%	21%	19%	13%	21%	29%	-	*	-	*	20%	16%	-	19%	22%	23%	16%	-	14%	-	-
	EL	13%	14%	20%	-	20%	*	-	*	-	*	19%	33%	0%	22%	20%	21%	19%	-	*	-	-
	Male	22%	17%	19%	19%	20%	13%	-	*	-	*	21%	8%	4%	23%	21%	19%	-	-	*	-	-
	Female	28%	22%	14%	6%	17%	*	-	*	-	*	14%	18%	0%	16%	19%	-	14%	-	0%	-	-
Mathematics	All Students	20%	14%	12%	2%	15%	0%	-	20%	-	*	12%	9%	12%	12%	15%	17%	8%	-	0%	-	-
	CWD	9%	6%	12%	*	16%	0%	-	*	-	*	13%	*	12%	-	19%	20%	0%	-	*	-	-
	CWOD	21%	16%	12%	2%	15%	0%	-	*	-	*	12%	10%	-	12%	15%	16%	8%	-	0%	-	-
	EL	12%	12%	15%	-	16%	*	-	*	-	*	16%	0%	19%	15%	15%	21%	9%	-	*	-	-
	Male	21%	15%	17%	4%	21%	0%	-	*	-	*	18%	8%	20%	16%	21%	17%	-	-	*	-	-
	Female	19%	13%	8%	0%	10%	*	-	*	-	*	7%	9%	0%	8%	9%	-	8%	-	0%	-	-
Science	All Students	20%	15%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-
	CWD	8%	5%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	*	0%	-	*	-	-
	CWOD	22%	16%	0%	0%	0%	*	-	*	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	EL	7%	8%	0%	-	0%	-	-	*	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	22%	15%	0%	0%	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	-	-	*	-	-
	Female	19%	14%	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.

### 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	78	75	78	*	-	*	-	*	78	76	76
CWD	76	*	83	*	-	*	-	*	81	76	75
CWOD	78	79	78	*	-	*	-	*	77	-	77
EL ◇	76	-	77	*	-	*	-	*	76	75	76
Male	82	82	83	*	-	*	-	*	83	76	82
Female	74	71	74	-	-	*	-	*	72	75	70
<b>Mathematics</b>											
All Students	79	77	81	*	-	*	-	*	79	69	82
CWD	69	*	70	*	-	*	-	*	70	69	75
CWOD	81	81	83	*	-	*	-	*	81	-	83
EL ◇	82	-	83	*	-	*	-	*	82	75	82
Male	85	91	85	*	-	*	-	*	86	72	89
Female	74	68	76	-	-	*	-	*	73	65	75

- 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
291	24	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	34	29	35	41	-	46	-	33	34	24	37
<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	Y	N						Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<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	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											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%	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%	-	-
	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%	-
	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%	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%	-
	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%	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%	-	-
	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%	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%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	*	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	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%	-
Mathematics	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	*	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	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%	-
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	0%	-	0%	-	-	*	-	-	0%	-	*	0%	0%	0%	0%	-
	Male	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
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	7	2	4	0	0	0	0	1	1		
	Female	2	2	0	0	0	0	0	0	0		
	Total	9	4	4	0	0	0	0	1	1		
<b>Out-of-School Suspensions</b>												
	Male	23	6	15	2	0	0	0	0	11		
	Female	4	2	2	0	0	0	0	0	2		
	Total	27	8	17	2	0	0	0	0	13		
<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	3	1	1	0	1	0	0	0	0		1
	Female	1	1	0	0	0	0	0	0	0		1
	Total	4	2	1	0	1	0	0	0	0		2
<b>Out-of-School Suspensions</b>												
	Male	6	1	3	1	1	0	0	0	2		2
	Female	2	2	0	0	0	0	0	0	0		1
	Total	8	3	3	1	1	0	0	0	2		3
<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	50	12	27	5	1	-8	-8	5	12	24	-8
	Female	46	12	30	4	-8	-8	-8	-8	15	7	-8
	Total	96	24	57	9	1	-8	-8	5	27	31	-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	35	8	23	1	1	1	0	1	18	0
	Female	36	7	29	0	0	0	0	0	20	1
	Total	71	15	52	1	1	1	0	1	38	1
<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	3.0	6.3%
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	0.5	1.1%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	*	3%
Mathematics	6,587	2%	48	1%	*	3%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	5%
Mathematics	6,408	2%	49	1%	*	6%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	3%
Mathematics	6,205	2%	32	1%	*	3%
Science	6,200	2%	32	1%	*	3%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	7	8%
Mathematics	6,177	2%	59	1%	7	8%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	32	5%
Reading	48,805	1%	354	1%	15	5%
Mathematics	43,293	1%	319	1%	15	5%
Science	17,856	1%	118	1%	*	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	46%	63%	39%	40%	57%	14%	-	67%	45%	42%	32%

- 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 and 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%	68%	55%	78%	59%	33%	*	*	-	*	53%	67%	25%	69%	50%	40%	72%	-	*	-	-	
	CWD	52%	42%	25%	*	20%	*	*	*	-	*	20%	*	25%	-	*	22%	*	-	*	-	-	
	CWOD	80%	72%	69%	88%	75%	*	-	*	-	-	68%	*	-	69%	70%	55%	80%	-	-	-	-	
	EL	66%	64%	50%	*	50%	*	-	*	-	-	54%	*	*	70%	50%	43%	57%	-	-	-	-	
	Male	74%	64%	40%	60%	20%	40%	*	*	-	*	42%	*	22%	55%	43%	40%	-	-	*	-	-	
	Female	78%	71%	72%	*	75%	*	-	*	-	-	69%	80%	*	80%	57%	-	72%	-	-	-	-	
Mathematics	All Students	70%	61%	58%	56%	76%	17%	*	*	-	*	56%	67%	42%	65%	71%	45%	72%	-	*	-	-	
	CWD	46%	38%	42%	*	80%	*	*	*	-	*	30%	*	42%	-	*	22%	*	-	*	-	-	
	CWOD	74%	64%	65%	63%	75%	*	-	*	-	-	68%	*	-	65%	70%	64%	67%	-	-	-	-	
	EL	64%	61%	71%	*	88%	*	-	*	-	-	69%	*	*	70%	71%	71%	71%	-	-	-	-	
	Male	72%	62%	45%	60%	60%	20%	*	*	-	*	47%	*	22%	64%	71%	45%	-	-	*	-	-	
	Female	68%	59%	72%	*	83%	*	-	*	-	-	69%	80%	*	67%	71%	-	72%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	68%	87%	85%	78%	100%	-	*	*	*	86%	90%	50%	93%	82%	85%	88%	-	*	-	-	
	CWD	48%	39%	50%	*	60%	-	-	-	-	-	60%	*	50%	-	*	60%	*	-	-	-	-	
	CWOD	81%	72%	93%	92%	85%	100%	-	*	*	*	90%	100%	-	93%	93%	93%	92%	-	*	-	-	
	EL	66%	63%	82%	*	50%	100%	-	*	*	-	81%	*	*	93%	82%	75%	89%	-	-	-	-	
	Male	73%	64%	85%	86%	78%	*	-	*	*	-	89%	*	60%	93%	75%	85%	-	-	-	-	-	
	Female	79%	72%	88%	83%	78%	100%	-	*	-	*	83%	100%	*	92%	89%	-	88%	-	*	-	-	
Mathematics	All Students	68%	56%	63%	85%	39%	89%	-	*	*	*	61%	70%	17%	70%	53%	60%	65%	-	*	-	-	
	CWD	42%	32%	17%	*	20%	-	-	-	-	-	20%	*	17%	-	*	20%	*	-	-	-	-	
	CWOD	73%	60%	70%	92%	46%	89%	-	*	*	*	68%	78%	-	70%	64%	73%	68%	-	*	-	-	
	EL	63%	58%	53%	*	17%	100%	-	*	*	-	50%	*	*	64%	53%	38%	67%	-	-	-	-	
	Male	70%	58%	60%	86%	44%	*	-	*	*	-	61%	*	20%	73%	38%	60%	-	-	-	-	-	
	Female	67%	55%	65%	83%	33%	88%	-	*	-	*	61%	75%	*	68%	67%	-	65%	-	*	-	-	
Grade 5																							
Reading	All Students	80%	75%	70%	56%	65%	92%	-	67%	-	*	66%	80%	38%	80%	72%	68%	72%	-	*	-	-	
	CWD	50%	44%	38%	*	50%	-	-	*	-	-	45%	*	38%	-	*	17%	57%	-	*	-	-	
	CWOD	85%	79%	80%	67%	78%	92%	-	80%	-	*	74%	92%	-	80%	75%	82%	78%	-	*	-	-	
	EL	71%	72%	72%	*	63%	80%	-	*	-	-	64%	*	*	75%	72%	70%	75%	-	-	-	-	
	Male	77%	72%	68%	56%	56%	86%	-	*	-	*	59%	82%	17%	82%	70%	68%	-	-	*	-	-	
	Female	83%	78%	72%	57%	75%	100%	-	*	-	-	71%	*	57%	78%	75%	-	72%	-	*	-	-	
Mathematics	All Students	76%	65%	66%	69%	65%	62%	-	67%	-	*	58%	87%	38%	75%	67%	68%	64%	-	*	-	-	
	CWD	50%	38%	38%	*	38%	-	-	*	-	-	36%	*	38%	-	*	33%	43%	-	*	-	-	
	CWOD	80%	69%	75%	75%	89%	62%	-	80%	-	*	67%	92%	-	75%	69%	77%	72%	-	*	-	-	
	EL	70%	66%	67%	*	75%	40%	-	*	-	-	57%	*	*	69%	67%	70%	63%	-	-	-	-	
	Male	75%	65%	68%	67%	56%	71%	-	*	-	*	53%	91%	33%	77%	70%	68%	-	-	*	-	-	
	Female	76%	66%	64%	71%	75%	50%	-	*	-	-	62%	*	43%	72%	63%	-	64%	-	*	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	65%	54%	58%	50%	59%	62%	-	67%	-	*	55%	67%	31%	68%	61%	64%	52%	-	*	-	-	
	CWD	40%	33%	31%	*	38%	-	-	*	-	-	36%	*	31%	-	*	17%	43%	-	*	-	-	
	CWOD	69%	57%	68%	58%	78%	62%	-	80%	-	*	63%	77%	-	68%	63%	77%	56%	-	*	-	-	
	EL	52%	49%	61%	*	63%	40%	-	*	-	-	50%	*	*	63%	61%	80%	38%	-	-	-	-	
	Male	67%	57%	64%	44%	67%	71%	-	*	-	*	59%	73%	17%	77%	80%	64%	-	-	*	-	-	
	Female	63%	52%	52%	57%	50%	50%	-	*	-	-	52%	*	43%	56%	38%	-	52%	-	*	-	-	
Grade 6																							
Reading	All Students	69%	68%	70%	77%	56%	80%	-	*	-	80%	61%	88%	25%	79%	72%	64%	79%	-	*	-	*	
	CWD	38%	38%	25%	*	*	*	-	*	-	-	17%	*	25%	-	*	17%	*	-	-	-	-	
	CWOD	74%	73%	79%	83%	64%	100%	-	*	-	80%	72%	93%	-	79%	86%	77%	82%	-	*	-	*	
	EL	53%	61%	72%	*	63%	*	-	*	-	-	67%	83%	*	86%	72%	67%	83%	-	-	-	-	
	Male	66%	64%	64%	57%	50%	83%	-	*	-	*	47%	91%	17%	77%	67%	64%	-	-	-	-	-	
	Female	72%	72%	79%	100%	67%	*	-	*	-	*	79%	80%	*	82%	83%	-	79%	-	*	-	*	
Mathematics	All Students	72%	70%	83%	85%	81%	80%	-	*	-	100%	81%	88%	38%	92%	83%	75%	95%	-	*	-	*	
	CWD	47%	47%	38%	*	*	*	-	*	-	-	33%	*	38%	-	*	33%	*	-	-	-	-	
	CWOD	76%	74%	92%	83%	93%	100%	-	*	-	100%	92%	93%	-	92%	93%	86%	100%	-	*	-	*	
	EL	61%	69%	83%	*	75%	*	-	*	-	-	83%	83%	*	93%	83%	75%	100%	-	-	-	-	
	Male	73%	70%	75%	71%	70%	83%	-	*	-	*	71%	82%	33%	86%	75%	75%	-	-	-	-	-	
	Female	72%	70%	95%	100%	100%	*	-	*	-	*	93%	100%	*	100%	100%	-	95%	-	*	-	*	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	37%	56%	41%	17%	*	*	-	*	34%	50%	8%	50%	43%	25%	50%	-	*	-	-	
	CWD	30%	24%	8%	*	20%	*	*	*	-	*	0%	*	8%	-	*	0%	*	-	*	-	-	
	CWOD	54%	44%	50%	63%	50%	*	-	*	-	-	50%	*	-	50%	60%	45%	53%	-	-	-	-	
	EL	37%	36%	43%	*	38%	*	-	*	-	-	46%	*	*	60%	43%	43%	43%	-	-	-	-	
	Male	49%	40%	25%	40%	20%	20%	*	*	-	*	26%	*	0%	45%	43%	25%	-	-	*	-	-	
	Female	52%	43%	50%	*	50%	*	-	*	-	-	46%	60%	*	53%	43%	-	50%	-	-	-	-	
Mathematics	All Students	42%	32%	29%	33%	35%	17%	*	*	-	*	25%	50%	17%	35%	36%	15%	44%	-	*	-	-	
	CWD	27%	19%	17%	*	40%	*	*	*	-	*	0%	*	17%	-	*	0%	*	-	*	-	-	
	CWOD	45%	34%	35%	38%	33%	*	-	*	-	-	36%	*	-	35%	40%	27%	40%	-	-	-	-	
	EL	35%	32%	36%	*	38%	*	-	*	-	-	31%	*	*	40%	36%	29%	43%	-	-	-	-	
	Male	45%	35%	15%	20%	20%	20%	*	*	-	*	16%	*	0%	27%	29%	15%	-	-	*	-	-	
	Female	39%	30%	44%	*	42%	*	-	*	-	-	38%	60%	*	40%	43%	-	44%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	45%	57%	54%	39%	100%	-	*	*	*	56%	60%	17%	63%	59%	55%	58%	-	*	-	-	
	CWD	29%	21%	17%	*	20%	-	-	-	-	-	20%	*	17%	-	*	20%	*	-	-	-	-	
	CWOD	57%	48%	63%	58%	46%	100%	-	*	*	*	61%	67%	-	63%	64%	67%	60%	-	*	-	-	
	EL	41%	40%	59%	*	33%	100%	-	*	*	-	56%	*	*	64%	59%	50%	67%	-	-	-	-	
	Male	51%	43%	55%	71%	44%	*	-	*	*	-	56%	*	20%	67%	50%	55%	-	-	-	-	-	

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Reading	Female	55%	46%	58%	33%	33%	100%	-	*	-	*	56%	63%	*	60%	67%	-	58%	-	*	-	-
Mathematics	All Students	42%	29%	43%	54%	17%	78%	-	*	*	*	44%	40%	17%	48%	41%	40%	46%	-	*	-	-
	CWD	25%	18%	17%	*	20%	-	-	-	-	-	20%	*	17%	-	*	20%	*	-	-	-	-
	CWOD	45%	31%	48%	58%	15%	78%	-	*	*	*	48%	44%	-	48%	50%	47%	48%	-	*	-	-
	EL	34%	29%	41%	*	0%	80%	-	*	*	-	38%	*	*	50%	41%	25%	56%	-	-	-	-
	Male	45%	32%	40%	57%	22%	*	-	*	*	-	44%	*	20%	47%	25%	40%	-	-	-	-	-
	Female	38%	26%	46%	50%	11%	75%	-	*	-	*	44%	50%	*	48%	56%	-	46%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	55%	56%	47%	54%	-	67%	-	*	47%	73%	23%	65%	50%	61%	48%	-	*	-	-
	CWD	29%	22%	23%	*	25%	-	-	*	-	-	27%	*	23%	-	*	0%	43%	-	*	-	-
	CWOD	61%	52%	65%	67%	67%	54%	-	80%	-	*	56%	85%	-	65%	56%	77%	50%	-	*	-	-
	EL	43%	44%	50%	*	38%	40%	-	*	-	-	36%	*	*	56%	50%	60%	38%	-	-	-	-
	Male	53%	46%	61%	56%	44%	71%	-	*	-	*	47%	82%	0%	77%	60%	61%	-	-	*	-	-
	Female	60%	52%	48%	57%	50%	33%	-	*	-	-	48%	*	43%	50%	38%	-	48%	-	*	-	-
Mathematics	All Students	47%	36%	38%	31%	29%	46%	-	50%	-	*	29%	60%	15%	45%	39%	50%	24%	-	*	-	-
	CWD	25%	17%	15%	*	25%	-	-	*	-	-	18%	*	15%	-	*	0%	29%	-	*	-	-
	CWOD	50%	38%	45%	42%	33%	46%	-	60%	-	*	33%	69%	-	45%	44%	64%	22%	-	*	-	-
	EL	38%	35%	39%	*	25%	40%	-	*	-	-	21%	*	*	44%	39%	50%	25%	-	-	-	-
	Male	48%	37%	50%	44%	33%	57%	-	*	-	*	41%	64%	0%	64%	50%	50%	-	-	*	-	-
	Female	46%	35%	24%	14%	25%	33%	-	*	-	-	19%	*	29%	22%	25%	-	24%	-	*	-	-
Science	All Students	38%	28%	36%	31%	24%	54%	-	50%	-	*	26%	60%	8%	45%	39%	50%	20%	-	*	-	-
	CWD	23%	16%	8%	*	13%	-	-	*	-	-	9%	*	8%	-	*	0%	14%	-	*	-	-
	CWOD	40%	29%	45%	42%	33%	54%	-	60%	-	*	33%	69%	-	45%	44%	64%	22%	-	*	-	-
	EL	24%	23%	39%	*	25%	40%	-	*	-	-	21%	*	*	44%	39%	50%	25%	-	-	-	-
	Male	41%	31%	50%	44%	33%	71%	-	*	-	*	41%	64%	0%	64%	50%	50%	-	-	*	-	-
	Female	34%	24%	20%	14%	13%	33%	-	*	-	-	14%	*	14%	22%	25%	-	20%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	43%	31%	50%	20%	-	*	-	80%	39%	50%	0%	51%	50%	36%	53%	-	*	-	*
	CWD	21%	20%	0%	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	46%	45%	51%	33%	57%	33%	-	*	-	80%	48%	57%	-	51%	64%	45%	59%	-	*	-	*
	EL	24%	34%	50%	*	63%	*	-	*	-	-	58%	33%	*	64%	50%	42%	67%	-	-	-	-
	Male	40%	40%	36%	14%	40%	17%	-	*	-	*	35%	36%	0%	45%	42%	36%	-	-	-	-	-
	Female	45%	44%	53%	50%	67%	*	-	*	-	*	43%	80%	*	59%	67%	-	53%	-	*	-	*
Mathematics	All Students	38%	37%	49%	54%	31%	60%	-	*	-	60%	45%	56%	13%	56%	61%	50%	47%	-	*	-	*
	CWD	20%	21%	13%	*	*	*	-	*	-	-	17%	*	13%	-	*	0%	*	-	-	-	-
	CWOD	41%	40%	56%	58%	36%	83%	-	*	-	60%	52%	64%	-	56%	71%	64%	47%	-	*	-	*
	EL	24%	35%	61%	*	38%	*	-	*	-	-	50%	83%	*	71%	61%	58%	67%	-	-	-	-
	Male	40%	39%	50%	57%	30%	67%	-	*	-	*	47%	55%	0%	64%	58%	50%	-	-	-	-	-
	Female	36%	35%	47%	50%	33%	*	-	*	-	*	43%	60%	*	47%	67%	-	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
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	21%	33%	24%	0%	*	*	-	*	19%	33%	8%	27%	29%	15%	28%	-	*	-	-
	CWD	12%	8%	8%	*	20%	*	*	*	-	*	0%	*	8%	-	*	0%	*	-	*	-	-
	CWOD	32%	25%	27%	38%	25%	*	-	*	-	-	27%	*	-	27%	40%	27%	27%	-	-	-	-
	EL	19%	20%	29%	*	13%	*	-	*	-	-	31%	*	*	40%	29%	43%	14%	-	-	-	-
	Male	28%	21%	15%	20%	20%	0%	*	*	-	*	16%	*	0%	27%	43%	15%	-	-	*	-	-
	Female	31%	25%	28%	*	25%	*	-	*	-	-	23%	40%	*	27%	14%	-	28%	-	-	-	-
Mathematics	All Students	20%	14%	16%	33%	12%	17%	*	*	-	*	16%	17%	0%	23%	21%	15%	17%	-	*	-	-
	CWD	10%	6%	0%	*	0%	*	*	*	-	*	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	22%	15%	23%	38%	17%	*	-	*	-	-	23%	*	-	23%	30%	27%	20%	-	-	-	-
	EL	15%	15%	21%	*	13%	*	-	*	-	-	23%	*	*	30%	21%	29%	14%	-	-	-	-
	Male	23%	16%	15%	20%	20%	20%	*	*	-	*	16%	*	0%	27%	29%	15%	-	-	*	-	-
	Female	18%	12%	17%	*	8%	*	-	*	-	-	15%	20%	*	20%	14%	-	17%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	20%	23%	0%	56%	-	*	*	*	19%	20%	0%	23%	24%	10%	27%	-	*	-	-
	CWD	10%	7%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	31%	24%	23%	25%	0%	56%	-	*	*	*	23%	22%	-	23%	29%	13%	28%	-	*	-	-
	EL	18%	18%	24%	*	0%	60%	-	*	*	-	19%	*	*	29%	24%	0%	44%	-	-	-	-
	Male	26%	22%	10%	29%	0%	*	-	*	*	-	11%	*	0%	13%	0%	10%	-	-	-	-	-
	Female	29%	22%	27%	17%	0%	63%	-	*	-	*	28%	25%	*	28%	44%	-	27%	-	*	-	-
Mathematics	All Students	22%	14%	20%	31%	0%	33%	-	*	*	*	22%	10%	0%	23%	29%	20%	19%	-	*	-	-
	CWD	10%	6%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	15%	23%	33%	0%	33%	-	*	*	*	26%	11%	-	23%	36%	27%	20%	-	*	-	-
	EL	16%	14%	29%	*	0%	60%	-	*	*	-	25%	*	*	36%	29%	13%	44%	-	-	-	-
	Male	25%	16%	20%	43%	0%	*	-	*	*	-	22%	*	0%	27%	13%	20%	-	-	-	-	-
	Female	19%	12%	19%	17%	0%	38%	-	*	-	*	22%	13%	*	20%	44%	-	19%	-	*	-	-
Grade 5																						
Reading	All Students	36%	29%	40%	31%	29%	54%	-	50%	-	*	32%	60%	15%	48%	39%	50%	28%	-	*	-	-
	CWD	12%	10%	15%	*	25%	-	-	*	-	-	18%	*	15%	-	*	0%	29%	-	*	-	-
	CWOD	40%	32%	48%	42%	33%	54%	-	60%	-	*	37%	69%	-	48%	44%	64%	28%	-	*	-	-
	EL	23%	25%	39%	*	25%	40%	-	*	-	-	21%	*	*	44%	39%	50%	25%	-	-	-	-
	Male	32%	27%	50%	44%	22%	71%	-	*	-	*	41%	64%	0%	64%	50%	50%	-	-	*	-	-
	Female	39%	31%	28%	14%	38%	33%	-	*	-	-	24%	*	29%	28%	25%	-	28%	-	*	-	-
Mathematics	All Students	24%	16%	25%	19%	12%	31%	-	50%	-	*	18%	40%	8%	30%	28%	32%	16%	-	*	-	-
	CWD	9%	6%	8%	*	13%	-	-	*	-	-	9%	*	8%	-	*	0%	14%	-	*	-	-
	CWOD	26%	17%	30%	25%	11%	31%	-	60%	-	*	22%	46%	-	30%	31%	41%	17%	-	*	-	-
	EL	17%	15%	28%	*	0%	40%	-	*	-	-	21%	*	*	31%	28%	30%	25%	-	-	-	-
	Male	25%	17%	32%	33%	11%	29%	-	*	-	*	29%	36%	0%	41%	30%	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	
Mathematics	Female	23%	14%	16%	0%	13%	33%	-	*	-	-	10%	*	14%	17%	25%	-	16%	-	*	-	-	
Science	All Students	17%	12%	15%	6%	18%	15%	-	33%	-	*	11%	27%	8%	18%	22%	18%	12%	-	*	-	-	
	CWD	9%	6%	8%	*	13%	-	-	*	-	-	9%	*	8%	-	*	0%	14%	-	*	-	-	
	CWOD	19%	12%	18%	8%	22%	15%	-	40%	-	*	11%	31%	-	18%	25%	23%	11%	-	*	-	-	
	EL	9%	8%	22%	*	25%	0%	-	*	-	-	7%	*	*	25%	22%	30%	13%	-	-	-	-	
	Male	20%	14%	18%	11%	22%	14%	-	*	-	*	18%	18%	0%	23%	30%	18%	-	-	*	-	-	
	Female	15%	10%	12%	0%	13%	17%	-	*	-	-	5%	*	14%	11%	13%	-	12%	-	*	-	-	
Grade 6																							
Reading	All Students	23%	21%	21%	23%	25%	0%	-	*	-	20%	16%	31%	0%	26%	33%	14%	32%	-	*	-	*	
	CWD	8%	7%	0%	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	25%	23%	26%	25%	29%	0%	-	*	-	20%	20%	36%	-	26%	43%	18%	35%	-	*	-	*	
	EL	9%	15%	33%	*	38%	*	-	*	-	-	33%	33%	*	43%	33%	25%	50%	-	-	-	-	
	Male	21%	19%	14%	0%	20%	0%	-	*	-	*	12%	18%	0%	18%	25%	14%	-	-	-	-	-	
	Female	25%	23%	32%	50%	33%	*	-	*	-	*	21%	60%	*	35%	50%	-	32%	-	*	-	*	
Mathematics	All Students	16%	16%	17%	8%	13%	0%	-	*	-	60%	19%	13%	0%	21%	22%	18%	16%	-	*	-	*	
	CWD	8%	9%	0%	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	17%	17%	21%	8%	14%	0%	-	*	-	60%	24%	14%	-	21%	29%	23%	18%	-	*	-	*	
	EL	7%	14%	22%	*	25%	*	-	*	-	-	25%	17%	*	29%	22%	25%	17%	-	-	-	-	
	Male	17%	18%	18%	0%	20%	0%	-	*	-	*	18%	18%	0%	23%	25%	18%	-	-	-	-	-	
	Female	14%	13%	16%	17%	0%	*	-	*	-	*	21%	0%	*	18%	17%	-	16%	-	*	-	*	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	66%	68%	70%	64%	72%	*	64%	*	79%	64%	80%	34%	78%	68%	64%	73%	-	47%	-	*	
	CWD	44%	36%	34%	28%	40%	36%	*	0%	-	*	33%	38%	34%	-	36%	26%	48%	-	50%	-	-	
	CWOD	77%	70%	78%	78%	75%	79%	-	79%	*	88%	74%	87%	-	78%	76%	78%	77%	-	43%	-	*	
	EL	59%	58%	68%	91%	62%	73%	-	64%	*	-	64%	89%	36%	76%	68%	67%	71%	-	-	-	-	
	Male	71%	63%	64%	65%	57%	69%	*	67%	*	82%	58%	79%	26%	78%	67%	64%	-	-	29%	-	-	
	Female	75%	68%	73%	77%	71%	75%	-	61%	-	75%	70%	81%	48%	77%	71%	-	73%	-	60%	-	*	
Reading	All Students	74%	67%	71%	73%	65%	82%	*	60%	*	78%	67%	83%	33%	81%	70%	65%	78%	-	57%	-	*	
	CWD	43%	35%	33%	14%	40%	43%	*	*	-	*	34%	29%	33%	-	23%	27%	46%	-	*	-	-	
	CWOD	78%	72%	81%	82%	75%	90%	-	75%	*	88%	77%	93%	-	81%	81%	79%	84%	-	*	-	*	
	EL	57%	57%	70%	90%	57%	86%	-	64%	*	-	67%	83%	23%	81%	70%	65%	77%	-	-	-	-	
	Male	70%	63%	65%	64%	55%	74%	*	63%	*	80%	59%	80%	27%	79%	65%	65%	-	-	*	-	-	
	Female	78%	73%	78%	83%	74%	89%	-	57%	-	*	76%	86%	46%	84%	77%	-	78%	-	*	-	*	
Mathematics	All Students	71%	64%	68%	75%	65%	66%	*	67%	*	78%	64%	81%	36%	77%	69%	64%	73%	-	43%	-	*	
	CWD	44%	36%	36%	43%	40%	29%	*	*	-	*	31%	57%	36%	-	46%	27%	54%	-	*	-	-	
	CWOD	75%	67%	77%	80%	75%	74%	-	83%	*	88%	73%	85%	-	77%	74%	77%	76%	-	*	-	*	
	EL	61%	61%	69%	90%	67%	71%	-	64%	*	-	64%	92%	46%	74%	69%	65%	73%	-	-	-	-	
	Male	71%	63%	64%	71%	58%	63%	*	63%	*	80%	58%	80%	27%	77%	65%	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%	64%	73%	78%	71%	68%	-	71%	-	*	70%	82%	54%	76%	73%	-	73%	-	*	-	*
Science	All Students	74%	66%	58%	50%	59%	62%	-	67%	-	*	55%	67%	31%	68%	61%	64%	52%	-	*	-	-
	CWD	47%	38%	31%	*	38%	-	-	*	-	-	36%	*	31%	-	*	17%	43%	-	*	-	-
	CWOD	78%	69%	68%	58%	78%	62%	-	80%	-	*	63%	77%	-	68%	63%	77%	56%	-	*	-	-
	EL	58%	56%	61%	*	63%	40%	-	*	-	-	50%	*	*	63%	61%	80%	38%	-	-	-	-
	Male	74%	65%	64%	44%	67%	71%	-	*	-	*	59%	73%	17%	77%	80%	64%	-	-	*	-	-
	Female	75%	66%	52%	57%	50%	50%	-	*	-	-	52%	*	43%	56%	38%	-	52%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	43%	44%	35%	52%	*	53%	*	58%	38%	57%	13%	52%	47%	44%	43%	-	6%	-	*
	CWD	23%	18%	13%	6%	21%	7%	*	0%	-	*	12%	19%	13%	-	11%	3%	30%	-	10%	-	-
	CWOD	50%	42%	52%	51%	41%	60%	-	66%	*	65%	47%	63%	-	52%	55%	58%	45%	-	0%	-	*
	EL	29%	30%	47%	64%	34%	58%	-	56%	*	-	40%	79%	11%	55%	47%	46%	47%	-	-	-	-
	Male	45%	38%	44%	46%	33%	51%	*	56%	*	64%	39%	56%	3%	58%	46%	44%	-	-	0%	-	-
	Female	48%	41%	43%	42%	36%	52%	-	50%	-	50%	38%	58%	30%	45%	47%	-	43%	-	10%	-	*
Reading	All Students	52%	45%	48%	49%	44%	50%	*	53%	*	67%	45%	60%	13%	58%	51%	45%	52%	-	14%	-	*
	CWD	24%	19%	13%	14%	20%	0%	*	*	-	*	13%	14%	13%	-	8%	4%	31%	-	*	-	-
	CWOD	56%	48%	58%	55%	54%	61%	-	67%	*	75%	54%	68%	-	58%	61%	60%	56%	-	*	-	*
	EL	31%	33%	51%	60%	43%	57%	-	55%	*	-	49%	58%	8%	61%	51%	49%	53%	-	-	-	-
	Male	47%	41%	45%	46%	39%	42%	*	50%	*	80%	41%	56%	4%	60%	49%	45%	-	-	*	-	-
	Female	56%	49%	52%	52%	49%	58%	-	57%	-	*	48%	64%	31%	56%	53%	-	52%	-	*	-	*
Mathematics	All Students	41%	33%	40%	43%	28%	53%	*	53%	*	56%	36%	53%	15%	47%	45%	41%	40%	-	0%	-	*
	CWD	22%	17%	15%	0%	25%	14%	*	*	-	*	13%	29%	15%	-	15%	4%	38%	-	*	-	-
	CWOD	44%	35%	47%	50%	29%	61%	-	67%	*	63%	43%	58%	-	47%	52%	54%	40%	-	*	-	*
	EL	29%	29%	45%	70%	27%	64%	-	55%	*	-	35%	92%	15%	52%	45%	43%	47%	-	-	-	-
	Male	42%	34%	41%	46%	27%	53%	*	50%	*	60%	37%	52%	4%	54%	43%	41%	-	-	*	-	-
	Female	40%	33%	40%	39%	29%	53%	-	57%	-	*	35%	55%	38%	40%	47%	-	40%	-	*	-	*
Science	All Students	46%	37%	36%	31%	24%	54%	-	50%	-	*	26%	60%	8%	45%	39%	50%	20%	-	*	-	-
	CWD	23%	17%	8%	*	13%	-	-	*	-	-	9%	*	8%	-	*	0%	14%	-	*	-	-
	CWOD	49%	39%	45%	42%	33%	54%	-	60%	-	*	33%	69%	-	45%	44%	64%	22%	-	*	-	-
	EL	25%	25%	39%	*	25%	40%	-	*	-	-	21%	*	*	44%	39%	50%	25%	-	-	-	-
	Male	47%	37%	50%	44%	33%	71%	-	*	-	*	41%	64%	0%	64%	50%	50%	-	-	*	-	-
	Female	45%	36%	20%	14%	13%	33%	-	*	-	-	14%	*	14%	22%	25%	-	20%	-	*	-	-
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%	17%	22%	22%	14%	25%	*	44%	*	32%	19%	29%	5%	26%	28%	22%	21%	-	0%	-	*
	CWD	9%	6%	5%	0%	10%	0%	*	0%	-	*	5%	6%	5%	-	0%	0%	15%	-	0%	-	-
	CWOD	24%	18%	26%	26%	16%	29%	-	55%	*	35%	24%	33%	-	26%	34%	30%	23%	-	0%	-	*
	EL	12%	12%	28%	32%	16%	30%	-	56%	*	-	23%	50%	0%	34%	28%	27%	28%	-	-	-	-
	Male	21%	16%	22%	23%	15%	20%	*	50%	*	45%	20%	28%	0%	30%	27%	22%	-	-	0%	-	-
	Female	23%	18%	21%	21%	14%	30%	-	39%	-	13%	18%	31%	15%	23%	28%	-	21%	-	0%	-	*
Reading	All Students	25%	20%	26%	27%	19%	32%	*	47%	*	22%	22%	38%	8%	31%	31%	24%	28%	-	0%	-	*
	CWD	9%	6%	8%	0%	15%	0%	*	*	-	*	6%	14%	8%	-	0%	0%	23%	-	*	-	-
	CWOD	27%	21%	31%	32%	21%	39%	-	58%	*	25%	27%	43%	-	31%	39%	33%	29%	-	*	-	*
	EL	13%	14%	31%	40%	20%	36%	-	55%	*	-	25%	58%	0%	39%	31%	30%	33%	-	-	-	-
	Male	22%	17%	24%	25%	15%	26%	*	50%	*	40%	20%	36%	0%	33%	30%	24%	-	-	*	-	-
	Female	28%	22%	28%	30%	23%	37%	-	43%	-	*	24%	41%	23%	29%	33%	-	28%	-	*	-	*
Mathematics	All Students	20%	14%	20%	22%	9%	21%	*	47%	*	44%	19%	21%	3%	24%	25%	22%	17%	-	0%	-	*
	CWD	9%	6%	3%	0%	5%	0%	*	*	-	*	3%	0%	3%	-	0%	0%	8%	-	*	-	-
	CWOD	21%	16%	24%	25%	10%	26%	-	58%	*	50%	24%	25%	-	24%	31%	30%	19%	-	*	-	*
	EL	12%	12%	25%	30%	10%	36%	-	55%	*	-	24%	33%	0%	31%	25%	24%	27%	-	-	-	-
	Male	21%	15%	22%	25%	12%	16%	*	50%	*	60%	21%	24%	0%	30%	24%	22%	-	-	*	-	-
	Female	19%	13%	17%	17%	6%	26%	-	43%	-	*	17%	18%	8%	19%	27%	-	17%	-	*	-	*
Science	All Students	20%	15%	15%	6%	18%	15%	-	33%	-	*	11%	27%	8%	18%	22%	18%	12%	-	*	-	-
	CWD	8%	5%	8%	*	13%	-	-	*	-	-	9%	*	8%	-	*	0%	14%	-	*	-	-
	CWOD	22%	16%	18%	8%	22%	15%	-	40%	-	*	11%	31%	-	18%	25%	23%	11%	-	*	-	-
	EL	7%	8%	22%	*	25%	0%	-	*	-	-	7%	*	*	25%	22%	30%	13%	-	-	-	-
	Male	22%	15%	18%	11%	22%	14%	-	*	-	*	18%	18%	0%	23%	30%	18%	-	-	*	-	-
	Female	19%	14%	12%	0%	13%	17%	-	*	-	-	5%	*	14%	11%	13%	-	12%	-	*	-	-

- 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	81	85	76	80	-	86	*	86	79	72	86
CWD	72	80	69	*	-	*	-	-	71	72	83
CWOD	83	85	79	79	-	94	*	86	81	-	87
EL ◇	86	88	83	77	-	100	*	-	88	83	86
Male	79	81	72	75	-	100	*	*	77	73	82
Female	83	90	81	83	-	75	-	*	81	69	91
<b>Mathematics</b>											
All Students	82	81	87	80	-	91	*	79	83	78	83
CWD	78	80	85	*	-	*	-	-	79	78	78
CWOD	83	81	88	82	-	100	*	79	84	-	85
EL ◇	83	100	83	83	-	88	*	-	84	78	83
Male	72	71	80	58	-	80	*	*	71	67	70
Female	94	93	95	97	-	100	-	*	94	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
104	25	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	44	45	38	50	*	54	*	56	40	17	48
<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	N					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	N	N					Y	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	N
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	Y	N	N					Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	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>											
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											

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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%	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%	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%	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%	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%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	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%	-	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%	-	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%	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%	-	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%	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%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	*	-	0%	0%	0%	0%	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%	-
Science	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%	-
	Male	0%	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)

		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	22	9	11	1	0	0	0	1	4		
	Female	5	1	3	0	0	0	0	1	1		
	Total	27	10	14	1	0	0	0	2	5		
<b>Out-of-School Suspensions</b>												
	Male	3	1	2	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	3	1	2	0	0	0	0	0	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		



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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	8	2	4	2	0	0	0	0	2		5
	Female	2	1	1	0	0	0	0	0	1		2
	Total	10	3	5	2	0	0	0	0	3		7
<b>Out-of-School Suspensions</b>												
	Male	1	0	1	0	0	0	0	0	1		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	1		1
<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	23	9	3	8	-8	-8	-8	3	3	6	-8
	Female	12	2	4	4	-8	-8	-8	2	1	2	-8
	Total	35	11	7	12	-8	-8	-8	5	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	11	2	4	5	0	0	0	0	5	1
	Female	13	2	10	1	0	0	0	0	9	0
	Total	24	4	14	6	0	0	0	0	14	1
<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	3.0	10.0%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.6%
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%	48	1%	*	3%
Mathematics	6,587	2%	48	1%	*	3%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	*	0%
Reading	48,805	1%	354	1%	*	1%
Mathematics	43,293	1%	319	1%	*	1%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	14%	15%	9%	21%	*	10%	*	6%	15%	12%	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 and 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%	68%	52%	46%	52%	-	-	-	*	*	52%	57%	30%	56%	56%	44%	59%	-	-	-	-	
	CWD	52%	42%	30%	*	25%	-	-	-	-	-	13%	*	30%	-	33%	29%	*	-	-	-	-	
	CWOD	80%	72%	56%	45%	56%	-	-	-	*	*	57%	40%	-	56%	60%	48%	61%	-	-	-	-	
	EL	66%	64%	56%	*	54%	-	-	-	-	*	58%	40%	33%	60%	56%	41%	65%	-	-	-	-	
	Male	74%	64%	44%	50%	39%	-	-	-	*	-	45%	*	29%	48%	41%	44%	-	-	-	-	-	
	Female	78%	71%	59%	40%	61%	-	-	-	-	*	57%	*	*	61%	65%	-	59%	-	-	-	-	
Mathematics	All Students	70%	61%	46%	38%	46%	-	-	-	*	*	47%	43%	20%	51%	48%	38%	54%	-	-	-	-	
	CWD	46%	38%	20%	*	25%	-	-	-	-	-	13%	*	20%	-	17%	14%	*	-	-	-	-	
	CWOD	74%	64%	51%	45%	50%	-	-	-	*	*	52%	40%	-	51%	52%	44%	56%	-	-	-	-	
	EL	64%	61%	48%	*	46%	-	-	-	-	*	49%	40%	17%	52%	48%	29%	58%	-	-	-	-	
	Male	72%	62%	38%	38%	35%	-	-	-	*	-	41%	*	14%	44%	29%	38%	-	-	-	-	-	
	Female	68%	59%	54%	40%	55%	-	-	-	-	*	51%	*	*	56%	58%	-	54%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	68%	56%	60%	53%	*	*	*	-	-	51%	89%	18%	62%	55%	47%	63%	-	*	-	-	
	CWD	48%	39%	18%	*	14%	-	-	-	-	-	20%	*	18%	-	*	29%	*	-	-	-	-	
	CWOD	81%	72%	62%	83%	58%	*	*	*	-	-	57%	100%	-	62%	57%	52%	70%	-	*	-	-	
	EL	66%	63%	55%	-	53%	*	*	-	-	-	50%	86%	*	57%	55%	39%	72%	-	*	-	-	
	Male	73%	64%	47%	*	41%	*	-	-	-	-	44%	*	29%	52%	39%	47%	-	-	*	-	-	
	Female	79%	72%	63%	50%	66%	*	*	*	-	-	58%	100%	*	70%	72%	-	63%	-	-	-	-	
Mathematics	All Students	68%	56%	54%	40%	58%	*	*	*	-	-	54%	56%	27%	59%	57%	55%	54%	-	*	-	-	
	CWD	42%	32%	27%	*	29%	-	-	-	-	-	30%	*	27%	-	*	29%	*	-	-	-	-	
	CWOD	73%	60%	59%	50%	61%	*	*	*	-	-	58%	63%	-	59%	59%	61%	57%	-	*	-	-	
	EL	63%	58%	57%	-	57%	*	*	-	-	-	57%	57%	*	59%	57%	54%	60%	-	*	-	-	
	Male	70%	58%	55%	*	59%	*	-	-	-	-	53%	*	29%	61%	54%	55%	-	-	*	-	-	
	Female	67%	55%	54%	50%	56%	*	*	*	-	-	56%	40%	*	57%	60%	-	54%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	75%	73%	45%	78%	*	-	-	-	*	74%	67%	45%	78%	79%	61%	88%	-	-	-	-	
	CWD	50%	44%	45%	*	44%	*	-	-	-	-	40%	*	45%	-	50%	44%	*	-	-	-	-	
	CWOD	85%	79%	78%	40%	84%	*	-	-	-	*	79%	60%	-	78%	84%	66%	90%	-	-	-	-	
	EL	71%	72%	79%	*	80%	-	-	-	-	-	80%	*	50%	84%	79%	67%	92%	-	-	-	-	
	Male	77%	72%	61%	33%	67%	*	-	-	-	*	61%	60%	44%	66%	67%	61%	-	-	-	-	-	
	Female	83%	78%	88%	*	90%	*	-	-	-	*	88%	*	*	90%	92%	-	88%	-	-	-	-	
Mathematics	All Students	76%	65%	64%	36%	66%	*	-	-	-	*	65%	50%	36%	68%	73%	54%	76%	-	-	-	-	
	CWD	50%	38%	36%	*	33%	*	-	-	-	-	40%	*	36%	-	38%	33%	*	-	-	-	-	
	CWOD	80%	69%	68%	40%	72%	*	-	-	-	*	69%	60%	-	68%	80%	59%	77%	-	-	-	-	
	EL	70%	66%	73%	*	73%	-	-	-	-	-	73%	*	38%	80%	73%	63%	84%	-	-	-	-	
	Male	75%	65%	54%	33%	57%	*	-	-	-	*	56%	40%	33%	59%	63%	54%	-	-	-	-	-	
	Female	76%	66%	76%	*	76%	*	-	-	-	*	75%	*	*	77%	84%	-	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%	54%	47%	45%	49%	*	-	-	-	*	47%	50%	27%	51%	54%	41%	55%	-	-	-	-	
	CWD	40%	33%	27%	*	22%	*	-	-	-	-	20%	*	27%	-	25%	22%	*	-	-	-	-	
	CWOD	69%	57%	51%	40%	54%	*	-	-	-	*	52%	40%	-	51%	59%	47%	55%	-	-	-	-	
	EL	52%	49%	54%	*	55%	-	-	-	-	-	53%	*	25%	59%	54%	44%	64%	-	-	-	-	
	Male	67%	57%	41%	44%	43%	*	-	-	-	*	42%	40%	22%	47%	44%	41%	-	-	-	-	-	
	Female	63%	52%	55%	*	55%	*	-	-	-	*	53%	*	*	55%	64%	-	55%	-	-	-	-	
Grade 6																							
Reading	All Students	69%	68%	63%	70%	62%	-	-	-	*	-	64%	50%	30%	68%	63%	64%	62%	-	*	-	-	
	CWD	38%	38%	30%	-	30%	-	-	-	-	-	38%	*	30%	-	38%	43%	*	-	-	-	-	
	CWOD	74%	73%	68%	70%	67%	-	-	-	*	-	67%	*	-	68%	67%	68%	68%	-	*	-	-	
	EL	53%	61%	63%	*	61%	-	-	-	-	-	63%	*	38%	67%	63%	67%	57%	-	-	-	-	
	Male	66%	64%	64%	60%	64%	-	-	-	-	-	64%	*	43%	68%	67%	64%	-	-	*	-	-	
	Female	72%	72%	62%	80%	58%	-	-	-	*	-	65%	*	*	68%	57%	-	62%	-	-	-	-	
Mathematics	All Students	72%	70%	70%	80%	68%	-	-	-	*	-	74%	17%	50%	73%	73%	74%	65%	-	*	-	-	
	CWD	47%	47%	50%	-	50%	-	-	-	-	-	63%	*	50%	-	63%	57%	*	-	-	-	-	
	CWOD	76%	74%	73%	80%	71%	-	-	-	*	-	76%	*	-	73%	75%	78%	68%	-	*	-	-	
	EL	61%	69%	73%	*	72%	-	-	-	-	-	76%	*	63%	75%	73%	79%	65%	-	-	-	-	
	Male	73%	70%	74%	80%	74%	-	-	-	-	-	77%	*	57%	78%	79%	74%	-	-	*	-	-	
	Female	72%	70%	65%	80%	61%	-	-	-	*	-	71%	*	*	68%	65%	-	65%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	21%	23%	20%	-	-	-	*	*	22%	14%	0%	25%	23%	9%	31%	-	-	-	-	
	CWD	30%	24%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-	
	CWOD	54%	44%	25%	27%	23%	-	-	-	*	*	25%	20%	-	25%	26%	12%	33%	-	-	-	-	
	EL	37%	36%	23%	*	20%	-	-	-	-	*	26%	0%	0%	26%	23%	12%	29%	-	-	-	-	
	Male	49%	40%	9%	13%	9%	-	-	-	*	-	10%	*	0%	12%	12%	9%	-	-	-	-	-	
	Female	52%	43%	31%	40%	27%	-	-	-	-	*	31%	*	*	33%	29%	-	31%	-	-	-	-	
Mathematics	All Students	42%	32%	20%	15%	18%	-	-	-	*	*	19%	29%	10%	21%	21%	16%	23%	-	-	-	-	
	CWD	27%	19%	10%	*	13%	-	-	-	-	-	0%	*	10%	-	17%	0%	*	-	-	-	-	
	CWOD	45%	34%	21%	18%	19%	-	-	-	*	*	21%	20%	-	21%	21%	20%	22%	-	-	-	-	
	EL	35%	32%	21%	*	20%	-	-	-	-	*	21%	20%	17%	21%	21%	12%	26%	-	-	-	-	
	Male	45%	35%	16%	25%	9%	-	-	-	*	-	17%	*	0%	20%	12%	16%	-	-	-	-	-	
	Female	39%	30%	23%	0%	24%	-	-	-	-	*	20%	*	*	22%	26%	-	23%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	45%	30%	30%	27%	*	*	*	-	-	30%	33%	0%	35%	26%	26%	34%	-	*	-	-	
	CWD	29%	21%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	57%	48%	35%	50%	30%	*	*	*	-	-	35%	38%	-	35%	29%	32%	38%	-	*	-	-	
	EL	41%	40%	26%	-	24%	*	*	-	-	-	26%	29%	*	29%	26%	18%	36%	-	*	-	-	
	Male	51%	43%	26%	*	22%	*	-	-	-	-	26%	*	0%	32%	18%	26%	-	-	*	-	-	

Texas Education Agency  
2022 Federal Report Card  
CROUCH EL (220901150) - ARLINGTON ISD - TARRANT 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%	46%	34%	33%	31%	*	*	*	-	-	33%	40%	*	38%	36%	-	34%	-	-	-	-
Mathematics	All Students	42%	29%	24%	20%	25%	*	*	*	-	-	23%	33%	9%	26%	28%	18%	29%	-	*	-	-
	CWD	25%	18%	9%	*	14%	-	-	-	-	-	10%	*	9%	-	*	14%	*	-	-	-	-
	CWOD	45%	31%	26%	33%	26%	*	*	*	-	-	25%	38%	-	26%	29%	19%	32%	-	*	-	-
	EL	34%	29%	28%	-	27%	*	*	-	-	-	26%	43%	*	29%	28%	21%	36%	-	*	-	-
	Male	45%	32%	18%	*	22%	*	-	-	-	-	15%	*	14%	19%	21%	18%	-	-	*	-	-
	Female	38%	26%	29%	33%	28%	*	*	*	-	-	31%	20%	*	32%	36%	-	29%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	36%	0%	42%	*	-	-	-	*	37%	33%	9%	41%	44%	27%	48%	-	-	-	-
	CWD	29%	22%	9%	*	11%	*	-	-	-	-	10%	*	9%	-	13%	11%	*	-	-	-	-
	CWOD	61%	52%	41%	0%	48%	*	-	-	-	*	41%	40%	-	41%	50%	31%	52%	-	-	-	-
	EL	43%	44%	44%	*	45%	-	-	-	-	-	43%	*	13%	50%	44%	37%	52%	-	-	-	-
	Male	53%	46%	27%	0%	33%	*	-	-	-	*	28%	20%	11%	31%	37%	27%	-	-	-	-	-
	Female	60%	52%	48%	*	52%	*	-	-	-	*	47%	*	*	52%	52%	-	48%	-	-	-	-
Mathematics	All Students	47%	36%	27%	9%	32%	*	-	-	-	*	29%	0%	0%	32%	37%	22%	33%	-	-	-	-
	CWD	25%	17%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	50%	38%	32%	10%	38%	*	-	-	-	*	34%	0%	-	32%	43%	28%	35%	-	-	-	-
	EL	38%	35%	37%	*	37%	-	-	-	-	-	39%	*	0%	43%	37%	33%	40%	-	-	-	-
	Male	48%	37%	22%	0%	30%	*	-	-	-	*	25%	0%	0%	28%	33%	22%	-	-	-	-	-
	Female	46%	35%	33%	*	34%	*	-	-	-	*	34%	*	*	35%	40%	-	33%	-	-	-	-
Science	All Students	38%	28%	19%	0%	22%	*	-	-	-	*	19%	17%	0%	22%	25%	17%	21%	-	-	-	-
	CWD	23%	16%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	40%	29%	22%	0%	26%	*	-	-	-	*	22%	20%	-	22%	30%	22%	23%	-	-	-	-
	EL	24%	23%	25%	*	25%	-	-	-	-	-	24%	*	0%	30%	25%	26%	24%	-	-	-	-
	Male	41%	31%	17%	0%	23%	*	-	-	-	*	19%	0%	0%	22%	26%	17%	-	-	-	-	-
	Female	34%	24%	21%	*	21%	*	-	-	-	*	19%	*	*	23%	24%	-	21%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	38%	40%	38%	-	-	-	*	-	40%	17%	20%	41%	34%	38%	38%	-	*	-	-
	CWD	21%	20%	20%	-	20%	-	-	-	-	-	25%	*	20%	-	25%	29%	*	-	-	-	-
	CWOD	46%	45%	41%	40%	41%	-	-	-	*	-	41%	*	-	41%	35%	40%	41%	-	*	-	-
	EL	24%	34%	34%	*	33%	-	-	-	-	-	35%	*	25%	35%	34%	36%	30%	-	-	-	-
	Male	40%	40%	38%	0%	43%	-	-	-	-	-	39%	*	29%	40%	36%	38%	-	-	*	-	-
	Female	45%	44%	38%	80%	32%	-	-	-	*	-	41%	*	*	41%	30%	-	38%	-	-	-	-
Mathematics	All Students	38%	37%	32%	40%	32%	-	-	-	*	-	35%	0%	30%	32%	34%	36%	27%	-	*	-	-
	CWD	20%	21%	30%	-	30%	-	-	-	-	-	38%	*	30%	-	38%	43%	*	-	-	-	-
	CWOD	41%	40%	32%	40%	32%	-	-	-	*	-	34%	*	-	32%	33%	35%	29%	-	*	-	-
	EL	24%	35%	34%	*	33%	-	-	-	-	-	35%	*	38%	33%	34%	42%	22%	-	-	-	-
	Male	40%	39%	36%	0%	40%	-	-	-	-	-	39%	*	43%	35%	42%	36%	-	-	*	-	-
	Female	36%	35%	27%	80%	19%	-	-	-	*	-	29%	*	*	29%	22%	-	27%	-	-	-	-

Texas Education Agency  
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CROUCH EL (220901150) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	10%	0%	11%	-	-	-	*	*	9%	14%	0%	11%	10%	3%	15%	-	-	-	-
	CWD	12%	8%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	32%	25%	11%	0%	13%	-	-	-	*	*	11%	20%	-	11%	12%	4%	17%	-	-	-	-
	EL	19%	20%	10%	*	9%	-	-	-	-	*	12%	0%	0%	12%	10%	6%	13%	-	-	-	-
	Male	28%	21%	3%	0%	4%	-	-	-	*	-	3%	*	0%	4%	6%	3%	-	-	-	-	-
	Female	31%	25%	15%	0%	15%	-	-	-	-	*	14%	*	*	17%	13%	-	15%	-	-	-	-
Mathematics	All Students	20%	14%	4%	0%	4%	-	-	-	*	*	5%	0%	0%	5%	4%	6%	3%	-	-	-	-
	CWD	10%	6%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	22%	15%	5%	0%	4%	-	-	-	*	*	5%	0%	-	5%	5%	8%	3%	-	-	-	-
	EL	15%	15%	4%	*	4%	-	-	-	-	*	5%	0%	0%	5%	4%	6%	3%	-	-	-	-
	Male	23%	16%	6%	0%	4%	-	-	-	*	-	7%	*	0%	8%	6%	6%	-	-	-	-	-
	Female	18%	12%	3%	0%	3%	-	-	-	-	*	3%	*	*	3%	3%	-	3%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	10%	10%	9%	*	*	*	-	-	10%	11%	0%	12%	11%	3%	17%	-	*	-	-
	CWD	10%	7%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	31%	24%	12%	17%	11%	*	*	*	-	-	12%	13%	-	12%	12%	3%	19%	-	*	-	-
	EL	18%	18%	11%	-	10%	*	*	-	-	-	11%	14%	*	12%	11%	4%	20%	-	*	-	-
	Male	26%	22%	3%	*	3%	*	-	-	-	-	3%	*	0%	3%	4%	3%	-	-	*	-	-
	Female	29%	22%	17%	17%	16%	*	*	*	-	-	17%	20%	*	19%	20%	-	17%	-	-	-	-
Mathematics	All Students	22%	14%	10%	0%	13%	*	*	*	-	-	7%	33%	9%	10%	15%	8%	12%	-	*	-	-
	CWD	10%	6%	9%	*	14%	-	-	-	-	-	10%	*	9%	-	*	14%	*	-	-	-	-
	CWOD	25%	15%	10%	0%	12%	*	*	*	-	-	7%	38%	-	10%	14%	6%	14%	-	*	-	-
	EL	16%	14%	15%	-	16%	*	*	-	-	-	11%	43%	*	14%	15%	11%	20%	-	*	-	-
	Male	25%	16%	8%	*	9%	*	-	-	-	-	3%	*	14%	6%	11%	8%	-	-	*	-	-
	Female	19%	12%	12%	0%	16%	*	*	*	-	-	11%	20%	*	14%	20%	-	12%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	20%	0%	25%	*	-	-	-	*	21%	17%	9%	22%	27%	17%	24%	-	-	-	-
	CWD	12%	10%	9%	*	11%	*	-	-	-	-	10%	*	9%	-	13%	11%	*	-	-	-	-
	CWOD	40%	32%	22%	0%	28%	*	-	-	-	*	22%	20%	-	22%	30%	19%	26%	-	-	-	-
	EL	23%	25%	27%	*	27%	-	-	-	-	-	27%	*	13%	30%	27%	26%	28%	-	-	-	-
	Male	32%	27%	17%	0%	23%	*	-	-	-	*	19%	0%	11%	19%	26%	17%	-	-	-	-	-
	Female	39%	31%	24%	*	28%	*	-	-	-	*	22%	*	*	26%	28%	-	24%	-	-	-	-
Mathematics	All Students	24%	16%	12%	0%	15%	*	-	-	-	*	13%	0%	0%	14%	17%	15%	9%	-	-	-	-
	CWD	9%	6%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	26%	17%	14%	0%	18%	*	-	-	-	*	16%	0%	-	14%	20%	19%	10%	-	-	-	-
	EL	17%	15%	17%	*	18%	-	-	-	-	-	18%	*	0%	20%	17%	22%	12%	-	-	-	-
	Male	25%	17%	15%	0%	20%	*	-	-	-	*	17%	0%	0%	19%	22%	15%	-	-	-	-	-

Texas Education Agency  
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CROUCH EL (220901150) - ARLINGTON ISD - TARRANT 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%	14%	9%	*	10%	*	-	-	-	*	9%	*	*	10%	12%	-	9%	-	-	-	-
Science	All Students	17%	12%	3%	0%	2%	*	-	-	-	*	3%	0%	0%	3%	2%	2%	3%	-	-	-	-
	CWD	9%	6%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	19%	12%	3%	0%	2%	*	-	-	-	*	3%	0%	-	3%	2%	3%	3%	-	-	-	-
	EL	9%	8%	2%	*	2%	-	-	-	-	-	2%	*	0%	2%	2%	4%	0%	-	-	-	-
	Male	20%	14%	2%	0%	3%	*	-	-	-	*	3%	0%	0%	3%	4%	2%	-	-	-	-	-
	Female	15%	10%	3%	*	0%	*	-	-	-	*	3%	*	*	3%	0%	-	3%	-	-	-	-
Grade 6																						
Reading	All Students	23%	21%	19%	30%	18%	-	-	-	*	-	21%	0%	10%	20%	14%	15%	24%	-	*	-	-
	CWD	8%	7%	10%	-	10%	-	-	-	-	-	13%	*	10%	-	13%	14%	*	-	-	-	-
	CWOD	25%	23%	20%	30%	19%	-	-	-	*	-	21%	*	-	20%	15%	15%	26%	-	*	-	-
	EL	9%	15%	14%	*	13%	-	-	-	-	-	15%	*	13%	15%	14%	12%	17%	-	-	-	-
	Male	21%	19%	15%	0%	17%	-	-	-	-	-	16%	*	14%	15%	12%	15%	-	-	*	-	-
	Female	25%	23%	24%	60%	19%	-	-	-	*	-	26%	*	*	26%	17%	-	24%	-	-	-	-
Mathematics	All Students	16%	16%	12%	10%	12%	-	-	-	*	-	13%	0%	20%	11%	11%	13%	11%	-	*	-	-
	CWD	8%	9%	20%	-	20%	-	-	-	-	-	25%	*	20%	-	25%	29%	*	-	-	-	-
	CWOD	17%	17%	11%	10%	11%	-	-	-	*	-	11%	*	-	11%	8%	10%	12%	-	*	-	-
	EL	7%	14%	11%	*	11%	-	-	-	-	-	11%	*	25%	8%	11%	15%	4%	-	-	-	-
	Male	17%	18%	13%	0%	14%	-	-	-	-	-	14%	*	29%	10%	15%	13%	-	-	*	-	-
	Female	14%	13%	11%	20%	10%	-	-	-	*	-	12%	*	*	12%	4%	-	11%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	59%	51%	60%	58%	*	*	*	88%	59%	55%	32%	63%	62%	54%	63%	-	63%	-	-
	CWD	44%	36%	32%	33%	31%	*	-	-	-	-	30%	38%	32%	-	37%	33%	27%	-	-	-	-
	CWOD	77%	70%	63%	54%	64%	67%	*	*	*	88%	63%	59%	-	63%	66%	59%	66%	-	63%	-	-
	EL	59%	58%	62%	78%	62%	*	*	-	-	*	63%	57%	37%	66%	62%	56%	68%	-	*	-	-
	Male	71%	63%	54%	46%	55%	71%	-	-	*	*	55%	49%	33%	59%	56%	54%	-	-	63%	-	-
	Female	75%	68%	63%	58%	64%	40%	*	*	*	100%	63%	63%	27%	66%	68%	-	63%	-	-	-	-
Reading	All Students	74%	67%	61%	55%	61%	80%	*	*	*	*	60%	68%	31%	66%	63%	55%	67%	-	*	-	-
	CWD	43%	35%	31%	43%	29%	*	-	-	-	-	28%	50%	31%	-	38%	37%	17%	-	-	-	-
	CWOD	78%	72%	66%	57%	66%	*	*	*	*	*	65%	73%	-	66%	67%	59%	72%	-	*	-	-
	EL	57%	57%	63%	*	62%	*	*	-	-	*	63%	65%	38%	67%	63%	55%	71%	-	*	-	-
	Male	70%	63%	55%	50%	54%	*	-	-	*	*	55%	60%	37%	59%	55%	55%	-	-	*	-	-
	Female	78%	73%	67%	61%	68%	*	*	*	*	*	66%	77%	17%	72%	71%	-	67%	-	-	-	-
Mathematics	All Students	71%	64%	59%	48%	60%	60%	*	*	*	*	61%	43%	33%	63%	63%	57%	61%	-	*	-	-
	CWD	44%	36%	33%	14%	35%	*	-	-	-	-	36%	17%	33%	-	38%	33%	33%	-	-	-	-
	CWOD	75%	67%	63%	54%	64%	*	*	*	*	*	64%	50%	-	63%	67%	63%	64%	-	*	-	-
	EL	61%	61%	63%	*	62%	*	*	-	-	*	65%	47%	38%	67%	63%	60%	66%	-	*	-	-
	Male	71%	63%	57%	42%	59%	*	-	-	*	*	59%	40%	33%	63%	60%	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	Female	71%	64%	61%	56%	62%	*	*	*	*	*	63%	46%	33%	64%	66%	-	61%	-	-	-	-
Science	All Students	74%	66%	47%	45%	49%	*	-	-	-	*	47%	50%	27%	51%	54%	41%	55%	-	-	-	-
	CWD	47%	38%	27%	*	22%	*	-	-	-	-	20%	*	27%	-	25%	22%	*	-	-	-	-
	CWOD	78%	69%	51%	40%	54%	*	-	-	-	*	52%	40%	-	51%	59%	47%	55%	-	-	-	-
	EL	58%	56%	54%	*	55%	-	-	-	-	-	53%	*	25%	59%	54%	44%	64%	-	-	-	-
	Male	74%	65%	41%	44%	43%	*	-	-	-	*	42%	40%	22%	47%	44%	41%	-	-	-	-	-
	Female	75%	66%	55%	*	55%	*	-	-	-	*	53%	*	*	55%	64%	-	55%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	28%	19%	29%	25%	*	*	*	63%	29%	21%	8%	31%	30%	24%	32%	-	25%	-	-
	CWD	23%	18%	8%	0%	10%	*	-	-	-	-	9%	8%	8%	-	13%	10%	4%	-	-	-	-
	CWOD	50%	42%	31%	23%	32%	33%	*	*	*	63%	32%	24%	-	31%	33%	28%	34%	-	25%	-	-
	EL	29%	30%	30%	33%	30%	*	*	-	-	*	31%	24%	13%	33%	30%	28%	33%	-	*	-	-
	Male	45%	38%	24%	7%	28%	29%	-	-	*	*	25%	14%	10%	28%	28%	24%	-	-	25%	-	-
	Female	48%	41%	32%	39%	30%	20%	*	*	*	80%	32%	30%	4%	34%	33%	-	32%	-	-	-	-
Reading	All Students	52%	45%	32%	23%	32%	60%	*	*	*	*	33%	25%	7%	36%	32%	27%	37%	-	*	-	-
	CWD	24%	19%	7%	0%	9%	*	-	-	-	-	8%	0%	7%	-	12%	10%	0%	-	-	-	-
	CWOD	56%	48%	36%	27%	36%	*	*	*	*	*	36%	32%	-	36%	35%	30%	41%	-	*	-	-
	EL	31%	33%	32%	*	31%	*	*	-	-	*	33%	24%	12%	35%	32%	28%	37%	-	*	-	-
	Male	47%	41%	27%	8%	29%	*	-	-	*	*	27%	20%	10%	30%	28%	27%	-	-	*	-	-
	Female	56%	49%	37%	44%	35%	*	*	*	*	*	38%	31%	0%	41%	37%	-	37%	-	-	-	-
Mathematics	All Students	41%	33%	26%	20%	27%	0%	*	*	*	*	27%	18%	12%	28%	30%	24%	28%	-	*	-	-
	CWD	22%	17%	12%	0%	15%	*	-	-	-	-	11%	17%	12%	-	19%	13%	8%	-	-	-	-
	CWOD	44%	35%	28%	24%	29%	*	*	*	*	*	29%	18%	-	28%	32%	27%	30%	-	*	-	-
	EL	29%	29%	30%	*	30%	*	*	-	-	*	31%	24%	19%	32%	30%	30%	31%	-	*	-	-
	Male	42%	34%	24%	8%	28%	*	-	-	*	*	25%	13%	13%	27%	30%	24%	-	-	*	-	-
	Female	40%	33%	28%	39%	26%	*	*	*	*	*	28%	23%	8%	30%	31%	-	28%	-	-	-	-
Science	All Students	46%	37%	19%	0%	22%	*	-	-	-	*	19%	17%	0%	22%	25%	17%	21%	-	-	-	-
	CWD	23%	17%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	49%	39%	22%	0%	26%	*	-	-	-	*	22%	20%	-	22%	30%	22%	23%	-	-	-	-
	EL	25%	25%	25%	*	25%	-	-	-	-	-	24%	*	0%	30%	25%	26%	24%	-	-	-	-
	Male	47%	37%	17%	0%	23%	*	-	-	-	*	19%	0%	0%	22%	26%	17%	-	-	-	-	-
	Female	45%	36%	21%	*	21%	*	-	-	-	*	19%	*	*	23%	24%	-	21%	-	-	-	-
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%	17%	11%	5%	12%	0%	*	*	*	25%	11%	10%	5%	12%	13%	10%	13%	-	0%	-	-
	CWD	9%	6%	5%	0%	6%	*	-	-	-	-	6%	0%	5%	-	8%	7%	0%	-	-	-	-
	CWOD	24%	18%	12%	6%	13%	0%	*	*	*	25%	12%	12%	-	12%	13%	10%	14%	-	0%	-	-
	EL	12%	12%	13%	11%	12%	*	*	-	-	*	12%	14%	8%	13%	13%	12%	13%	-	*	-	-
	Male	21%	16%	10%	0%	12%	0%	-	-	*	*	10%	6%	7%	10%	12%	10%	-	-	0%	-	-
	Female	23%	18%	13%	13%	13%	0%	*	*	*	40%	13%	15%	0%	14%	13%	-	13%	-	-	-	-
Reading	All Students	25%	20%	15%	9%	16%	0%	*	*	*	*	15%	11%	5%	17%	16%	10%	20%	-	*	-	-
	CWD	9%	6%	5%	0%	6%	*	-	-	-	-	6%	0%	5%	-	8%	7%	0%	-	-	-	-
	CWOD	27%	21%	17%	11%	17%	*	*	*	*	*	17%	14%	-	17%	17%	11%	22%	-	*	-	-
	EL	13%	14%	16%	*	15%	*	*	-	-	*	16%	12%	8%	17%	16%	12%	19%	-	*	-	-
	Male	22%	17%	10%	0%	13%	*	-	-	*	*	11%	0%	7%	11%	12%	10%	-	-	*	-	-
	Female	28%	22%	20%	22%	19%	*	*	*	*	*	20%	23%	0%	22%	19%	-	20%	-	-	-	-
Mathematics	All Students	20%	14%	10%	2%	11%	0%	*	*	*	*	10%	11%	7%	10%	12%	11%	9%	-	*	-	-
	CWD	9%	6%	7%	0%	9%	*	-	-	-	-	8%	0%	7%	-	12%	10%	0%	-	-	-	-
	CWOD	21%	16%	10%	3%	11%	*	*	*	*	*	10%	14%	-	10%	12%	11%	9%	-	*	-	-
	EL	12%	12%	12%	*	12%	*	*	-	-	*	11%	18%	12%	12%	12%	14%	10%	-	*	-	-
	Male	21%	15%	11%	0%	13%	*	-	-	*	*	10%	13%	10%	11%	14%	11%	-	-	*	-	-
	Female	19%	13%	9%	6%	10%	*	*	*	*	*	9%	8%	0%	9%	10%	-	9%	-	-	-	-
Science	All Students	20%	15%	3%	0%	2%	*	-	-	-	*	3%	0%	0%	3%	2%	2%	3%	-	-	-	-
	CWD	8%	5%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	22%	16%	3%	0%	2%	*	-	-	-	*	3%	0%	-	3%	2%	3%	3%	-	-	-	-
	EL	7%	8%	2%	*	2%	-	-	-	-	-	2%	*	0%	2%	2%	4%	0%	-	-	-	-
	Male	22%	15%	2%	0%	3%	*	-	-	-	*	3%	0%	0%	3%	4%	2%	-	-	-	-	-
	Female	19%	14%	3%	*	0%	*	-	-	-	*	3%	*	*	3%	0%	-	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)

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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	73	71	73	*	*	*	*	*	72	52	71
CWD	52	*	57	-	-	-	-	-	52	52	56
CWOD	77	79	76	*	*	*	*	*	75	-	74
EL ◇	71	*	71	*	*	-	-	-	70	56	71
Male	72	66	72	*	-	-	-	*	70	64	68
Female	75	79	75	*	*	*	*	*	74	25	75
<b>Mathematics</b>											
All Students	84	84	83	*	*	*	*	*	83	76	83
CWD	76	*	80	-	-	-	-	-	80	76	75
CWOD	85	90	84	*	*	*	*	*	84	-	84
EL ◇	83	*	82	*	*	-	-	-	83	75	83
Male	81	81	81	*	-	-	-	-	81	71	79
Female	87	88	86	*	*	*	*	*	86	88	87

- 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
335	44	13%

- 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	33	25	34	28	*	*	*	59	33	15	35
<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						N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<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											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%	99%	100%	*	*	*	100%	100%	100%	100%	99%	100%	100%	99%	-
	CWD	100%	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	*	*	*	100%	99%	100%	-	99%	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%	-	-
	Female	99%	100%	99%	100%	*	*	*	100%	99%	100%	100%	99%	100%	-	99%	-
<b>Reading</b>	All Students	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%	99%	-
	EL	100%	*	100%	*	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	*	*	*	*	*	99%	100%	100%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	99%	-
		100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	99%	-
	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%	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%	-

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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	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	0%	0%	1%	0%	*	*	*	0%	0%	0%	0%	1%	0%	0%	1%	-
	CWD	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	0%	*	*	*	0%	1%	0%	-	1%	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%	-	-
	Female	1%	0%	1%	0%	*	*	*	0%	1%	0%	0%	1%	0%	-	1%	-
Reading	All Students	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%	1%	-
	EL	0%	*	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	*	*	*	*	*	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	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%	1%	-
	EL	0%	*	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	*	*	*	*	*	1%	0%	0%	1%	0%	-	1%	-
Science	All Students	1%	0%	2%	*	-	-	-	*	1%	0%	0%	2%	0%	0%	3%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-
	CWOD	2%	0%	2%	*	-	-	-	*	2%	0%	-	2%	0%	0%	3%	-
	EL	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	3%	*	3%	*	-	-	-	*	3%	*	*	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
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	17	8	7	1	0	1	0	0	3		
	Female	4	4	0	0	0	0	0	0	0		
	Total	21	12	7	1	0	1	0	0	3		
<b>Out-of-School Suspensions</b>												
	Male	7	3	4	0	0	0	0	0	3		
	Female	2	2	0	0	0	0	0	0	0		
	Total	9	5	4	0	0	0	0	0	3		
<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	6	3	2	1	0	0	0	0	1		1
	Female	0	0	0	0	0	0	0	0	0		1
	Total	6	3	2	1	0	0	0	0	1		2
<b>Out-of-School Suspensions</b>												
	Male	2	2	0	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		1
	Total	2	2	0	0	0	0	0	0	0		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
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	24	4	15	3	-8	1	-8	1	7	5	-8
	Female	25	8	16	-8	-8	-8	-8	1	9	2	-8
	Total	49	12	31	3	-8	1	-8	2	16	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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		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	5.6	13.4%
Teachers Teaching with Emergency or Provisional Credentials	2.0	5.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.3	5.8%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	28%	29%	28%	17%	-	20%	*	29%	27%	20%	22%

- 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 and 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%	68%	59%	54%	67%	*	-	-	-	*	57%	67%	*	57%	*	62%	58%	-	78%	-	-
	CWD	52%	42%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	80%	72%	57%	52%	60%	*	-	-	-	*	55%	63%	-	57%	*	55%	58%	-	78%	-	-
	EL	66%	64%	*	*	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	74%	64%	62%	60%	*	-	-	-	-	*	58%	*	*	55%	-	62%	-	-	*	-	-
	Female	78%	71%	58%	50%	*	*	-	-	-	-	56%	63%	-	58%	*	-	58%	-	71%	-	-
Mathematics	All Students	70%	61%	31%	32%	17%	*	-	-	-	*	30%	33%	*	30%	*	38%	27%	-	44%	-	-
	CWD	46%	38%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	74%	64%	30%	33%	0%	*	-	-	-	*	31%	25%	-	30%	*	36%	27%	-	44%	-	-
	EL	64%	61%	*	*	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	72%	62%	38%	40%	*	-	-	-	-	*	33%	*	*	36%	-	38%	-	-	*	-	-
	Female	68%	59%	27%	28%	*	*	-	-	-	-	28%	25%	-	27%	*	-	27%	-	29%	-	-
Grade 4																						
Reading	All Students	76%	68%	41%	29%	70%	33%	*	-	-	*	30%	63%	33%	42%	*	38%	45%	-	33%	-	*
	CWD	48%	39%	33%	40%	-	*	-	-	-	-	*	*	33%	-	-	33%	-	-	*	-	-
	CWOD	81%	72%	42%	27%	70%	40%	*	-	-	*	31%	64%	-	42%	*	39%	45%	-	30%	-	*
	EL	66%	63%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	73%	64%	38%	33%	*	*	*	-	-	-	37%	40%	33%	39%	*	38%	-	-	25%	-	-
	Female	79%	72%	45%	20%	67%	*	-	-	-	*	21%	100%	-	45%	*	-	45%	-	*	-	*
Mathematics	All Students	68%	56%	27%	26%	30%	17%	*	-	-	*	24%	31%	17%	28%	*	31%	20%	-	33%	-	*
	CWD	42%	32%	17%	20%	-	*	-	-	-	-	*	*	17%	-	-	17%	-	-	*	-	-
	CWOD	73%	60%	28%	27%	30%	20%	*	-	-	*	24%	36%	-	28%	*	35%	20%	-	30%	-	*
	EL	63%	58%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	70%	58%	31%	33%	*	*	*	-	-	-	32%	30%	17%	35%	*	31%	-	-	25%	-	-
	Female	67%	55%	20%	10%	17%	*	-	-	-	*	14%	33%	-	20%	*	-	20%	-	*	-	*
Grade 5																						
Reading	All Students	80%	75%	71%	66%	67%	*	-	*	*	*	69%	69%	22%	79%	*	53%	79%	-	43%	-	*
	CWD	50%	44%	22%	25%	*	-	-	-	-	-	22%	-	22%	-	-	20%	*	-	*	-	-
	CWOD	85%	79%	79%	75%	75%	*	-	*	*	*	81%	69%	-	79%	*	64%	86%	-	*	-	*
	EL	71%	72%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	77%	72%	53%	50%	*	*	-	-	-	*	43%	80%	20%	64%	*	53%	-	-	33%	-	-
	Female	83%	78%	79%	76%	86%	*	-	*	*	*	84%	63%	*	86%	*	-	79%	-	*	-	*
Mathematics	All Students	76%	65%	53%	46%	56%	*	-	*	*	*	56%	38%	11%	60%	*	32%	64%	-	29%	-	*
	CWD	50%	38%	11%	13%	*	-	-	-	-	-	11%	-	11%	-	-	0%	*	-	*	-	-
	CWOD	80%	69%	60%	54%	63%	*	-	*	*	*	68%	38%	-	60%	*	43%	69%	-	*	-	*
	EL	70%	66%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	75%	65%	32%	29%	*	*	-	-	-	*	21%	60%	0%	43%	*	32%	-	-	17%	-	-
	Female	76%	66%	64%	57%	71%	*	-	*	*	*	76%	25%	*	69%	*	-	64%	-	*	-	*

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Science	All Students	65%	54%	24%	20%	22%	*	-	*	*	*	21%	31%	0%	28%	*	16%	27%	-	0%	-	*	
	CWD	40%	33%	0%	0%	*	-	-	-	-	-	0%	-	0%	-	-	0%	*	-	*	-	-	
	CWOD	69%	57%	28%	25%	25%	*	-	*	*	*	26%	31%	-	28%	*	21%	31%	-	*	-	*	
	EL	52%	49%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-	
	Male	67%	57%	16%	14%	*	*	-	-	-	*	0%	60%	0%	21%	*	16%	-	-	0%	-	-	
	Female	63%	52%	27%	24%	29%	*	-	*	*	*	32%	13%	*	31%	*	-	27%	-	*	-	*	
Grade 6																							
Reading	All Students	69%	68%	63%	57%	71%	78%	-	-	-	*	59%	71%	38%	68%	*	48%	76%	-	64%	-	-	
	CWD	38%	38%	38%	*	*	*	-	-	-	*	43%	*	38%	-	-	40%	*	-	*	-	-	
	CWOD	74%	73%	68%	63%	67%	86%	-	-	-	*	63%	77%	-	68%	*	50%	82%	-	69%	-	-	
	EL	53%	61%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	
	Male	66%	64%	48%	36%	*	60%	-	-	-	*	44%	60%	40%	50%	*	48%	-	-	50%	-	-	
	Female	72%	72%	76%	71%	*	*	-	-	-	*	75%	78%	*	82%	-	-	76%	-	75%	-	-	
Mathematics	All Students	72%	70%	65%	57%	71%	78%	-	-	-	*	59%	79%	38%	70%	*	57%	72%	-	57%	-	-	
	CWD	47%	47%	38%	*	*	*	-	-	-	*	29%	*	38%	-	-	20%	*	-	*	-	-	
	CWOD	76%	74%	70%	58%	83%	100%	-	-	-	*	67%	77%	-	70%	*	67%	73%	-	62%	-	-	
	EL	61%	69%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	
	Male	73%	70%	57%	36%	*	60%	-	-	-	*	50%	80%	20%	67%	*	57%	-	-	50%	-	-	
	Female	72%	70%	72%	71%	*	*	-	-	-	*	69%	78%	*	73%	-	-	72%	-	63%	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	18%	18%	17%	*	-	-	-	*	17%	22%	*	16%	*	15%	19%	-	44%	-	-	
	CWD	30%	24%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	
	CWOD	54%	44%	16%	19%	0%	*	-	-	-	*	17%	13%	-	16%	*	9%	19%	-	44%	-	-	
	EL	37%	36%	*	*	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	
	Male	49%	40%	15%	10%	*	-	-	-	-	*	8%	*	*	9%	-	15%	-	-	*	-	-	
	Female	52%	43%	19%	22%	*	*	-	-	-	-	22%	13%	-	19%	*	-	19%	-	43%	-	-	
Mathematics	All Students	42%	32%	10%	7%	0%	*	-	-	-	*	7%	22%	*	11%	*	0%	15%	-	0%	-	-	
	CWD	27%	19%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	
	CWOD	45%	34%	11%	7%	0%	*	-	-	-	*	7%	25%	-	11%	*	0%	15%	-	0%	-	-	
	EL	35%	32%	*	*	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	
	Male	45%	35%	0%	0%	*	-	-	-	-	*	0%	*	*	0%	-	0%	-	-	*	-	-	
	Female	39%	30%	15%	11%	*	*	-	-	-	-	11%	25%	-	15%	*	-	15%	-	0%	-	-	
Grade 4																							
Reading	All Students	53%	45%	16%	10%	30%	17%	*	-	-	*	12%	25%	0%	19%	*	21%	10%	-	0%	-	*	
	CWD	29%	21%	0%	0%	-	*	-	-	-	-	*	*	0%	-	-	0%	-	-	*	-	-	
	CWOD	57%	48%	19%	12%	30%	20%	*	-	-	*	14%	29%	-	19%	*	26%	10%	-	0%	-	*	
	EL	41%	40%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	51%	43%	21%	14%	*	*	*	-	-	-	-	21%	20%	0%	26%	*	21%	-	-	0%	-	-

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Reading	Female	55%	46%	10%	0%	17%	*	-	-	-	*	0%	33%	-	10%	*	-	10%	-	*	-	*
Mathematics	All Students	42%	29%	2%	0%	10%	0%	*	-	-	*	0%	6%	0%	2%	*	0%	5%	-	0%	-	*
	CWD	25%	18%	0%	0%	-	*	-	-	-	-	*	*	0%	-	-	0%	-	-	*	-	-
	CWOD	45%	31%	2%	0%	10%	0%	*	-	-	*	0%	7%	-	2%	*	0%	5%	-	0%	-	*
	EL	34%	29%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	45%	32%	0%	0%	*	*	*	-	-	-	0%	0%	0%	0%	*	0%	-	-	0%	-	-
	Female	38%	26%	5%	0%	17%	*	-	-	-	*	0%	17%	-	5%	*	-	5%	-	*	-	*
Grade 5																						
Reading	All Students	57%	49%	53%	49%	56%	*	-	*	*	*	51%	54%	11%	60%	*	26%	67%	-	14%	-	*
	CWD	29%	22%	11%	13%	*	-	-	-	-	-	11%	-	11%	-	-	0%	*	-	*	-	-
	CWOD	61%	52%	60%	57%	63%	*	-	*	*	*	61%	54%	-	60%	*	36%	72%	-	*	-	*
	EL	43%	44%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	53%	46%	26%	21%	*	*	-	-	-	*	14%	60%	0%	36%	*	26%	-	-	17%	-	-
	Female	60%	52%	67%	67%	71%	*	-	*	*	*	72%	50%	*	72%	*	-	67%	-	*	-	*
Mathematics	All Students	47%	36%	22%	14%	33%	*	-	*	*	*	23%	15%	0%	26%	*	5%	30%	-	0%	-	*
	CWD	25%	17%	0%	0%	*	-	-	-	-	-	0%	-	0%	-	-	0%	*	-	*	-	-
	CWOD	50%	38%	26%	18%	38%	*	-	*	*	*	29%	15%	-	26%	*	7%	34%	-	*	-	*
	EL	38%	35%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	48%	37%	5%	0%	*	*	-	-	-	*	0%	20%	0%	7%	*	5%	-	-	0%	-	-
	Female	46%	35%	30%	24%	43%	*	-	*	*	*	36%	13%	*	34%	*	-	30%	-	*	-	*
Science	All Students	38%	28%	4%	0%	11%	*	-	*	*	*	0%	15%	0%	5%	*	5%	3%	-	0%	-	*
	CWD	23%	16%	0%	0%	*	-	-	-	-	-	0%	-	0%	-	-	0%	*	-	*	-	-
	CWOD	40%	29%	5%	0%	13%	*	-	*	*	*	0%	15%	-	5%	*	7%	3%	-	*	-	*
	EL	24%	23%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	41%	31%	5%	0%	*	*	-	-	-	*	0%	20%	0%	7%	*	5%	-	-	0%	-	-
	Female	34%	24%	3%	0%	14%	*	-	*	*	*	0%	13%	*	3%	*	-	3%	-	*	-	*
Grade 6																						
Reading	All Students	42%	42%	33%	29%	43%	44%	-	-	-	*	32%	36%	13%	38%	*	26%	40%	-	36%	-	-
	CWD	21%	20%	13%	*	*	*	-	-	-	*	14%	*	13%	-	-	20%	*	-	*	-	-
	CWOD	46%	45%	38%	29%	50%	57%	-	-	-	*	37%	38%	-	38%	*	28%	45%	-	38%	-	-
	EL	24%	34%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	40%	40%	26%	9%	*	40%	-	-	-	*	17%	60%	20%	28%	*	26%	-	-	17%	-	-
	Female	45%	44%	40%	41%	*	*	-	-	-	*	50%	22%	*	45%	-	-	40%	-	50%	-	-
Mathematics	All Students	38%	37%	38%	25%	57%	56%	-	-	-	*	35%	43%	13%	43%	*	30%	44%	-	43%	-	-
	CWD	20%	21%	13%	*	*	*	-	-	-	*	14%	*	13%	-	-	20%	*	-	*	-	-
	CWOD	41%	40%	43%	25%	67%	71%	-	-	-	*	41%	46%	-	43%	*	33%	50%	-	46%	-	-
	EL	24%	35%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	40%	39%	30%	9%	*	20%	-	-	-	*	28%	40%	20%	33%	*	30%	-	-	33%	-	-
	Female	36%	35%	44%	35%	*	*	-	-	-	*	44%	44%	*	50%	-	-	44%	-	50%	-	-

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STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	10%	14%	0%	*	-	-	-	*	13%	0%	*	11%	*	8%	12%	-	33%	-	-
	CWD	12%	8%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	32%	25%	11%	15%	0%	*	-	-	-	*	14%	0%	-	11%	*	9%	12%	-	33%	-	-
	EL	19%	20%	*	*	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	28%	21%	8%	10%	*	-	-	-	-	*	8%	*	*	9%	-	8%	-	-	*	-	-
	Female	31%	25%	12%	17%	*	*	-	-	-	-	17%	0%	-	12%	*	-	12%	-	29%	-	-
Mathematics	All Students	20%	14%	3%	0%	0%	*	-	-	-	*	0%	11%	*	3%	*	0%	4%	-	0%	-	-
	CWD	10%	6%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	22%	15%	3%	0%	0%	*	-	-	-	*	0%	13%	-	3%	*	0%	4%	-	0%	-	-
	EL	15%	15%	*	*	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	23%	16%	0%	0%	*	-	-	-	-	*	0%	*	*	0%	-	0%	-	-	*	-	-
	Female	18%	12%	4%	0%	*	*	-	-	-	-	0%	13%	-	4%	*	-	4%	-	0%	-	-
Grade 4																						
Reading	All Students	28%	22%	8%	6%	10%	17%	*	-	-	*	6%	13%	0%	9%	*	7%	10%	-	0%	-	*
	CWD	10%	7%	0%	0%	-	*	-	-	-	-	*	*	0%	-	-	0%	-	-	*	-	-
	CWOD	31%	24%	9%	8%	10%	20%	*	-	-	*	7%	14%	-	9%	*	9%	10%	-	0%	-	*
	EL	18%	18%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	26%	22%	7%	10%	*	*	*	-	-	-	11%	0%	0%	9%	*	7%	-	-	0%	-	-
	Female	29%	22%	10%	0%	17%	*	-	-	-	*	0%	33%	-	10%	*	-	10%	-	*	-	*
Mathematics	All Students	22%	14%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	*	0%	0%	-	0%	-	*
	CWD	10%	6%	0%	0%	-	*	-	-	-	-	*	*	0%	-	-	0%	-	-	*	-	-
	CWOD	25%	15%	0%	0%	0%	0%	*	-	-	*	0%	0%	-	0%	*	0%	0%	-	0%	-	*
	EL	16%	14%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	25%	16%	0%	0%	*	*	*	-	-	-	0%	0%	0%	0%	*	0%	-	-	0%	-	-
	Female	19%	12%	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	*	-	0%	-	*	-	*
Grade 5																						
Reading	All Students	36%	29%	33%	29%	33%	*	-	*	*	*	33%	31%	0%	40%	*	11%	45%	-	0%	-	*
	CWD	12%	10%	0%	0%	*	-	-	-	-	-	0%	-	0%	-	-	0%	*	-	*	-	-
	CWOD	40%	32%	40%	36%	38%	*	-	*	*	*	42%	31%	-	40%	*	14%	52%	-	*	-	*
	EL	23%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	32%	27%	11%	7%	*	*	-	-	-	*	0%	40%	0%	14%	*	11%	-	-	0%	-	-
	Female	39%	31%	45%	43%	43%	*	-	*	*	*	52%	25%	*	52%	*	-	45%	-	*	-	*
Mathematics	All Students	24%	16%	4%	0%	11%	*	-	*	*	*	0%	15%	0%	5%	*	5%	3%	-	0%	-	*
	CWD	9%	6%	0%	0%	*	-	-	-	-	-	0%	-	0%	-	-	0%	*	-	*	-	-
	CWOD	26%	17%	5%	0%	13%	*	-	*	*	*	0%	15%	-	5%	*	7%	3%	-	*	-	*
	EL	17%	15%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	25%	17%	5%	0%	*	*	-	-	-	*	0%	20%	0%	7%	*	5%	-	-	0%	-	-

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Mathematics	Female	23%	14%	3%	0%	14%	*	-	*	*	*	0%	13%	*	3%	*	-	3%	-	*	-	*
Science	All Students	17%	12%	2%	0%	11%	*	-	*	*	*	0%	8%	0%	2%	*	0%	3%	-	0%	-	*
	CWD	9%	6%	0%	0%	*	-	-	-	-	-	0%	-	0%	-	-	0%	*	-	*	-	-
	CWOD	19%	12%	2%	0%	13%	*	-	*	*	*	0%	8%	-	2%	*	0%	3%	-	*	-	*
	EL	9%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	20%	14%	0%	0%	*	*	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	0%	-	-
	Female	15%	10%	3%	0%	14%	*	-	*	*	*	0%	13%	*	3%	*	-	3%	-	*	-	*
Grade 6																						
Reading	All Students	23%	21%	19%	14%	29%	22%	-	-	-	*	18%	21%	13%	20%	*	22%	16%	-	21%	-	-
	CWD	8%	7%	13%	*	*	*	-	-	-	*	14%	*	13%	-	-	20%	*	-	*	-	-
	CWOD	25%	23%	20%	13%	33%	29%	-	-	-	*	19%	23%	-	20%	*	22%	18%	-	23%	-	-
	EL	9%	15%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	21%	19%	22%	9%	*	20%	-	-	-	*	17%	40%	20%	22%	*	22%	-	-	17%	-	-
	Female	25%	23%	16%	18%	*	*	-	-	-	*	19%	11%	*	18%	-	-	16%	-	25%	-	-
Mathematics	All Students	16%	16%	13%	4%	29%	22%	-	-	-	*	9%	21%	0%	15%	*	17%	8%	-	14%	-	-
	CWD	8%	9%	0%	*	*	*	-	-	-	*	0%	*	0%	-	-	0%	*	-	*	-	-
	CWOD	17%	17%	15%	4%	33%	29%	-	-	-	*	11%	23%	-	15%	*	22%	9%	-	15%	-	-
	EL	7%	14%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	17%	18%	17%	0%	*	20%	-	-	-	*	11%	40%	0%	22%	*	17%	-	-	17%	-	-
	Female	14%	13%	8%	6%	*	*	-	-	-	*	6%	11%	*	9%	-	-	8%	-	13%	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	48%	43%	52%	58%	*	*	*	65%	45%	55%	27%	51%	52%	41%	54%	-	45%	-	60%
	CWD	44%	36%	27%	24%	43%	17%	-	-	-	*	22%	50%	27%	-	-	24%	28%	-	20%	-	-
	CWOD	77%	70%	51%	46%	53%	64%	*	*	*	67%	49%	56%	-	51%	52%	45%	55%	-	50%	-	60%
	EL	59%	58%	52%	*	53%	*	-	-	-	-	47%	*	-	52%	52%	44%	57%	-	*	-	-
	Male	71%	63%	41%	36%	50%	35%	*	-	-	71%	36%	55%	24%	45%	44%	41%	-	-	34%	-	-
	Female	75%	68%	54%	48%	53%	76%	-	*	*	56%	53%	55%	28%	55%	57%	-	54%	-	59%	-	60%
Reading	All Students	74%	67%	58%	52%	69%	67%	*	*	*	70%	54%	69%	38%	61%	60%	48%	67%	-	55%	-	*
	CWD	43%	35%	38%	33%	*	*	-	-	-	*	35%	*	38%	-	-	39%	29%	-	33%	-	-
	CWOD	78%	72%	61%	54%	69%	68%	*	*	*	78%	58%	70%	-	61%	60%	50%	69%	-	58%	-	*
	EL	57%	57%	60%	*	63%	*	-	-	-	-	50%	*	-	60%	60%	*	83%	-	*	-	-
	Male	70%	63%	48%	43%	50%	40%	*	-	-	83%	44%	57%	39%	50%	*	48%	-	-	41%	-	-
	Female	78%	73%	67%	59%	80%	83%	-	*	*	*	63%	77%	29%	69%	83%	-	67%	-	70%	-	*
Mathematics	All Students	71%	64%	44%	40%	44%	52%	*	*	*	70%	43%	47%	25%	47%	50%	39%	49%	-	43%	-	*
	CWD	44%	36%	25%	22%	*	*	-	-	-	*	20%	*	25%	-	-	17%	43%	-	17%	-	-
	CWOD	75%	67%	47%	43%	45%	58%	*	*	*	67%	47%	47%	-	47%	50%	45%	48%	-	47%	-	*
	EL	61%	61%	50%	*	50%	*	-	-	-	-	50%	*	-	50%	50%	*	33%	-	*	-	-
	Male	71%	63%	39%	34%	58%	30%	*	-	-	67%	35%	52%	17%	45%	*	39%	-	-	36%	-	-

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Mathematics	Female	71%	64%	49%	45%	35%	67%	-	*	*	*	51%	43%	43%	48%	33%	-	49%	-	50%	-	*
Science	All Students	74%	66%	24%	20%	22%	*	-	*	*	*	21%	31%	0%	28%	*	16%	27%	-	0%	-	*
	CWD	47%	38%	0%	0%	*	-	-	-	-	-	0%	-	0%	-	-	0%	*	-	*	-	-
	CWOD	78%	69%	28%	25%	25%	*	-	*	*	*	26%	31%	-	28%	*	21%	31%	-	*	-	*
	EL	58%	56%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	74%	65%	16%	14%	*	*	-	-	-	*	0%	60%	0%	21%	*	16%	-	-	0%	-	-
	Female	75%	66%	27%	24%	29%	*	-	*	*	*	32%	13%	*	31%	*	-	27%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	22%	17%	29%	33%	*	*	*	30%	20%	27%	7%	24%	17%	15%	28%	-	18%	-	40%
	CWD	23%	18%	7%	7%	14%	0%	-	-	-	*	6%	13%	7%	-	-	7%	6%	-	0%	-	-
	CWOD	50%	42%	24%	18%	30%	38%	*	*	*	33%	23%	28%	-	24%	17%	17%	29%	-	21%	-	40%
	EL	29%	30%	17%	*	16%	*	-	-	-	-	16%	*	-	17%	17%	22%	14%	-	*	-	-
	Male	45%	38%	15%	7%	31%	15%	*	-	-	50%	11%	28%	7%	17%	22%	15%	-	-	10%	-	-
	Female	48%	41%	28%	25%	28%	48%	-	*	*	0%	28%	27%	6%	29%	14%	-	28%	-	27%	-	40%
Reading	All Students	52%	45%	31%	27%	38%	33%	*	*	*	30%	29%	35%	13%	34%	30%	23%	38%	-	24%	-	*
	CWD	24%	19%	13%	11%	*	*	-	-	-	*	10%	*	13%	-	-	11%	14%	-	0%	-	-
	CWOD	56%	48%	34%	30%	38%	37%	*	*	*	33%	33%	36%	-	34%	30%	26%	39%	-	28%	-	*
	EL	31%	33%	30%	*	25%	*	-	-	-	-	25%	*	-	30%	30%	*	33%	-	*	-	-
	Male	47%	41%	23%	14%	42%	20%	*	-	-	50%	16%	43%	11%	26%	*	23%	-	-	14%	-	-
	Female	56%	49%	38%	38%	35%	42%	-	*	*	*	41%	30%	14%	39%	33%	-	38%	-	35%	-	*
Mathematics	All Students	41%	33%	18%	11%	25%	38%	*	*	*	30%	17%	22%	4%	20%	10%	10%	25%	-	14%	-	*
	CWD	22%	17%	4%	6%	*	*	-	-	-	*	5%	*	4%	-	-	6%	0%	-	0%	-	-
	CWOD	44%	35%	20%	12%	28%	42%	*	*	*	33%	19%	23%	-	20%	10%	11%	27%	-	17%	-	*
	EL	29%	29%	10%	*	13%	*	-	-	-	-	13%	*	-	10%	10%	*	0%	-	*	-	-
	Male	42%	34%	10%	2%	25%	10%	*	-	-	50%	8%	14%	6%	11%	*	10%	-	-	9%	-	-
	Female	40%	33%	25%	20%	25%	58%	-	*	*	*	25%	27%	0%	27%	0%	-	25%	-	20%	-	*
Science	All Students	46%	37%	4%	0%	11%	*	-	*	*	*	0%	15%	0%	5%	*	5%	3%	-	0%	-	*
	CWD	23%	17%	0%	0%	*	-	-	-	-	-	0%	-	0%	-	-	0%	*	-	*	-	-
	CWOD	49%	39%	5%	0%	13%	*	-	*	*	*	0%	15%	-	5%	*	7%	3%	-	*	-	*
	EL	25%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	47%	37%	5%	0%	*	*	-	-	-	*	0%	20%	0%	7%	*	5%	-	-	0%	-	-
	Female	45%	36%	3%	0%	14%	*	-	*	*	*	0%	13%	*	3%	*	-	3%	-	*	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	10%	8%	14%	16%	*	*	*	17%	9%	14%	2%	12%	9%	8%	12%	-	9%	-	0%
	CWD	9%	6%	2%	2%	0%	0%	-	-	-	*	2%	0%	2%	-	-	2%	0%	-	0%	-	-
	CWOD	24%	18%	12%	8%	15%	18%	*	*	*	19%	10%	15%	-	12%	9%	10%	13%	-	11%	-	0%
	EL	12%	12%	9%	*	5%	*	-	-	-	-	11%	*	-	9%	9%	0%	14%	-	*	-	-
	Male	21%	16%	8%	4%	15%	10%	*	-	-	29%	6%	15%	2%	10%	0%	8%	-	-	6%	-	-
	Female	23%	18%	12%	10%	13%	20%	-	*	*	0%	12%	13%	0%	13%	14%	-	12%	-	12%	-	0%
Reading	All Students	25%	20%	18%	16%	19%	19%	*	*	*	20%	18%	18%	4%	20%	20%	12%	23%	-	14%	-	*
	CWD	9%	6%	4%	6%	*	*	-	-	-	*	5%	*	4%	-	-	6%	0%	-	0%	-	-
	CWOD	27%	21%	20%	18%	21%	21%	*	*	*	22%	21%	19%	-	20%	20%	14%	25%	-	17%	-	*
	EL	13%	14%	20%	*	13%	*	-	-	-	-	25%	*	-	20%	20%	*	33%	-	*	-	-
	Male	22%	17%	12%	9%	17%	10%	*	-	-	33%	10%	19%	6%	14%	*	12%	-	-	9%	-	-
	Female	28%	22%	23%	23%	20%	25%	-	*	*	*	26%	17%	0%	25%	33%	-	23%	-	20%	-	*
Mathematics	All Students	20%	14%	5%	1%	9%	14%	*	*	*	20%	2%	12%	0%	6%	0%	6%	4%	-	5%	-	*
	CWD	9%	6%	0%	0%	*	*	-	-	-	*	0%	*	0%	-	-	0%	0%	-	0%	-	-
	CWOD	21%	16%	6%	1%	10%	16%	*	*	*	22%	3%	13%	-	6%	0%	8%	4%	-	6%	-	*
	EL	12%	12%	0%	*	0%	*	-	-	-	-	0%	*	-	0%	0%	*	0%	-	*	-	-
	Male	21%	15%	6%	0%	17%	10%	*	-	-	33%	3%	14%	0%	8%	*	6%	-	-	5%	-	-
	Female	19%	13%	4%	2%	5%	17%	-	*	*	*	1%	10%	0%	4%	0%	-	4%	-	5%	-	*
Science	All Students	20%	15%	2%	0%	11%	*	-	*	*	*	0%	8%	0%	2%	*	0%	3%	-	0%	-	*
	CWD	8%	5%	0%	0%	*	-	-	-	-	-	0%	-	0%	-	-	0%	*	-	*	-	-
	CWOD	22%	16%	2%	0%	13%	*	-	*	*	*	0%	8%	-	2%	*	0%	3%	-	*	-	*
	EL	7%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	22%	15%	0%	0%	*	*	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	0%	-	-
	Female	19%	14%	3%	0%	14%	*	-	*	*	*	0%	13%	*	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)



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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	80	80	79	62	-	*	*	100	84	83	80
CWD	83	85	*	*	-	-	-	*	81	83	-
CWOD	79	79	82	55	-	*	*	100	84	-	80
EL ◇	80	-	80	-	-	-	-	-	*	-	80
Male	77	77	88	50	-	-	-	100	82	92	*
Female	82	82	73	80	-	*	*	*	85	67	*
<b>Mathematics</b>											
All Students	85	86	90	64	*	*	*	100	84	79	83
CWD	79	79	*	*	-	-	-	*	76	79	-
CWOD	87	88	89	67	*	*	*	100	86	-	83
EL ◇	83	-	83	-	-	-	-	-	80	-	83
Male	80	79	100	50	*	-	-	*	78	69	*
Female	91	93	83	83	-	*	*	*	90	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
◇	◇	◇

- 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	27	23	32	38	*	*	*	37	25	12	26
<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	98%	99%	100%	89%	*	*	*	100%	98%	97%	95%	99%	100%	99%	98%	-
	CWD	95%	93%	100%	100%	-	-	-	*	94%	100%	95%	-	-	100%	83%	-
	CWOD	99%	100%	100%	88%	*	*	*	100%	99%	97%	-	99%	100%	99%	99%	-
	EL	100%	*	100%	*	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	Male	99%	100%	100%	90%	*	-	-	100%	99%	100%	100%	99%	100%	99%	-	-
	Female	98%	98%	100%	88%	-	*	*	100%	98%	96%	83%	99%	100%	-	98%	-
<b>Reading</b>	All Students	98%	99%	100%	91%	*	*	*	100%	99%	98%	96%	99%	100%	99%	98%	-
	CWD	96%	94%	*	*	-	-	-	*	95%	*	96%	-	-	100%	86%	-
	CWOD	99%	100%	100%	89%	*	*	*	100%	99%	98%	-	99%	100%	99%	99%	-
	EL	100%	*	100%	*	-	-	-	-	100%	*	-	100%	100%	*	100%	-
	Male	99%	100%	100%	90%	*	-	-	100%	98%	100%	100%	99%	*	99%	-	-
	Female	98%	99%	100%	92%	-	*	*	*	99%	97%	86%	99%	100%	-	98%	-
<b>Mathematics</b>	All Students	98%	99%	100%	91%	*	*	*	100%	99%	98%	96%	99%	100%	99%	98%	-
		98%	99%	100%	91%	*	*	*	100%	99%	98%	96%	99%	100%	99%	98%	-
	CWD	96%	94%	*	*	-	-	-	*	95%	*	96%	-	-	100%	86%	-
		96%	94%	*	*	-	-	-	*	95%	*	96%	-	-	100%	86%	-
	CWOD	99%	100%	100%	89%	*	*	*	100%	99%	98%	-	99%	100%	99%	99%	-
		99%	100%	100%	89%	*	*	*	100%	99%	98%	-	99%	100%	99%	99%	-
	EL	100%	*	100%	*	-	-	-	-	100%	*	-	100%	100%	*	100%	-
		100%	*	100%	*	-	-	-	-	100%	*	-	100%	100%	*	100%	-

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Mathematics	Male	99%	100%	100%	90%	*	-	-	100%	98%	100%	100%	99%	*	99%	-	-
		99%	100%	100%	90%	*	-	-	100%	98%	100%	100%	99%	*	99%	-	-
	Female	98%	99%	100%	92%	-	*	*	*	99%	97%	86%	99%	100%	-	98%	-
		98%	99%	100%	92%	-	*	*	*	99%	97%	86%	99%	100%	-	98%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	2%	1%	0%	11%	*	*	*	0%	2%	3%	5%	1%	0%	1%	2%	-
	CWD	5%	7%	0%	0%	-	-	-	*	6%	0%	5%	-	-	0%	17%	-
	CWOD	1%	0%	0%	12%	*	*	*	0%	1%	3%	-	1%	0%	1%	1%	-
	EL	0%	*	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	Male	1%	0%	0%	10%	*	-	-	0%	1%	0%	0%	1%	0%	1%	-	-
	Female	2%	2%	0%	12%	-	*	*	0%	2%	4%	17%	1%	0%	-	2%	-
Reading	All Students	2%	1%	0%	9%	*	*	*	0%	1%	2%	4%	1%	0%	1%	2%	-
	CWD	4%	6%	*	*	-	-	-	*	5%	*	4%	-	-	0%	14%	-
	CWOD	1%	0%	0%	11%	*	*	*	0%	1%	2%	-	1%	0%	1%	1%	-
	EL	0%	*	0%	*	-	-	-	-	0%	*	-	0%	0%	*	0%	-
	Male	1%	0%	0%	10%	*	-	-	0%	2%	0%	0%	1%	*	1%	-	-
	Female	2%	1%	0%	8%	-	*	*	*	1%	3%	14%	1%	0%	-	2%	-
Mathematics	All Students	2%	1%	0%	9%	*	*	*	0%	1%	2%	4%	1%	0%	1%	2%	-
	CWD	4%	6%	*	*	-	-	-	*	5%	*	4%	-	-	0%	14%	-
	CWOD	1%	0%	0%	11%	*	*	*	0%	1%	2%	-	1%	0%	1%	1%	-
	EL	0%	*	0%	*	-	-	-	-	0%	*	-	0%	0%	*	0%	-
	Male	1%	0%	0%	10%	*	-	-	0%	2%	0%	0%	1%	*	1%	-	-
	Female	2%	1%	0%	8%	-	*	*	*	1%	3%	14%	1%	0%	-	2%	-
Science	All Students	4%	3%	0%	*	-	*	*	*	2%	8%	11%	2%	*	0%	6%	-
	CWD	11%	12%	*	-	-	-	-	-	11%	-	11%	-	-	0%	*	-
	CWOD	2%	0%	0%	*	-	*	*	*	0%	8%	-	2%	*	0%	3%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	0%	0%	*	*	-	-	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	6%	5%	0%	*	-	*	*	*	4%	12%	*	3%	*	-	6%	-

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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	11	7	0	3	0	0	0	1	0		
	Female	7	6	0	0	0	0	0	1	0		
	Total	18	13	0	3	0	0	0	2	0		
<b>Out-of-School Suspensions</b>												
	Male	4	2	1	1	0	0	0	0	0		
	Female	3	1	0	0	0	0	0	2	0		
	Total	7	3	1	1	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	7	1	4	1	0	1	0	0	1		1
	Female	3	2	0	0	0	0	0	1	0		1
	Total	10	3	4	1	0	1	0	1	1		2
<b>Out-of-School Suspensions</b>												
	Male	13	6	3	4	0	0	0	0	1		1
	Female	3	2	0	0	0	0	0	1	0		1
	Total	16	8	3	4	0	0	0	1	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
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	86	49	17	17	-8	1	-8	2	3	19	-8
	Female	62	36	10	5	-8	2	-8	9	4	4	-8
	Total	148	85	27	22	-8	3	-8	11	7	23	-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	19	12	3	1	0	1	0	2	5	1
	Female	14	11	1	2	0	0	0	0	1	0
	Total	33	23	4	3	0	1	0	2	6	1
<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	3.0	10.2%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.2	0.7%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	50%	55%	47%	32%	*	23%	-	58%	51%	57%	36%

- 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 and 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%	68%	69%	70%	47%	89%	-	75%	-	*	65%	75%	44%	76%	61%	60%	81%	-	*	-	-	
	CWD	52%	42%	44%	43%	40%	*	-	*	-	-	45%	40%	44%	-	*	25%	*	-	-	-	-	
	CWOD	80%	72%	76%	78%	50%	100%	-	79%	-	*	71%	83%	-	76%	68%	74%	78%	-	*	-	-	
	EL	66%	64%	61%	*	0%	*	-	67%	-	-	71%	33%	*	68%	61%	63%	57%	-	-	-	-	
	Male	74%	64%	60%	59%	30%	80%	-	80%	-	*	57%	67%	25%	74%	63%	60%	-	-	*	-	-	
	Female	78%	71%	81%	85%	71%	*	-	67%	-	*	78%	85%	*	78%	57%	-	81%	-	-	-	-	
Mathematics	All Students	70%	61%	55%	47%	35%	89%	-	69%	-	*	52%	61%	13%	67%	43%	56%	55%	-	*	-	-	
	CWD	46%	38%	13%	0%	0%	*	-	*	-	-	9%	20%	13%	-	*	0%	*	-	-	-	-	
	CWOD	74%	64%	67%	61%	50%	100%	-	71%	-	*	66%	70%	-	67%	53%	77%	56%	-	*	-	-	
	EL	64%	61%	43%	*	0%	*	-	58%	-	-	53%	17%	*	53%	43%	56%	14%	-	-	-	-	
	Male	72%	62%	56%	41%	40%	80%	-	80%	-	*	50%	67%	0%	77%	56%	56%	-	-	*	-	-	
	Female	68%	59%	55%	54%	29%	*	-	50%	-	*	56%	54%	*	56%	14%	-	55%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	68%	78%	74%	61%	83%	-	100%	-	*	76%	82%	42%	88%	95%	74%	83%	-	*	-	*	
	CWD	48%	39%	42%	57%	22%	*	-	*	-	-	53%	*	42%	-	*	38%	50%	-	*	-	-	
	CWOD	81%	72%	88%	80%	79%	100%	-	100%	-	*	85%	93%	-	88%	100%	88%	88%	-	*	-	*	
	EL	66%	63%	95%	*	*	*	-	100%	-	-	91%	100%	*	100%	95%	91%	100%	-	-	-	-	
	Male	73%	64%	74%	68%	62%	*	-	100%	-	*	69%	83%	38%	88%	91%	74%	-	-	*	-	*	
	Female	79%	72%	83%	88%	60%	*	-	100%	-	*	84%	80%	50%	88%	100%	-	83%	-	*	-	-	
Mathematics	All Students	68%	56%	64%	44%	50%	100%	-	91%	-	*	59%	73%	16%	78%	86%	66%	63%	-	*	-	*	
	CWD	42%	32%	16%	14%	0%	*	-	*	-	-	13%	*	16%	-	*	23%	0%	-	*	-	-	
	CWOD	73%	60%	78%	55%	74%	100%	-	95%	-	*	77%	79%	-	78%	94%	82%	74%	-	*	-	*	
	EL	63%	58%	86%	*	*	*	-	87%	-	-	73%	100%	*	94%	86%	91%	80%	-	-	-	-	
	Male	70%	58%	66%	42%	62%	*	-	100%	-	*	59%	78%	23%	82%	91%	66%	-	-	*	-	*	
	Female	67%	55%	63%	50%	40%	*	-	83%	-	*	60%	67%	0%	74%	80%	-	63%	-	*	-	-	
Grade 5																							
Reading	All Students	80%	75%	78%	76%	71%	100%	-	86%	-	*	76%	82%	50%	82%	63%	71%	84%	-	*	-	-	
	CWD	50%	44%	50%	40%	*	-	-	*	-	-	43%	*	50%	-	*	50%	*	-	-	-	-	
	CWOD	85%	79%	82%	82%	72%	100%	-	92%	-	*	80%	84%	-	82%	65%	74%	88%	-	*	-	-	
	EL	71%	72%	63%	*	*	*	-	80%	-	-	67%	*	*	65%	63%	86%	50%	-	-	-	-	
	Male	77%	72%	71%	56%	71%	*	-	100%	-	*	70%	71%	50%	74%	86%	71%	-	-	*	-	-	
	Female	83%	78%	84%	95%	71%	*	-	78%	-	-	81%	93%	*	88%	50%	-	84%	-	*	-	-	
Mathematics	All Students	76%	65%	69%	68%	57%	80%	-	86%	-	*	66%	75%	50%	71%	63%	71%	67%	-	*	-	-	
	CWD	50%	38%	50%	40%	*	-	-	*	-	-	43%	*	50%	-	*	50%	*	-	-	-	-	
	CWOD	80%	69%	71%	73%	56%	80%	-	92%	-	*	69%	76%	-	71%	65%	74%	68%	-	*	-	-	
	EL	70%	66%	63%	*	*	*	-	80%	-	-	67%	*	*	65%	63%	86%	50%	-	-	-	-	
	Male	75%	65%	71%	56%	71%	*	-	100%	-	*	67%	79%	50%	74%	86%	71%	-	-	*	-	-	
	Female	76%	66%	67%	80%	43%	*	-	78%	-	-	65%	71%	*	68%	50%	-	67%	-	*	-	-	

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Science	All Students	65%	54%	69%	66%	61%	60%	-	93%	-	*	66%	75%	40%	72%	68%	61%	76%	-	*	-	-
	CWD	40%	33%	40%	40%	*	-	-	*	-	-	29%	*	40%	-	*	50%	*	-	-	-	-
	CWOD	69%	57%	72%	70%	64%	60%	-	100%	-	*	71%	76%	-	72%	71%	63%	80%	-	*	-	-
	EL	52%	49%	68%	*	*	*	-	90%	-	-	72%	*	*	71%	68%	86%	58%	-	-	-	-
	Male	67%	57%	61%	44%	64%	*	-	100%	-	*	59%	64%	50%	63%	86%	61%	-	-	*	-	-
	Female	63%	52%	76%	85%	57%	*	-	89%	-	-	71%	86%	*	80%	58%	-	76%	-	*	-	-
Grade 6																						
Reading	All Students	69%	68%	85%	81%	71%	100%	-	94%	-	*	81%	95%	54%	93%	79%	84%	86%	-	*	*	-
	CWD	38%	38%	54%	60%	*	*	-	*	-	*	55%	*	54%	-	33%	63%	40%	-	-	-	-
	CWOD	74%	73%	93%	88%	85%	100%	-	100%	-	*	89%	100%	-	93%	94%	90%	96%	-	*	*	-
	EL	53%	61%	79%	*	50%	*	-	93%	-	-	78%	83%	33%	94%	79%	80%	78%	-	-	-	-
	Male	66%	64%	84%	83%	60%	100%	-	100%	-	*	79%	100%	63%	90%	80%	84%	-	-	*	-	-
	Female	72%	72%	86%	78%	86%	*	-	88%	-	*	84%	90%	40%	96%	78%	-	86%	-	-	*	-
Mathematics	All Students	72%	70%	97%	95%	94%	100%	-	100%	-	*	96%	100%	85%	100%	96%	97%	97%	-	*	*	-
	CWD	47%	47%	85%	80%	*	*	-	*	-	*	82%	*	85%	-	83%	88%	80%	-	-	-	-
	CWOD	76%	74%	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-	*	*	-
	EL	61%	69%	96%	*	88%	*	-	100%	-	-	94%	100%	83%	100%	96%	93%	100%	-	-	-	-
	Male	73%	70%	97%	100%	90%	100%	-	100%	-	*	96%	100%	88%	100%	93%	97%	-	-	*	-	-
	Female	72%	70%	97%	89%	100%	*	-	100%	-	*	95%	100%	80%	100%	100%	-	97%	-	-	*	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	41%	33%	24%	78%	-	50%	-	*	35%	50%	13%	48%	35%	35%	48%	-	*	-	-
	CWD	30%	24%	13%	0%	0%	*	-	*	-	-	9%	20%	13%	-	*	0%	*	-	-	-	-
	CWOD	54%	44%	48%	43%	33%	86%	-	50%	-	*	43%	57%	-	48%	42%	48%	48%	-	*	-	-
	EL	37%	36%	35%	*	0%	*	-	42%	-	-	41%	17%	*	42%	35%	38%	29%	-	-	-	-
	Male	49%	40%	35%	24%	20%	60%	-	50%	-	*	25%	53%	0%	48%	38%	35%	-	-	*	-	-
	Female	52%	43%	48%	46%	29%	*	-	50%	-	*	50%	46%	*	48%	29%	-	48%	-	-	-	-
Mathematics	All Students	42%	32%	36%	30%	24%	56%	-	50%	-	*	30%	46%	6%	45%	35%	42%	29%	-	*	-	-
	CWD	27%	19%	6%	0%	0%	*	-	*	-	-	0%	20%	6%	-	*	0%	*	-	-	-	-
	CWOD	45%	34%	45%	39%	33%	57%	-	57%	-	*	40%	52%	-	45%	42%	58%	30%	-	*	-	-
	EL	35%	32%	35%	*	0%	*	-	50%	-	-	41%	17%	*	42%	35%	50%	0%	-	-	-	-
	Male	45%	35%	42%	29%	20%	60%	-	70%	-	*	32%	60%	0%	58%	50%	42%	-	-	*	-	-
	Female	39%	30%	29%	31%	29%	*	-	17%	-	*	28%	31%	*	30%	0%	-	29%	-	-	-	-
Grade 4																						
Reading	All Students	53%	45%	60%	48%	50%	50%	-	82%	-	*	52%	73%	5%	75%	71%	60%	60%	-	*	-	*
	CWD	29%	21%	5%	14%	0%	*	-	*	-	-	7%	*	5%	-	*	8%	0%	-	*	-	-
	CWOD	57%	48%	75%	60%	74%	60%	-	90%	-	*	69%	83%	-	75%	83%	79%	71%	-	*	-	*
	EL	41%	40%	71%	*	*	*	-	73%	-	-	55%	90%	*	83%	71%	73%	70%	-	-	-	-
	Male	51%	43%	60%	42%	62%	*	-	80%	-	*	52%	72%	8%	79%	73%	60%	-	-	*	-	*

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Reading	Female	55%	46%	60%	63%	40%	*	-	83%	-	*	52%	73%	0%	71%	70%	-	60%	-	*	-	-	
Mathematics	All Students	42%	29%	48%	37%	39%	33%	-	73%	-	*	39%	64%	5%	60%	62%	51%	45%	-	*	-	*	
	CWD	25%	18%	5%	0%	0%	*	-	*	-	-	7%	*	5%	-	*	8%	0%	-	*	-	-	
	CWOD	45%	31%	60%	50%	58%	40%	-	75%	-	*	51%	72%	-	60%	67%	68%	53%	-	*	-	*	
	EL	34%	29%	62%	*	*	*	-	67%	-	-	36%	90%	*	67%	62%	73%	50%	-	-	-	-	
	Male	45%	32%	51%	32%	54%	*	-	80%	-	*	45%	61%	8%	68%	73%	51%	-	-	*	-	*	
	Female	38%	26%	45%	50%	27%	*	-	67%	-	*	32%	67%	0%	53%	50%	-	45%	-	*	-	-	
Grade 5																							
Reading	All Students	57%	49%	57%	58%	43%	60%	-	79%	-	*	55%	61%	30%	61%	53%	51%	62%	-	*	-	-	
	CWD	29%	22%	30%	40%	*	-	-	*	-	-	14%	*	30%	-	*	33%	*	-	-	-	-	
	CWOD	61%	52%	61%	61%	48%	60%	-	83%	-	*	61%	60%	-	61%	59%	54%	66%	-	*	-	-	
	EL	43%	44%	53%	*	*	*	-	70%	-	-	56%	*	*	59%	53%	57%	50%	-	-	-	-	
	Male	53%	46%	51%	39%	43%	*	-	80%	-	*	48%	57%	33%	54%	57%	51%	-	-	*	-	-	
	Female	60%	52%	62%	75%	43%	*	-	78%	-	-	61%	64%	*	66%	50%	-	62%	-	*	-	-	
Mathematics	All Students	47%	36%	35%	32%	21%	40%	-	71%	-	*	38%	29%	10%	38%	47%	32%	38%	-	*	-	-	
	CWD	25%	17%	10%	0%	*	-	-	*	-	-	14%	*	10%	-	*	17%	*	-	-	-	-	
	CWOD	50%	38%	38%	36%	24%	40%	-	75%	-	*	41%	32%	-	38%	53%	34%	41%	-	*	-	-	
	EL	38%	35%	47%	*	*	*	-	60%	-	-	50%	*	*	53%	47%	43%	50%	-	-	-	-	
	Male	48%	37%	32%	22%	29%	*	-	60%	-	*	37%	21%	17%	34%	43%	32%	-	-	*	-	-	
	Female	46%	35%	38%	40%	14%	*	-	78%	-	-	39%	36%	*	41%	50%	-	38%	-	*	-	-	
Science	All Students	38%	28%	27%	24%	11%	40%	-	57%	-	*	31%	18%	10%	29%	37%	24%	29%	-	*	-	-	
	CWD	23%	16%	10%	0%	*	-	-	*	-	-	14%	*	10%	-	*	17%	*	-	-	-	-	
	CWOD	40%	29%	29%	27%	12%	40%	-	58%	-	*	33%	20%	-	29%	41%	26%	32%	-	*	-	-	
	EL	24%	23%	37%	*	*	*	-	40%	-	-	39%	*	*	41%	37%	43%	33%	-	-	-	-	
	Male	41%	31%	24%	17%	7%	*	-	60%	-	*	33%	7%	17%	26%	43%	24%	-	-	*	-	-	
	Female	34%	24%	29%	30%	14%	*	-	56%	-	-	29%	29%	*	32%	33%	-	29%	-	*	-	-	
Grade 6																							
Reading	All Students	42%	42%	72%	62%	65%	100%	-	71%	-	*	64%	90%	31%	81%	54%	71%	72%	-	*	*	-	
	CWD	21%	20%	31%	40%	*	*	-	*	-	*	27%	*	31%	-	0%	38%	20%	-	-	-	-	
	CWOD	46%	45%	81%	69%	85%	100%	-	80%	-	*	75%	94%	-	81%	72%	80%	83%	-	*	*	-	
	EL	24%	34%	54%	*	38%	*	-	64%	-	-	50%	67%	0%	72%	54%	60%	44%	-	-	-	-	
	Male	40%	40%	71%	67%	50%	100%	-	78%	-	*	61%	100%	38%	80%	60%	71%	-	-	*	-	-	
	Female	45%	44%	72%	56%	86%	*	-	63%	-	*	68%	80%	20%	83%	44%	-	72%	-	-	*	-	
Mathematics	All Students	38%	37%	76%	62%	59%	100%	-	94%	-	*	77%	75%	38%	85%	71%	82%	69%	-	*	*	-	
	CWD	20%	21%	38%	40%	*	*	-	*	-	*	36%	*	38%	-	17%	50%	20%	-	-	-	-	
	CWOD	41%	40%	85%	69%	77%	100%	-	100%	-	*	89%	78%	-	85%	89%	90%	79%	-	*	*	-	
	EL	24%	35%	71%	*	38%	*	-	93%	-	-	72%	67%	17%	89%	71%	73%	67%	-	-	-	-	
	Male	40%	39%	82%	75%	60%	100%	-	100%	-	*	79%	90%	50%	90%	73%	82%	-	-	*	-	-	
	Female	36%	35%	69%	44%	57%	*	-	88%	-	*	74%	60%	20%	79%	67%	-	69%	-	-	*	-	

Texas Education Agency  
2022 Federal Report Card  
WEST EL (220901152) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	24%	23%	12%	56%	-	19%	-	*	20%	32%	6%	29%	22%	21%	29%	-	*	-	-
	CWD	12%	8%	6%	0%	0%	*	-	*	-	-	0%	20%	6%	-	*	0%	*	-	-	-	-
	CWOD	32%	25%	29%	30%	17%	57%	-	21%	-	*	26%	35%	-	29%	26%	29%	30%	-	*	-	-
	EL	19%	20%	22%	*	0%	*	-	17%	-	-	24%	17%	*	26%	22%	19%	29%	-	-	-	-
	Male	28%	21%	21%	18%	20%	40%	-	10%	-	*	14%	33%	0%	29%	19%	21%	-	-	*	-	-
	Female	31%	25%	29%	31%	0%	*	-	33%	-	*	28%	31%	*	30%	29%	-	29%	-	-	-	-
Mathematics	All Students	20%	14%	14%	10%	6%	11%	-	25%	-	*	13%	14%	6%	16%	13%	12%	16%	-	*	-	-
	CWD	10%	6%	6%	0%	0%	*	-	*	-	-	0%	20%	6%	-	*	0%	*	-	-	-	-
	CWOD	22%	15%	16%	13%	8%	0%	-	29%	-	*	17%	13%	-	16%	16%	16%	15%	-	*	-	-
	EL	15%	15%	13%	*	0%	*	-	17%	-	-	12%	17%	*	16%	13%	19%	0%	-	-	-	-
	Male	23%	16%	12%	6%	0%	0%	-	30%	-	*	11%	13%	0%	16%	19%	12%	-	-	*	-	-
	Female	18%	12%	16%	15%	14%	*	-	17%	-	*	17%	15%	*	15%	0%	-	16%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	28%	19%	11%	0%	-	55%	-	*	24%	33%	0%	35%	29%	26%	30%	-	*	-	*
	CWD	10%	7%	0%	0%	0%	*	-	*	-	-	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	31%	24%	35%	25%	16%	0%	-	60%	-	*	33%	38%	-	35%	33%	35%	35%	-	*	-	*
	EL	18%	18%	29%	*	*	*	-	40%	-	-	9%	50%	*	33%	29%	18%	40%	-	-	-	-
	Male	26%	22%	26%	11%	15%	*	-	50%	-	*	21%	33%	0%	35%	18%	26%	-	-	*	-	*
	Female	29%	22%	30%	38%	7%	*	-	58%	-	*	28%	33%	0%	35%	40%	-	30%	-	*	-	-
Mathematics	All Students	22%	14%	26%	7%	21%	0%	-	59%	-	*	19%	39%	5%	32%	43%	28%	25%	-	*	-	*
	CWD	10%	6%	5%	0%	0%	*	-	*	-	-	7%	*	5%	-	*	8%	0%	-	*	-	-
	CWOD	25%	15%	32%	10%	32%	0%	-	60%	-	*	23%	45%	-	32%	44%	35%	29%	-	*	-	*
	EL	16%	14%	43%	*	*	*	-	53%	-	-	27%	60%	*	44%	43%	55%	30%	-	-	-	-
	Male	25%	16%	28%	5%	15%	*	-	80%	-	*	21%	39%	8%	35%	55%	28%	-	-	*	-	*
	Female	19%	12%	25%	13%	27%	*	-	42%	-	*	16%	40%	0%	29%	30%	-	25%	-	*	-	-
Grade 5																						
Reading	All Students	36%	29%	34%	32%	25%	20%	-	57%	-	*	31%	39%	0%	38%	42%	29%	38%	-	*	-	-
	CWD	12%	10%	0%	0%	*	-	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	40%	32%	38%	36%	28%	20%	-	67%	-	*	35%	44%	-	38%	47%	34%	41%	-	*	-	-
	EL	23%	25%	42%	*	*	*	-	60%	-	-	44%	*	*	47%	42%	43%	42%	-	-	-	-
	Male	32%	27%	29%	17%	36%	*	-	40%	-	*	30%	29%	0%	34%	43%	29%	-	-	*	-	-
	Female	39%	31%	38%	45%	14%	*	-	67%	-	-	32%	50%	*	41%	42%	-	38%	-	*	-	-
Mathematics	All Students	24%	16%	16%	13%	7%	20%	-	43%	-	*	14%	21%	0%	18%	26%	10%	22%	-	*	-	-
	CWD	9%	6%	0%	0%	*	-	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	26%	17%	18%	15%	8%	20%	-	50%	-	*	16%	24%	-	18%	29%	11%	24%	-	*	-	-
	EL	17%	15%	26%	*	*	*	-	30%	-	-	28%	*	*	29%	26%	14%	33%	-	-	-	-
	Male	25%	17%	10%	6%	7%	*	-	20%	-	*	7%	14%	0%	11%	14%	10%	-	-	*	-	-

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	23%	14%	22%	20%	7%	*	-	56%	-	-	19%	29%	*	24%	33%	-	22%	-	*	-	-
Science	All Students	17%	12%	10%	8%	7%	20%	-	21%	-	*	12%	7%	0%	12%	11%	12%	9%	-	*	-	-
	CWD	9%	6%	0%	0%	*	-	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	19%	12%	12%	9%	8%	20%	-	25%	-	*	14%	8%	-	12%	12%	14%	10%	-	*	-	-
	EL	9%	8%	11%	*	*	*	-	10%	-	-	11%	*	*	12%	11%	14%	8%	-	-	-	-
	Male	20%	14%	12%	11%	7%	*	-	20%	-	*	19%	0%	0%	14%	14%	12%	-	-	*	-	-
	Female	15%	10%	9%	5%	7%	*	-	22%	-	-	6%	14%	*	10%	8%	-	9%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	34%	14%	35%	60%	-	41%	-	*	26%	55%	23%	37%	29%	26%	45%	-	*	*	-
	CWD	8%	7%	23%	20%	*	*	-	*	-	*	18%	*	23%	-	0%	25%	20%	-	-	-	-
	CWOD	25%	23%	37%	13%	46%	56%	-	47%	-	*	28%	56%	-	37%	39%	27%	50%	-	*	*	-
	EL	9%	15%	29%	*	25%	*	-	36%	-	-	22%	50%	0%	39%	29%	27%	33%	-	-	-	-
	Male	21%	19%	26%	25%	30%	33%	-	22%	-	*	14%	60%	25%	27%	27%	26%	-	-	*	-	-
	Female	25%	23%	45%	0%	43%	*	-	63%	-	*	42%	50%	20%	50%	33%	-	45%	-	-	*	-
Mathematics	All Students	16%	16%	49%	29%	35%	70%	-	71%	-	*	45%	60%	31%	54%	50%	61%	34%	-	*	*	-
	CWD	8%	9%	31%	20%	*	*	-	*	-	*	27%	*	31%	-	17%	38%	20%	-	-	-	-
	CWOD	17%	17%	54%	31%	46%	67%	-	73%	-	*	50%	61%	-	54%	61%	67%	38%	-	*	*	-
	EL	7%	14%	50%	*	25%	*	-	64%	-	-	50%	50%	17%	61%	50%	67%	22%	-	-	-	-
	Male	17%	18%	61%	42%	40%	83%	-	89%	-	*	54%	80%	38%	67%	67%	61%	-	-	*	-	-
	Female	14%	13%	34%	11%	29%	*	-	50%	-	*	32%	40%	20%	38%	22%	-	34%	-	-	*	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	73%	68%	61%	91%	-	89%	-	100%	71%	78%	41%	80%	73%	71%	76%	-	79%	*	*
	CWD	44%	36%	41%	40%	29%	63%	-	61%	-	*	41%	42%	41%	-	44%	38%	48%	-	*	-	-
	CWOD	77%	70%	80%	75%	69%	95%	-	93%	-	100%	78%	84%	-	80%	79%	80%	80%	-	88%	*	*
	EL	59%	58%	73%	57%	43%	100%	-	85%	-	-	73%	72%	44%	79%	73%	79%	66%	-	-	-	-
	Male	71%	63%	71%	59%	62%	89%	-	95%	-	100%	67%	77%	38%	80%	79%	71%	-	-	71%	-	*
	Female	75%	68%	76%	80%	59%	93%	-	84%	-	100%	74%	80%	48%	80%	66%	-	76%	-	100%	*	-
Reading	All Students	74%	67%	77%	75%	63%	93%	-	90%	-	100%	75%	83%	47%	84%	75%	72%	83%	-	75%	*	*
	CWD	43%	35%	47%	50%	33%	*	-	63%	-	*	50%	36%	47%	-	40%	41%	58%	-	*	-	-
	CWOD	78%	72%	84%	82%	72%	100%	-	93%	-	100%	81%	89%	-	84%	82%	82%	87%	-	86%	*	*
	EL	57%	57%	75%	78%	38%	100%	-	86%	-	-	75%	74%	40%	82%	75%	78%	71%	-	-	-	-
	Male	70%	63%	72%	65%	57%	88%	-	94%	-	100%	69%	79%	41%	82%	78%	72%	-	-	67%	-	*
	Female	78%	73%	83%	88%	70%	100%	-	86%	-	*	82%	87%	58%	87%	71%	-	83%	-	*	*	-
Mathematics	All Students	71%	64%	70%	62%	58%	93%	-	87%	-	100%	68%	75%	36%	78%	72%	72%	69%	-	75%	*	*
	CWD	44%	36%	36%	29%	24%	*	-	63%	-	*	34%	43%	36%	-	47%	33%	42%	-	*	-	-
	CWOD	75%	67%	78%	71%	68%	96%	-	90%	-	100%	77%	80%	-	78%	78%	83%	73%	-	86%	*	*
	EL	61%	61%	72%	44%	52%	100%	-	82%	-	-	72%	74%	47%	78%	72%	80%	63%	-	-	-	-
	Male	71%	63%	72%	56%	66%	94%	-	94%	-	100%	68%	79%	33%	83%	80%	72%	-	-	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	Female	71%	64%	69%	70%	49%	93%	-	80%	-	*	68%	71%	42%	73%	63%	-	69%	-	*	*	-
Science	All Students	74%	66%	69%	66%	61%	60%	-	93%	-	*	66%	75%	40%	72%	68%	61%	76%	-	*	-	-
	CWD	47%	38%	40%	40%	*	-	-	*	-	-	29%	*	40%	-	*	50%	*	-	-	-	-
	CWOD	78%	69%	72%	70%	64%	60%	-	100%	-	*	71%	76%	-	72%	71%	63%	80%	-	*	-	-
	EL	58%	56%	68%	*	*	*	-	90%	-	-	72%	*	*	71%	68%	86%	58%	-	-	-	-
	Male	74%	65%	61%	44%	64%	*	-	100%	-	*	59%	64%	50%	63%	86%	61%	-	-	*	-	-
	Female	75%	66%	76%	85%	57%	*	-	89%	-	-	71%	86%	*	80%	58%	-	76%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	49%	41%	36%	68%	-	70%	-	79%	46%	55%	15%	57%	52%	49%	49%	-	58%	*	*
	CWD	23%	18%	15%	13%	0%	50%	-	33%	-	*	14%	19%	15%	-	6%	15%	14%	-	*	-	-
	CWOD	50%	42%	57%	48%	46%	70%	-	75%	-	76%	55%	60%	-	57%	61%	59%	54%	-	65%	*	*
	EL	29%	30%	52%	38%	24%	71%	-	63%	-	-	49%	60%	6%	61%	52%	57%	45%	-	-	-	-
	Male	45%	38%	49%	36%	38%	77%	-	74%	-	85%	46%	56%	15%	59%	57%	49%	-	-	50%	-	*
	Female	48%	41%	49%	48%	34%	57%	-	67%	-	67%	47%	53%	14%	54%	45%	-	49%	-	80%	*	-
Reading	All Students	52%	45%	57%	50%	46%	77%	-	71%	-	89%	52%	67%	17%	66%	53%	54%	61%	-	63%	*	*
	CWD	24%	19%	17%	21%	0%	*	-	25%	-	*	14%	29%	17%	-	0%	15%	21%	-	*	-	-
	CWOD	56%	48%	66%	58%	59%	81%	-	77%	-	88%	62%	73%	-	66%	64%	65%	67%	-	71%	*	*
	EL	31%	33%	53%	44%	29%	67%	-	63%	-	-	50%	61%	0%	64%	53%	55%	50%	-	-	-	-
	Male	47%	41%	54%	41%	45%	81%	-	71%	-	100%	46%	68%	15%	65%	55%	54%	-	-	50%	-	*
	Female	56%	49%	61%	62%	47%	71%	-	71%	-	*	58%	65%	21%	67%	50%	-	61%	-	*	*	-
Mathematics	All Students	41%	33%	48%	38%	34%	63%	-	72%	-	67%	45%	52%	14%	55%	54%	51%	44%	-	63%	*	*
	CWD	22%	17%	14%	8%	0%	*	-	38%	-	*	14%	14%	14%	-	13%	15%	11%	-	*	-	-
	CWOD	44%	35%	55%	46%	45%	65%	-	77%	-	63%	54%	58%	-	55%	63%	62%	49%	-	71%	*	*
	EL	29%	29%	54%	33%	24%	67%	-	69%	-	-	52%	61%	13%	63%	54%	61%	45%	-	-	-	-
	Male	42%	34%	51%	36%	40%	75%	-	79%	-	67%	48%	56%	15%	62%	61%	51%	-	-	67%	-	*
	Female	40%	33%	44%	40%	28%	50%	-	66%	-	*	42%	48%	11%	49%	45%	-	44%	-	*	*	-
Science	All Students	46%	37%	27%	24%	11%	40%	-	57%	-	*	31%	18%	10%	29%	37%	24%	29%	-	*	-	-
	CWD	23%	17%	10%	0%	*	-	-	*	-	-	14%	*	10%	-	*	17%	*	-	-	-	-
	CWOD	49%	39%	29%	27%	12%	40%	-	58%	-	*	33%	20%	-	29%	41%	26%	32%	-	*	-	-
	EL	25%	25%	37%	*	*	*	-	40%	-	-	39%	*	*	41%	37%	43%	33%	-	-	-	-
	Male	47%	37%	24%	17%	7%	*	-	60%	-	*	33%	7%	17%	26%	43%	24%	-	-	*	-	-
	Female	45%	36%	29%	30%	14%	*	-	56%	-	-	29%	29%	*	32%	33%	-	29%	-	*	-	-
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%	17%	26%	17%	17%	34%	-	45%	-	63%	22%	32%	8%	29%	30%	25%	27%	-	11%	*	*
	CWD	9%	6%	8%	4%	0%	50%	-	11%	-	*	6%	13%	8%	-	6%	7%	10%	-	*	-	-
	CWOD	24%	18%	29%	20%	21%	32%	-	49%	-	59%	26%	35%	-	29%	34%	29%	29%	-	12%	*	*
	EL	12%	12%	30%	24%	11%	36%	-	38%	-	-	26%	40%	6%	34%	30%	31%	27%	-	-	-	-
	Male	21%	16%	25%	14%	19%	34%	-	42%	-	69%	21%	31%	7%	29%	31%	25%	-	-	14%	-	*
	Female	23%	18%	27%	21%	15%	33%	-	47%	-	50%	24%	33%	10%	29%	27%	-	27%	-	0%	*	-
Reading	All Students	25%	20%	30%	23%	20%	40%	-	43%	-	78%	25%	39%	7%	35%	30%	25%	35%	-	25%	*	*
	CWD	9%	6%	7%	4%	0%	*	-	0%	-	*	5%	14%	7%	-	0%	5%	11%	-	*	-	-
	CWOD	27%	21%	35%	28%	26%	38%	-	49%	-	75%	31%	42%	-	35%	36%	32%	39%	-	29%	*	*
	EL	13%	14%	30%	33%	10%	33%	-	37%	-	-	27%	39%	0%	36%	30%	24%	37%	-	-	-	-
	Male	22%	17%	25%	17%	26%	31%	-	29%	-	83%	20%	37%	5%	32%	24%	25%	-	-	33%	-	*
	Female	28%	22%	35%	32%	14%	50%	-	57%	-	*	32%	40%	11%	39%	37%	-	35%	-	*	*	-
Mathematics	All Students	20%	14%	25%	14%	17%	30%	-	51%	-	56%	22%	32%	10%	29%	33%	27%	24%	-	0%	*	*
	CWD	9%	6%	10%	4%	0%	*	-	25%	-	*	9%	14%	10%	-	13%	10%	11%	-	*	-	-
	CWOD	21%	16%	29%	16%	22%	27%	-	54%	-	50%	25%	35%	-	29%	38%	32%	26%	-	0%	*	*
	EL	12%	12%	33%	22%	14%	33%	-	43%	-	-	30%	43%	13%	38%	33%	41%	24%	-	-	-	-
	Male	21%	15%	27%	12%	15%	38%	-	59%	-	67%	23%	33%	10%	32%	41%	27%	-	-	0%	-	*
	Female	19%	13%	24%	16%	19%	21%	-	43%	-	*	20%	31%	11%	26%	24%	-	24%	-	*	*	-
Science	All Students	20%	15%	10%	8%	7%	20%	-	21%	-	*	12%	7%	0%	12%	11%	12%	9%	-	*	-	-
	CWD	8%	5%	0%	0%	*	-	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	16%	12%	9%	8%	20%	-	25%	-	*	14%	8%	-	12%	12%	14%	10%	-	*	-	-
	EL	7%	8%	11%	*	*	*	-	10%	-	-	11%	*	*	12%	11%	14%	8%	-	-	-	-
	Male	22%	15%	12%	11%	7%	*	-	20%	-	*	19%	0%	0%	14%	14%	12%	-	-	*	-	-
	Female	19%	14%	9%	5%	7%	*	-	22%	-	-	6%	14%	*	10%	8%	-	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	87	87	85	84	-	90	-	*	85	71	90
CWD	71	77	79	*	-	*	-	-	79	71	63
CWOD	90	89	87	90	-	95	-	*	86	-	95
EL ◇	90	100	92	*	-	87	-	-	89	63	90
Male	84	83	83	81	-	91	-	*	82	58	90
Female	90	92	87	88	-	90	-	*	88	92	91
<b>Mathematics</b>											
All Students	86	84	77	88	-	98	-	*	86	68	92
CWD	68	68	63	*	-	*	-	-	72	68	83
CWOD	89	88	81	88	-	99	-	*	89	-	94
EL ◇	92	100	82	*	-	97	-	-	92	83	92
Male	85	80	79	100	-	100	-	*	84	68	94
Female	86	92	75	75	-	96	-	*	88	68	91

- 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
148	40	27%

- 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	42	38	64	-	68	-	81	46	21	52
<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		N			Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y		N			Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	Y		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	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		N			Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	Y		N			Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N			N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N			N	N	N
<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%	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%	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%	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%	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%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	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%	-	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%	-	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%	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%	-	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%	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%	-
Mathematics	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	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%	-
Science	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%	0%	-	-
	Female	0%	0%	0%	*	-	0%	-	-	0%	0%	*	0%	0%	-	0%	-

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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	26	14	4	4	0	3	0	1	2		
	Female	5	5	0	0	0	0	0	0	0		
	Total	31	19	4	4	0	3	0	1	2		
<b>Out-of-School Suspensions</b>												
	Male	4	3	0	1	0	0	0	0	2		
	Female	2	2	0	0	0	0	0	0	0		
	Total	6	5	0	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		

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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	12	6	2	3	0	1	0	0	3		5
	Female	6	5	1	0	0	0	0	0	1		1
	Total	18	11	3	3	0	1	0	0	4		6
<b>Out-of-School Suspensions</b>												
	Male	1	1	0	0	0	0	0	0	0		0
	Female	2	2	0	0	0	0	0	0	0		0
	Total	3	3	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	12	5	3	-8	-8	-8	-8	3	5	-8
	Female	18	7	7	2	-8	2	-8	-8	3	3	-8
	Total	38	19	12	5	-8	2	-8	-8	6	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	32	10	7	1	0	14	0	0	21	0
	Female	34	9	7	2	1	14	0	1	19	3
	Total	66	19	14	3	1	28	0	1	40	3
<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	3.0	7.6%
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%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	8%	7%	3%	*	4%	*	0%	8%	15%	5%

- 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 and 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%	68%	73%	72%	64%	*	-	*	-	*	73%	*	17%	80%	82%	61%	82%	-	*	-	-	
	CWD	52%	42%	17%	*	*	-	-	-	-	-	17%	-	17%	-	*	*	*	-	-	-	-	
	CWOD	80%	72%	80%	79%	75%	*	-	*	-	*	81%	*	-	80%	90%	67%	92%	-	*	-	-	
	EL	66%	64%	82%	*	60%	-	-	*	-	-	82%	-	*	90%	82%	*	75%	-	-	-	-	
	Male	74%	64%	61%	43%	86%	*	-	-	-	*	62%	*	*	67%	*	61%	-	-	*	-	-	
	Female	78%	71%	82%	94%	43%	-	-	*	-	-	81%	*	*	92%	75%	-	82%	-	*	-	-	
Mathematics	All Students	70%	61%	61%	63%	43%	*	-	*	-	*	60%	*	33%	64%	64%	61%	61%	-	*	-	-	
	CWD	46%	38%	33%	*	*	-	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-	
	CWOD	74%	64%	64%	64%	50%	*	-	*	-	*	64%	*	-	64%	70%	62%	67%	-	*	-	-	
	EL	64%	61%	64%	*	40%	-	-	*	-	-	64%	-	*	70%	64%	*	63%	-	-	-	-	
	Male	72%	62%	61%	50%	71%	*	-	-	-	*	62%	*	*	62%	*	61%	-	-	*	-	-	
	Female	68%	59%	61%	72%	14%	-	-	*	-	-	59%	*	*	67%	63%	-	61%	-	*	-	-	
Grade 4																							
Reading	All Students	76%	68%	75%	80%	71%	67%	-	*	-	*	76%	71%	29%	82%	75%	71%	79%	-	-	-	-	
	CWD	48%	39%	29%	*	40%	-	-	-	-	-	33%	*	29%	-	*	33%	*	-	-	-	-	
	CWOD	81%	72%	82%	87%	83%	67%	-	*	-	*	82%	83%	-	82%	73%	82%	83%	-	-	-	-	
	EL	66%	63%	75%	*	83%	*	-	*	-	-	73%	*	*	73%	75%	86%	60%	-	-	-	-	
	Male	73%	64%	71%	71%	67%	*	-	*	-	*	75%	*	33%	82%	86%	71%	-	-	-	-	-	
	Female	79%	72%	79%	91%	75%	*	-	-	-	*	76%	*	*	83%	60%	-	79%	-	-	-	-	
Mathematics	All Students	68%	56%	67%	64%	65%	67%	-	*	-	*	62%	100%	43%	71%	75%	79%	54%	-	-	-	-	
	CWD	42%	32%	43%	*	60%	-	-	-	-	-	33%	*	43%	-	*	50%	*	-	-	-	-	
	CWOD	73%	60%	71%	70%	67%	67%	-	*	-	*	67%	100%	-	71%	73%	86%	57%	-	-	-	-	
	EL	63%	58%	75%	*	83%	*	-	*	-	-	73%	*	*	73%	75%	86%	60%	-	-	-	-	
	Male	70%	58%	79%	71%	78%	*	-	*	-	*	75%	*	50%	86%	86%	79%	-	-	-	-	-	
	Female	67%	55%	54%	55%	50%	*	-	-	-	*	48%	*	*	57%	60%	-	54%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	75%	75%	69%	83%	*	-	*	-	-	74%	80%	20%	85%	100%	67%	86%	-	*	-	-	
	CWD	50%	44%	20%	*	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-	
	CWOD	85%	79%	85%	79%	90%	*	-	*	-	-	83%	*	-	85%	100%	80%	92%	-	*	-	-	
	EL	71%	72%	100%	*	*	-	-	*	-	-	100%	*	*	100%	100%	*	*	-	-	-	-	
	Male	77%	72%	67%	67%	75%	*	-	-	-	-	60%	*	*	80%	*	67%	-	-	*	-	-	
	Female	83%	78%	86%	71%	*	*	-	*	-	-	92%	*	*	92%	*	-	86%	-	-	-	-	
Mathematics	All Students	76%	65%	75%	69%	75%	*	-	*	-	-	78%	60%	60%	78%	100%	78%	71%	-	*	-	-	
	CWD	50%	38%	60%	*	*	*	-	-	-	-	*	*	60%	-	*	*	*	-	-	-	-	
	CWOD	80%	69%	78%	79%	70%	*	-	*	-	-	78%	*	-	78%	100%	80%	75%	-	*	-	-	
	EL	70%	66%	100%	*	*	-	-	*	-	-	100%	*	*	100%	100%	*	*	-	-	-	-	
	Male	75%	65%	78%	78%	75%	*	-	-	-	-	73%	*	*	80%	*	78%	-	-	*	-	-	
	Female	76%	66%	71%	57%	*	*	-	*	-	-	83%	*	*	75%	*	-	71%	-	-	-	-	



Texas Education Agency  
2022 Federal Report Card  
HALE EL (220901153) - ARLINGTON ISD - TARRANT 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%	54%	50%	44%	50%	*	-	*	-	-	48%	60%	40%	52%	63%	61%	36%	-	*	-	-	
	CWD	40%	33%	40%	*	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-	
	CWOD	69%	57%	52%	50%	50%	*	-	*	-	-	48%	*	-	52%	57%	67%	33%	-	*	-	-	
	EL	52%	49%	63%	*	*	-	-	*	-	-	57%	*	*	57%	63%	*	*	-	-	-	-	
	Male	67%	57%	61%	67%	50%	*	-	-	-	-	53%	*	*	67%	*	61%	-	-	*	-	-	
	Female	63%	52%	36%	14%	*	*	-	*	-	-	42%	*	*	33%	*	-	36%	-	-	-	-	
Grade 6																							
Reading	All Students	69%	68%	79%	70%	92%	*	-	*	-	*	77%	89%	50%	83%	81%	72%	88%	-	-	-	*	
	CWD	38%	38%	50%	*	*	-	-	*	-	*	50%	-	50%	-	*	*	*	-	-	-	-	
	CWOD	74%	73%	83%	75%	92%	*	-	*	-	*	82%	89%	-	83%	80%	76%	91%	-	-	-	*	
	EL	53%	61%	81%	*	89%	*	-	*	-	-	75%	*	*	80%	81%	67%	100%	-	-	-	-	
	Male	66%	64%	72%	63%	88%	*	-	*	-	*	70%	*	*	76%	67%	72%	-	-	-	-	*	
	Female	72%	72%	88%	79%	100%	*	-	*	-	*	88%	86%	*	91%	100%	-	88%	-	-	-	-	
Mathematics	All Students	72%	70%	77%	63%	100%	*	-	*	-	*	80%	67%	50%	81%	88%	76%	79%	-	-	-	*	
	CWD	47%	47%	50%	*	*	-	-	*	-	*	50%	-	50%	-	*	*	*	-	-	-	-	
	CWOD	76%	74%	81%	68%	100%	*	-	*	-	*	84%	67%	-	81%	87%	80%	82%	-	-	-	*	
	EL	61%	69%	88%	*	100%	*	-	*	-	-	83%	*	*	87%	88%	78%	100%	-	-	-	-	
	Male	73%	70%	76%	63%	100%	*	-	*	-	*	74%	*	*	80%	78%	76%	-	-	-	-	*	
	Female	72%	70%	79%	64%	100%	*	-	*	-	*	88%	57%	*	82%	100%	-	79%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	53%	53%	50%	*	-	*	-	*	54%	*	17%	58%	55%	39%	64%	-	*	-	-	
	CWD	30%	24%	17%	*	*	-	-	-	-	-	17%	-	17%	-	*	*	*	-	-	-	-	
	CWOD	54%	44%	58%	57%	58%	*	-	*	-	*	60%	*	-	58%	60%	43%	71%	-	*	-	-	
	EL	37%	36%	55%	*	40%	-	-	*	-	-	55%	-	*	60%	55%	*	50%	-	-	-	-	
	Male	49%	40%	39%	21%	86%	*	-	-	-	*	43%	*	*	43%	*	39%	-	-	*	-	-	
	Female	52%	43%	64%	78%	14%	-	-	*	-	-	63%	*	*	71%	50%	-	64%	-	*	-	-	
Mathematics	All Students	42%	32%	31%	28%	29%	*	-	*	-	*	33%	*	17%	33%	45%	22%	39%	-	*	-	-	
	CWD	27%	19%	17%	*	*	-	-	-	-	-	17%	-	17%	-	*	*	*	-	-	-	-	
	CWOD	45%	34%	33%	29%	33%	*	-	*	-	*	36%	*	-	33%	50%	24%	42%	-	*	-	-	
	EL	35%	32%	45%	*	20%	-	-	*	-	-	45%	-	*	50%	45%	*	50%	-	-	-	-	
	Male	45%	35%	22%	14%	43%	*	-	-	-	*	24%	*	*	24%	*	22%	-	-	*	-	-	
	Female	39%	30%	39%	39%	14%	-	-	*	-	-	41%	*	*	42%	50%	-	39%	-	*	-	-	
Grade 4																							
Reading	All Students	53%	45%	52%	48%	47%	67%	-	*	-	*	51%	57%	29%	56%	42%	61%	42%	-	-	-	-	
	CWD	29%	21%	29%	*	40%	-	-	-	-	-	33%	*	29%	-	*	33%	*	-	-	-	-	
	CWOD	57%	48%	56%	52%	50%	67%	-	*	-	*	54%	67%	-	56%	36%	68%	43%	-	-	-	-	
	EL	41%	40%	42%	*	33%	*	-	*	-	-	45%	*	*	36%	42%	57%	20%	-	-	-	-	
	Male	51%	43%	61%	57%	56%	*	-	*	-	*	67%	*	33%	68%	57%	61%	-	-	-	-	-	

Texas Education Agency  
2022 Federal Report Card  
HALE EL (220901153) - ARLINGTON ISD - TARRANT 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%	46%	42%	36%	38%	*	-	-	-	*	33%	*	*	43%	20%	-	42%	-	-	-	-
Mathematics	All Students	42%	29%	35%	24%	29%	67%	-	*	-	*	33%	43%	14%	38%	42%	39%	29%	-	-	-	-
	CWD	25%	18%	14%	*	20%	-	-	-	-	-	17%	*	14%	-	*	17%	*	-	-	-	-
	CWOD	45%	31%	38%	26%	33%	67%	-	*	-	*	36%	50%	-	38%	45%	45%	30%	-	-	-	-
	EL	34%	29%	42%	*	33%	*	-	*	-	-	45%	*	*	45%	42%	43%	40%	-	-	-	-
	Male	45%	32%	39%	29%	22%	*	-	*	-	*	42%	*	17%	45%	43%	39%	-	-	-	-	-
	Female	38%	26%	29%	18%	38%	*	-	-	-	*	24%	*	*	30%	40%	-	29%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	47%	38%	50%	*	-	*	-	-	48%	40%	20%	52%	88%	44%	50%	-	*	-	-
	CWD	29%	22%	20%	*	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	61%	52%	52%	43%	50%	*	-	*	-	-	52%	*	-	52%	86%	53%	50%	-	*	-	-
	EL	43%	44%	88%	*	*	-	-	*	-	-	86%	*	*	86%	88%	*	*	-	-	-	-
	Male	53%	46%	44%	44%	50%	*	-	-	-	-	40%	*	*	53%	*	44%	-	-	*	-	-
	Female	60%	52%	50%	29%	*	*	-	*	-	-	58%	*	*	50%	*	-	50%	-	-	-	-
Mathematics	All Students	47%	36%	34%	31%	33%	*	-	*	-	-	30%	60%	0%	41%	50%	39%	29%	-	*	-	-
	CWD	25%	17%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	50%	38%	41%	36%	40%	*	-	*	-	-	35%	*	-	41%	57%	47%	33%	-	*	-	-
	EL	38%	35%	50%	*	*	-	-	*	-	-	43%	*	*	57%	50%	*	*	-	-	-	-
	Male	48%	37%	39%	44%	38%	*	-	-	-	-	27%	*	*	47%	*	39%	-	-	*	-	-
	Female	46%	35%	29%	14%	*	*	-	*	-	-	33%	*	*	33%	*	-	29%	-	-	-	-
Science	All Students	38%	28%	16%	6%	25%	*	-	*	-	-	11%	40%	20%	15%	13%	22%	7%	-	*	-	-
	CWD	23%	16%	20%	*	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	40%	29%	15%	7%	30%	*	-	*	-	-	9%	*	-	15%	14%	20%	8%	-	*	-	-
	EL	24%	23%	13%	*	*	-	-	*	-	-	0%	*	*	14%	13%	*	*	-	-	-	-
	Male	41%	31%	22%	11%	25%	*	-	-	-	-	13%	*	*	20%	*	22%	-	-	*	-	-
	Female	34%	24%	7%	0%	*	*	-	*	-	-	8%	*	*	8%	*	-	7%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	42%	33%	54%	*	-	*	-	*	43%	33%	0%	47%	50%	38%	46%	-	-	-	*
	CWD	21%	20%	0%	*	*	-	-	*	-	*	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	46%	45%	47%	36%	58%	*	-	*	-	*	50%	33%	-	47%	53%	44%	50%	-	-	-	*
	EL	24%	34%	50%	*	56%	*	-	*	-	-	50%	*	*	53%	50%	33%	71%	-	-	-	-
	Male	40%	40%	38%	31%	50%	*	-	*	-	*	37%	*	*	44%	33%	38%	-	-	-	-	*
	Female	45%	44%	46%	36%	60%	*	-	*	-	*	53%	29%	*	50%	71%	-	46%	-	-	-	-
Mathematics	All Students	38%	37%	32%	20%	46%	*	-	*	-	*	34%	22%	17%	34%	44%	38%	25%	-	-	-	*
	CWD	20%	21%	17%	*	*	-	-	*	-	*	17%	-	17%	-	*	*	*	-	-	-	-
	CWOD	41%	40%	34%	21%	50%	*	-	*	-	*	37%	22%	-	34%	40%	40%	27%	-	-	-	*
	EL	24%	35%	44%	*	44%	*	-	*	-	-	42%	*	*	40%	44%	44%	43%	-	-	-	-
	Male	40%	39%	38%	25%	50%	*	-	*	-	*	37%	*	*	40%	44%	38%	-	-	-	-	*
	Female	36%	35%	25%	14%	40%	*	-	*	-	*	29%	14%	*	27%	43%	-	25%	-	-	-	-

Texas Education Agency  
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HALE EL (220901153) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	29%	25%	29%	*	-	*	-	*	31%	*	0%	33%	45%	22%	36%	-	*	-	-
	CWD	12%	8%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	32%	25%	33%	29%	33%	*	-	*	-	*	36%	*	-	33%	50%	24%	42%	-	*	-	-
	EL	19%	20%	45%	*	20%	-	-	*	-	-	45%	-	*	50%	45%	*	50%	-	-	-	-
	Male	28%	21%	22%	14%	43%	*	-	-	-	*	24%	*	*	24%	*	22%	-	-	*	-	-
	Female	31%	25%	36%	33%	14%	-	-	*	-	-	37%	*	*	42%	50%	-	36%	-	*	-	-
Mathematics	All Students	20%	14%	10%	9%	7%	*	-	*	-	*	10%	*	0%	11%	18%	4%	14%	-	*	-	-
	CWD	10%	6%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	22%	15%	11%	11%	8%	*	-	*	-	*	12%	*	-	11%	20%	5%	17%	-	*	-	-
	EL	15%	15%	18%	*	0%	-	-	*	-	-	18%	-	*	20%	18%	*	25%	-	-	-	-
	Male	23%	16%	4%	0%	14%	*	-	-	-	*	5%	*	*	5%	*	4%	-	-	*	-	-
	Female	18%	12%	14%	17%	0%	-	-	*	-	-	15%	*	*	17%	25%	-	14%	-	*	-	-
Grade 4																						
Reading	All Students	28%	22%	33%	32%	24%	67%	-	*	-	*	33%	29%	29%	33%	33%	36%	29%	-	-	-	-
	CWD	10%	7%	29%	*	40%	-	-	-	-	-	33%	*	29%	-	*	33%	*	-	-	-	-
	CWOD	31%	24%	33%	35%	17%	67%	-	*	-	*	33%	33%	-	33%	27%	36%	30%	-	-	-	-
	EL	18%	18%	33%	*	33%	*	-	*	-	-	36%	*	*	27%	33%	43%	20%	-	-	-	-
	Male	26%	22%	36%	36%	22%	*	-	*	-	*	42%	*	33%	36%	43%	36%	-	-	-	-	-
	Female	29%	22%	29%	27%	25%	*	-	-	-	*	24%	*	*	30%	20%	-	29%	-	-	-	-
Mathematics	All Students	22%	14%	27%	16%	18%	67%	-	*	-	*	27%	29%	14%	29%	25%	39%	13%	-	-	-	-
	CWD	10%	6%	14%	*	20%	-	-	-	-	-	17%	*	14%	-	*	17%	*	-	-	-	-
	CWOD	25%	15%	29%	17%	17%	67%	-	*	-	*	28%	33%	-	29%	27%	45%	13%	-	-	-	-
	EL	16%	14%	25%	*	0%	*	-	*	-	-	27%	*	*	27%	25%	43%	0%	-	-	-	-
	Male	25%	16%	39%	29%	22%	*	-	*	-	*	42%	*	17%	45%	43%	39%	-	-	-	-	-
	Female	19%	12%	13%	0%	13%	*	-	-	-	*	10%	*	*	13%	0%	-	13%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	31%	25%	25%	*	-	*	-	-	30%	40%	0%	37%	50%	28%	36%	-	*	-	-
	CWD	12%	10%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	40%	32%	37%	29%	30%	*	-	*	-	-	35%	*	-	37%	57%	33%	42%	-	*	-	-
	EL	23%	25%	50%	*	*	-	-	*	-	-	43%	*	*	57%	50%	*	*	-	-	-	-
	Male	32%	27%	28%	33%	25%	*	-	-	-	-	20%	*	*	33%	*	28%	-	-	*	-	-
	Female	39%	31%	36%	14%	*	*	-	*	-	-	42%	*	*	42%	*	-	36%	-	-	-	-
Mathematics	All Students	24%	16%	19%	6%	25%	*	-	*	-	-	19%	20%	0%	22%	38%	17%	21%	-	*	-	-
	CWD	9%	6%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	26%	17%	22%	7%	30%	*	-	*	-	-	22%	*	-	22%	43%	20%	25%	-	*	-	-
	EL	17%	15%	38%	*	*	-	-	*	-	-	29%	*	*	43%	38%	*	*	-	-	-	-
	Male	25%	17%	17%	11%	25%	*	-	-	-	-	13%	*	*	20%	*	17%	-	-	*	-	-

Texas Education Agency  
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HALE EL (220901153) - ARLINGTON ISD - TARRANT 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%	14%	21%	0%	*	*	-	*	-	-	25%	*	*	25%	*	-	21%	-	-	-	-
Science	All Students	17%	12%	6%	0%	17%	*	-	*	-	-	4%	20%	0%	7%	13%	11%	0%	-	*	-	-
	CWD	9%	6%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	19%	12%	7%	0%	20%	*	-	*	-	-	4%	*	-	7%	14%	13%	0%	-	*	-	-
	EL	9%	8%	13%	*	*	-	-	*	-	-	0%	*	*	14%	13%	*	*	-	-	-	-
	Male	20%	14%	11%	0%	25%	*	-	-	-	-	7%	*	*	13%	*	11%	-	-	*	-	-
	Female	15%	10%	0%	0%	*	*	-	*	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
Grade 6																						
Reading	All Students	23%	21%	17%	7%	23%	*	-	*	-	*	20%	0%	0%	19%	31%	21%	13%	-	-	-	*
	CWD	8%	7%	0%	*	*	-	-	*	-	*	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	25%	23%	19%	7%	25%	*	-	*	-	*	24%	0%	-	19%	33%	24%	14%	-	-	-	*
	EL	9%	15%	31%	*	33%	*	-	*	-	-	42%	*	*	33%	31%	22%	43%	-	-	-	-
	Male	21%	19%	21%	13%	25%	*	-	*	-	*	22%	*	*	24%	22%	21%	-	-	-	-	*
	Female	25%	23%	13%	0%	20%	*	-	*	-	*	18%	0%	*	14%	43%	-	13%	-	-	-	-
Mathematics	All Students	16%	16%	11%	7%	8%	*	-	*	-	*	14%	0%	0%	13%	19%	14%	8%	-	-	-	*
	CWD	8%	9%	0%	*	*	-	-	*	-	*	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	17%	17%	13%	7%	8%	*	-	*	-	*	16%	0%	-	13%	20%	16%	9%	-	-	-	*
	EL	7%	14%	19%	*	11%	*	-	*	-	-	25%	*	*	20%	19%	11%	29%	-	-	-	-
	Male	17%	18%	14%	13%	13%	*	-	*	-	*	15%	*	*	16%	11%	14%	-	-	-	-	*
	Female	14%	13%	8%	0%	0%	*	-	*	-	*	12%	0%	*	9%	29%	-	8%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	71%	67%	71%	79%	-	96%	-	79%	70%	75%	38%	76%	80%	70%	72%	-	71%	-	*
	CWD	44%	36%	38%	14%	50%	*	-	*	-	*	40%	20%	38%	-	78%	39%	35%	-	-	-	-
	CWOD	77%	70%	76%	73%	75%	81%	-	95%	-	90%	75%	81%	-	76%	81%	76%	76%	-	71%	-	*
	EL	59%	58%	80%	75%	81%	33%	-	96%	-	-	78%	100%	78%	81%	80%	82%	79%	-	-	-	-
	Male	71%	63%	70%	63%	76%	91%	-	100%	-	70%	68%	84%	39%	76%	82%	70%	-	-	60%	-	*
	Female	75%	68%	72%	71%	63%	69%	-	94%	-	*	72%	68%	35%	76%	79%	-	72%	-	*	-	-
Reading	All Students	74%	67%	76%	73%	77%	73%	-	100%	-	71%	75%	79%	29%	82%	83%	68%	83%	-	*	-	*
	CWD	43%	35%	29%	10%	40%	*	-	*	-	*	32%	*	29%	-	*	27%	33%	-	-	-	-
	CWOD	78%	72%	82%	80%	85%	80%	-	100%	-	80%	82%	86%	-	82%	84%	76%	89%	-	*	-	*
	EL	57%	57%	83%	78%	83%	*	-	100%	-	-	80%	100%	*	84%	83%	83%	83%	-	-	-	-
	Male	70%	63%	68%	60%	78%	80%	-	*	-	60%	68%	73%	27%	76%	83%	68%	-	-	*	-	*
	Female	78%	73%	83%	86%	75%	67%	-	100%	-	*	83%	85%	33%	89%	83%	-	83%	-	*	-	-
Mathematics	All Students	71%	64%	70%	64%	70%	82%	-	100%	-	86%	69%	75%	46%	73%	81%	73%	66%	-	*	-	*
	CWD	44%	36%	46%	20%	60%	*	-	*	-	*	45%	*	46%	-	*	53%	33%	-	-	-	-
	CWOD	75%	67%	73%	69%	72%	80%	-	100%	-	100%	73%	77%	-	73%	81%	77%	69%	-	*	-	*
	EL	61%	61%	81%	67%	83%	*	-	100%	-	-	78%	100%	*	81%	81%	83%	79%	-	-	-	-
	Male	71%	63%	73%	64%	81%	100%	-	*	-	80%	71%	91%	53%	77%	83%	73%	-	-	*	-	*

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Mathematics	Female	71%	64%	66%	64%	54%	67%	-	100%	-	*	66%	62%	33%	69%	79%	-	66%	-	*	-	-
Science	All Students	74%	66%	50%	44%	50%	*	-	*	-	-	48%	60%	40%	52%	63%	61%	36%	-	*	-	-
	CWD	47%	38%	40%	*	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-
	CWOD	78%	69%	52%	50%	50%	*	-	*	-	-	48%	*	-	52%	57%	67%	33%	-	*	-	-
	EL	58%	56%	63%	*	*	-	-	*	-	-	57%	*	*	57%	63%	*	*	-	-	-	-
	Male	74%	65%	61%	67%	50%	*	-	-	-	-	53%	*	*	67%	*	61%	-	-	*	-	-
	Female	75%	66%	36%	14%	*	*	-	*	-	-	42%	*	*	33%	*	-	36%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	39%	32%	40%	54%	-	79%	-	29%	39%	38%	15%	42%	47%	39%	39%	-	43%	-	*
	CWD	23%	18%	15%	9%	18%	*	-	*	-	*	17%	0%	15%	-	33%	15%	15%	-	-	-	-
	CWOD	50%	42%	42%	35%	45%	57%	-	82%	-	40%	42%	42%	-	42%	48%	43%	41%	-	43%	-	*
	EL	29%	30%	47%	35%	40%	17%	-	79%	-	-	46%	54%	33%	48%	47%	48%	46%	-	-	-	-
	Male	45%	38%	39%	30%	46%	64%	-	83%	-	30%	38%	44%	15%	43%	48%	39%	-	-	40%	-	*
	Female	48%	41%	39%	35%	33%	46%	-	78%	-	*	40%	32%	15%	41%	46%	-	39%	-	*	-	-
Reading	All Students	52%	45%	48%	44%	50%	64%	-	82%	-	29%	49%	42%	17%	53%	55%	46%	51%	-	*	-	*
	CWD	24%	19%	17%	10%	30%	*	-	*	-	*	18%	*	17%	-	*	13%	22%	-	-	-	-
	CWOD	56%	48%	53%	47%	54%	70%	-	90%	-	40%	54%	45%	-	53%	56%	52%	54%	-	*	-	*
	EL	31%	33%	55%	44%	50%	*	-	82%	-	-	56%	50%	*	56%	55%	57%	54%	-	-	-	-
	Male	47%	41%	46%	38%	59%	60%	-	*	-	20%	47%	36%	13%	52%	57%	46%	-	-	*	-	*
	Female	56%	49%	51%	50%	38%	67%	-	88%	-	*	52%	46%	22%	54%	54%	-	51%	-	*	-	-
Mathematics	All Students	41%	33%	33%	25%	34%	45%	-	91%	-	29%	33%	33%	13%	36%	45%	35%	31%	-	*	-	*
	CWD	22%	17%	13%	10%	10%	*	-	*	-	*	14%	*	13%	-	*	13%	11%	-	-	-	-
	CWOD	44%	35%	36%	27%	39%	50%	-	90%	-	40%	36%	36%	-	36%	47%	39%	33%	-	*	-	*
	EL	29%	29%	45%	33%	33%	*	-	91%	-	-	44%	50%	*	47%	45%	43%	46%	-	-	-	-
	Male	42%	34%	35%	26%	38%	60%	-	*	-	40%	33%	45%	13%	39%	43%	35%	-	-	*	-	*
	Female	40%	33%	31%	24%	29%	33%	-	88%	-	*	32%	23%	11%	33%	46%	-	31%	-	*	-	-
Science	All Students	46%	37%	16%	6%	25%	*	-	*	-	-	11%	40%	20%	15%	13%	22%	7%	-	*	-	-
	CWD	23%	17%	20%	*	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	49%	39%	15%	7%	30%	*	-	*	-	-	9%	*	-	15%	14%	20%	8%	-	*	-	-
	EL	25%	25%	13%	*	*	-	-	*	-	-	0%	*	*	14%	13%	*	*	-	-	-	-
	Male	47%	37%	22%	11%	25%	*	-	-	-	-	13%	*	*	20%	*	22%	-	-	*	-	-
	Female	45%	36%	7%	0%	*	*	-	*	-	-	8%	*	*	8%	*	-	7%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	21%	14%	19%	50%	-	58%	-	14%	21%	15%	6%	23%	29%	22%	19%	-	0%	-	*
	CWD	9%	6%	6%	0%	14%	*	-	*	-	*	6%	0%	6%	-	11%	9%	0%	-	-	-	-
	CWOD	24%	18%	23%	16%	21%	57%	-	64%	-	20%	24%	17%	-	23%	31%	24%	21%	-	0%	-	*
	EL	12%	12%	29%	25%	19%	17%	-	58%	-	-	30%	23%	11%	31%	29%	28%	31%	-	-	-	-
	Male	21%	16%	22%	17%	24%	55%	-	50%	-	20%	22%	20%	9%	24%	28%	22%	-	-	0%	-	*
	Female	23%	18%	19%	12%	13%	46%	-	61%	-	*	20%	11%	0%	21%	31%	-	19%	-	*	-	-
Reading	All Students	25%	20%	27%	21%	25%	64%	-	64%	-	14%	29%	17%	8%	30%	38%	27%	28%	-	*	-	*
	CWD	9%	6%	8%	0%	20%	*	-	*	-	*	9%	*	8%	-	*	13%	0%	-	-	-	-
	CWOD	27%	21%	30%	24%	26%	70%	-	70%	-	20%	32%	18%	-	30%	40%	29%	31%	-	*	-	*
	EL	13%	14%	38%	33%	29%	*	-	64%	-	-	41%	17%	*	40%	38%	35%	42%	-	-	-	-
	Male	22%	17%	27%	23%	28%	60%	-	*	-	20%	28%	18%	13%	29%	35%	27%	-	-	*	-	*
	Female	28%	22%	28%	20%	21%	67%	-	75%	-	*	30%	15%	0%	31%	42%	-	28%	-	*	-	-
Mathematics	All Students	20%	14%	16%	10%	14%	45%	-	64%	-	14%	17%	13%	4%	18%	23%	19%	13%	-	*	-	*
	CWD	9%	6%	4%	0%	10%	*	-	*	-	*	5%	*	4%	-	*	7%	0%	-	-	-	-
	CWOD	21%	16%	18%	11%	15%	50%	-	70%	-	20%	19%	14%	-	18%	26%	22%	15%	-	*	-	*
	EL	12%	12%	23%	22%	8%	*	-	64%	-	-	24%	17%	*	26%	23%	22%	25%	-	-	-	-
	Male	21%	15%	19%	13%	19%	60%	-	*	-	20%	20%	18%	7%	22%	22%	19%	-	-	*	-	*
	Female	19%	13%	13%	6%	8%	33%	-	63%	-	*	14%	8%	0%	15%	25%	-	13%	-	*	-	-
Science	All Students	20%	15%	6%	0%	17%	*	-	*	-	-	4%	20%	0%	7%	13%	11%	0%	-	*	-	-
	CWD	8%	5%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	22%	16%	7%	0%	20%	*	-	*	-	-	4%	*	-	7%	14%	13%	0%	-	*	-	-
	EL	7%	8%	13%	*	*	-	-	*	-	-	0%	*	*	14%	13%	*	*	-	-	-	-
	Male	22%	15%	11%	0%	25%	*	-	-	-	-	7%	*	*	13%	*	11%	-	-	*	-	-
	Female	19%	14%	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	82	79	89	100	-	75	-	67	81	71	88
CWD	71	67	71	*	-	*	-	*	73	71	*
CWOD	84	80	93	100	-	71	-	*	82	-	87
EL ◇	88	60	100	*	-	75	-	-	86	*	88
Male	75	73	85	*	-	*	-	*	74	75	82
Female	89	86	94	100	-	80	-	*	89	60	94
<b>Mathematics</b>											
All Students	79	81	76	100	-	88	-	50	79	71	84
CWD	71	33	86	*	-	*	-	*	73	71	*
CWOD	81	86	74	100	-	86	-	*	80	-	83
EL ◇	84	90	79	*	-	88	-	-	87	*	84
Male	83	85	77	*	-	*	-	*	81	83	82
Female	76	77	75	100	-	80	-	*	77	40	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
85	14	16%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	44	38	43	61	-	78	-	41	43	20	52
<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	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		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	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											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%	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%	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%	-
<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%	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%	-
	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%	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%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	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%	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%	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%	-
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%	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%	-
Science	All Students	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-
	CWOD	0%	0%	0%	*	-	*	-	-	0%	*	-	0%	0%	0%	0%	-
	EL	0%	*	*	-	-	*	-	-	0%	*	*	0%	0%	*	*	-
	Male	0%	0%	0%	*	-	-	-	-	0%	*	*	0%	*	0%	-	-
	Female	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	31	21	5	3	0	0	0	2	4		
	Female	14	9	4	0	0	0	0	1	2		
	Total	45	30	9	3	0	0	0	3	6		
<b>Out-of-School Suspensions</b>												
	Male	15	11	4	0	0	0	0	0	0		
	Female	2	1	1	0	0	0	0	0	0		
	Total	17	12	5	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	9	5	1	1	0	0	0	2	0		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	9	5	1	1	0	0	0	2	0		3
<b>Out-of-School Suspensions</b>												
	Male	6	5	0	0	0	0	0	1	0		1
	Female	3	3	0	0	0	0	0	0	0		0
	Total	9	8	0	0	0	0	0	1	0		1
<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	17	12	3	-8	1	1	-8	-8	1	8	-8
	Female	17	12	5	-8	-8	-8	-8	-8	2	4	-8
	Total	34	24	8	-8	1	1	-8	-8	3	12	-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	39	19	12	6	0	2	0	0	14	0
	Female	31	21	6	1	0	2	0	1	11	0
	Total	70	40	18	7	0	4	0	1	25	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.

High Poverty School		
		All School
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.8	19.2%
Teachers Teaching with Emergency or Provisional Credentials	2.0	7.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.6	9.2%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	36%	38%	40%	33%	-	5%	-	27%	37%	39%	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 and 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%	68%	79%	72%	92%	92%	-	75%	-	*	75%	85%	14%	87%	88%	74%	84%	-	-	-	*	
	CWD	52%	42%	14%	20%	*	-	-	*	-	-	17%	*	14%	-	*	*	*	-	-	-	-	
	CWOD	80%	72%	87%	81%	100%	92%	-	86%	-	*	85%	88%	-	87%	92%	81%	93%	-	-	-	*	
	EL	66%	64%	88%	100%	*	86%	-	75%	-	*	89%	83%	*	92%	88%	78%	94%	-	-	-	*	
	Male	74%	64%	74%	72%	86%	80%	-	*	-	*	65%	83%	*	81%	78%	74%	-	-	-	-	-	
	Female	78%	71%	84%	71%	100%	100%	-	80%	-	-	83%	89%	*	93%	94%	-	84%	-	-	-	*	
Mathematics	All Students	70%	61%	79%	75%	75%	92%	-	75%	-	*	73%	89%	14%	87%	88%	77%	81%	-	-	-	*	
	CWD	46%	38%	14%	20%	*	-	-	*	-	-	17%	*	14%	-	*	*	*	-	-	-	-	
	CWOD	74%	64%	87%	85%	82%	92%	-	86%	-	*	82%	92%	-	87%	92%	84%	89%	-	-	-	*	
	EL	64%	61%	88%	100%	*	100%	-	75%	-	*	95%	67%	*	92%	88%	78%	94%	-	-	-	*	
	Male	72%	62%	77%	78%	71%	80%	-	*	-	*	65%	89%	*	84%	78%	77%	-	-	-	-	-	
	Female	68%	59%	81%	71%	80%	100%	-	80%	-	-	78%	89%	*	89%	94%	-	81%	-	-	-	*	
Grade 4																							
Reading	All Students	76%	68%	85%	85%	63%	90%	*	89%	-	*	89%	79%	*	89%	84%	79%	93%	-	-	*	-	
	CWD	48%	39%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-	
	CWOD	81%	72%	89%	88%	83%	90%	*	89%	-	*	91%	85%	-	89%	89%	83%	96%	-	-	-	-	
	EL	66%	63%	84%	*	80%	80%	-	86%	-	-	81%	*	*	89%	84%	73%	100%	-	-	-	-	
	Male	73%	64%	79%	80%	71%	*	-	80%	-	*	82%	75%	*	83%	73%	79%	-	-	-	*	-	
	Female	79%	72%	93%	93%	*	100%	*	*	-	*	100%	85%	*	96%	100%	-	93%	-	-	-	-	
Mathematics	All Students	68%	56%	83%	82%	75%	80%	*	100%	-	*	86%	79%	*	87%	84%	82%	85%	-	-	*	-	
	CWD	42%	32%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-	
	CWOD	73%	60%	87%	84%	100%	80%	*	100%	-	*	89%	85%	-	87%	89%	86%	88%	-	-	-	-	
	EL	63%	58%	84%	*	80%	60%	-	100%	-	-	81%	*	*	89%	84%	82%	88%	-	-	-	-	
	Male	70%	58%	82%	75%	86%	*	-	100%	-	*	82%	81%	*	86%	82%	82%	-	-	-	*	-	
	Female	67%	55%	85%	93%	*	83%	*	*	-	*	93%	77%	*	88%	88%	-	85%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	75%	87%	89%	82%	92%	-	86%	-	*	86%	89%	45%	94%	90%	87%	88%	-	*	-	-	
	CWD	50%	44%	45%	*	60%	*	-	*	-	-	33%	60%	45%	-	*	50%	*	-	*	-	-	
	CWOD	85%	79%	94%	94%	88%	100%	-	100%	-	*	93%	96%	-	94%	95%	95%	93%	-	-	-	-	
	EL	71%	72%	90%	*	86%	*	-	83%	-	-	89%	*	*	95%	90%	91%	89%	-	-	-	-	
	Male	77%	72%	87%	88%	82%	88%	-	*	-	*	81%	95%	50%	95%	91%	87%	-	-	*	-	-	
	Female	83%	78%	88%	90%	80%	*	-	*	-	-	92%	78%	*	93%	89%	-	88%	-	-	-	-	
Mathematics	All Students	76%	65%	90%	83%	95%	92%	-	100%	-	*	90%	89%	73%	93%	95%	91%	88%	-	*	-	-	
	CWD	50%	38%	73%	*	80%	*	-	*	-	-	67%	80%	73%	-	*	75%	*	-	*	-	-	
	CWOD	80%	69%	93%	88%	100%	90%	-	100%	-	*	93%	91%	-	93%	95%	95%	90%	-	-	-	-	
	EL	70%	66%	95%	*	100%	*	-	100%	-	-	94%	*	*	95%	95%	100%	89%	-	-	-	-	
	Male	75%	65%	91%	81%	94%	100%	-	*	-	*	89%	95%	75%	95%	100%	91%	-	-	*	-	-	
	Female	76%	66%	88%	85%	100%	*	-	*	-	-	92%	78%	*	90%	89%	-	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%	54%	67%	56%	68%	92%	-	71%	-	*	65%	71%	45%	71%	75%	74%	58%	-	*	-	-	
	CWD	40%	33%	45%	*	40%	*	-	*	-	-	17%	80%	45%	-	*	63%	*	-	*	-	-	
	CWOD	69%	57%	71%	58%	76%	90%	-	83%	-	*	71%	70%	-	71%	79%	76%	63%	-	-	-	-	
	EL	52%	49%	75%	*	71%	*	-	67%	-	-	72%	*	*	79%	75%	82%	67%	-	-	-	-	
	Male	67%	57%	74%	56%	71%	100%	-	*	-	*	67%	84%	63%	76%	82%	74%	-	-	*	-	-	
	Female	63%	52%	58%	55%	60%	*	-	*	-	-	63%	44%	*	63%	67%	-	58%	-	-	-	-	
Grade 6																							
Reading	All Students	69%	68%	86%	78%	91%	92%	-	80%	*	*	82%	91%	43%	91%	86%	85%	88%	-	-	-	*	
	CWD	38%	38%	43%	*	*	*	-	-	-	*	*	43%	-	*	43%	-	-	-	-	-	-	
	CWOD	74%	73%	91%	89%	90%	100%	-	80%	*	*	86%	97%	-	91%	84%	94%	88%	-	-	-	*	
	EL	53%	61%	86%	100%	88%	*	-	60%	-	-	81%	100%	*	84%	86%	90%	82%	-	-	-	-	
	Male	66%	64%	85%	69%	92%	88%	-	*	-	*	80%	90%	43%	94%	90%	85%	-	-	-	-	-	
	Female	72%	72%	88%	90%	89%	100%	-	67%	*	*	84%	92%	-	88%	82%	-	88%	-	-	-	*	
Mathematics	All Students	72%	70%	96%	96%	91%	100%	-	100%	*	*	95%	97%	86%	97%	100%	95%	97%	-	-	-	*	
	CWD	47%	47%	86%	*	*	*	-	-	-	*	*	86%	-	*	86%	-	-	-	-	-	-	
	CWOD	76%	74%	97%	100%	90%	100%	-	100%	*	*	97%	97%	-	97%	100%	97%	97%	-	-	-	*	
	EL	61%	69%	100%	100%	100%	*	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-	-	-	-	
	Male	73%	70%	95%	92%	92%	100%	-	*	-	*	90%	100%	86%	97%	100%	95%	-	-	-	-	-	
	Female	72%	70%	97%	100%	89%	100%	-	100%	*	*	100%	92%	-	97%	100%	-	97%	-	-	-	*	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	54%	47%	67%	54%	-	63%	-	*	50%	59%	14%	58%	64%	51%	56%	-	-	-	*	
	CWD	30%	24%	14%	20%	*	-	-	*	-	-	17%	*	14%	-	*	*	*	-	-	-	-	
	CWOD	54%	44%	58%	52%	73%	54%	-	71%	-	*	56%	62%	-	58%	67%	56%	61%	-	-	-	*	
	EL	37%	36%	64%	80%	*	57%	-	63%	-	*	63%	67%	*	67%	64%	56%	69%	-	-	-	*	
	Male	49%	40%	51%	44%	71%	60%	-	*	-	*	35%	67%	*	56%	56%	51%	-	-	-	-	-	
	Female	52%	43%	56%	50%	60%	50%	-	80%	-	-	61%	44%	*	61%	69%	-	56%	-	-	-	*	
Mathematics	All Students	42%	32%	48%	44%	42%	54%	-	63%	-	*	40%	59%	0%	53%	56%	49%	47%	-	-	-	*	
	CWD	27%	19%	0%	0%	*	-	-	*	-	-	0%	*	0%	-	*	*	*	-	-	-	-	
	CWOD	45%	34%	53%	52%	45%	54%	-	71%	-	*	47%	62%	-	53%	58%	53%	54%	-	-	-	*	
	EL	35%	32%	56%	80%	*	43%	-	63%	-	*	53%	67%	*	58%	56%	56%	56%	-	-	-	*	
	Male	45%	35%	49%	44%	57%	60%	-	*	-	*	35%	61%	*	53%	56%	49%	-	-	-	-	-	
	Female	39%	30%	47%	43%	20%	50%	-	80%	-	-	43%	56%	*	54%	56%	-	47%	-	-	-	*	
Grade 4																							
Reading	All Students	53%	45%	62%	62%	50%	80%	*	56%	-	*	72%	48%	*	64%	63%	55%	70%	-	-	*	-	
	CWD	29%	21%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-	
	CWOD	57%	48%	64%	63%	67%	80%	*	56%	-	*	74%	50%	-	64%	67%	57%	73%	-	-	-	-	
	EL	41%	40%	63%	*	80%	80%	-	43%	-	-	63%	*	*	67%	63%	64%	63%	-	-	-	-	
	Male	51%	43%	55%	50%	57%	*	-	60%	-	*	68%	38%	*	57%	64%	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	Female	55%	46%	70%	79%	*	83%	*	*	-	*	79%	62%	*	73%	63%	-	70%	-	-	-	-
Mathematics	All Students	42%	29%	55%	59%	50%	50%	*	67%	-	*	61%	48%	*	57%	58%	58%	52%	-	-	*	-
	CWD	25%	18%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-
	CWOD	45%	31%	57%	59%	67%	50%	*	67%	-	*	63%	50%	-	57%	61%	60%	54%	-	-	-	-
	EL	34%	29%	58%	*	80%	40%	-	57%	-	-	50%	*	*	61%	58%	64%	50%	-	-	-	-
	Male	45%	32%	58%	55%	57%	*	-	80%	-	*	59%	56%	*	60%	64%	58%	-	-	-	*	-
	Female	38%	26%	52%	64%	*	50%	*	*	-	*	64%	38%	*	54%	50%	-	52%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	61%	61%	50%	83%	-	57%	-	*	59%	64%	18%	68%	70%	63%	58%	-	*	-	-
	CWD	29%	22%	18%	*	0%	*	-	*	-	-	17%	20%	18%	-	*	25%	*	-	*	-	-
	CWOD	61%	52%	68%	64%	65%	90%	-	67%	-	*	64%	74%	-	68%	74%	71%	63%	-	-	-	-
	EL	43%	44%	70%	*	71%	*	-	50%	-	-	67%	*	*	74%	70%	73%	67%	-	-	-	-
	Male	53%	46%	63%	63%	53%	88%	-	*	-	*	56%	74%	25%	71%	73%	63%	-	-	*	-	-
	Female	60%	52%	58%	60%	40%	*	-	*	-	-	63%	44%	*	63%	67%	-	58%	-	-	-	-
Mathematics	All Students	47%	36%	65%	50%	68%	83%	-	86%	-	*	61%	71%	36%	69%	70%	65%	64%	-	*	-	-
	CWD	25%	17%	36%	*	20%	*	-	*	-	-	17%	60%	36%	-	*	50%	*	-	*	-	-
	CWOD	50%	38%	69%	52%	82%	80%	-	100%	-	*	67%	74%	-	69%	74%	68%	70%	-	-	-	-
	EL	38%	35%	70%	*	71%	*	-	83%	-	-	67%	*	*	74%	70%	64%	78%	-	-	-	-
	Male	48%	37%	65%	44%	65%	88%	-	*	-	*	59%	74%	50%	68%	64%	65%	-	-	*	-	-
	Female	46%	35%	64%	55%	80%	*	-	*	-	-	63%	67%	*	70%	78%	-	64%	-	-	-	-
Science	All Students	38%	28%	37%	31%	23%	67%	-	57%	-	*	37%	36%	9%	41%	35%	39%	33%	-	*	-	-
	CWD	23%	16%	9%	*	0%	*	-	*	-	-	0%	20%	9%	-	*	13%	*	-	*	-	-
	CWOD	40%	29%	41%	33%	29%	70%	-	67%	-	*	42%	39%	-	41%	37%	45%	37%	-	-	-	-
	EL	24%	23%	35%	*	14%	*	-	50%	-	-	39%	*	*	37%	35%	36%	33%	-	-	-	-
	Male	41%	31%	39%	25%	29%	75%	-	*	-	*	41%	37%	13%	45%	36%	39%	-	-	*	-	-
	Female	34%	24%	33%	35%	0%	*	-	*	-	-	33%	33%	*	37%	33%	-	33%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	69%	65%	82%	62%	-	60%	*	*	62%	79%	43%	72%	76%	68%	72%	-	-	-	*
	CWD	21%	20%	43%	*	*	*	-	-	-	*	*	*	43%	-	*	43%	-	-	-	-	-
	CWOD	46%	45%	72%	74%	81%	67%	-	60%	*	*	63%	83%	-	72%	74%	73%	72%	-	-	-	*
	EL	24%	34%	76%	100%	75%	*	-	40%	-	-	69%	100%	*	74%	76%	80%	73%	-	-	-	-
	Male	40%	40%	68%	54%	77%	63%	-	*	-	*	65%	70%	43%	73%	80%	68%	-	-	-	-	-
	Female	45%	44%	72%	80%	89%	60%	-	50%	*	*	58%	92%	-	72%	73%	-	72%	-	-	-	*
Mathematics	All Students	38%	37%	72%	61%	68%	85%	-	90%	*	*	67%	79%	43%	75%	86%	68%	78%	-	-	-	*
	CWD	20%	21%	43%	*	*	*	-	-	-	*	*	*	43%	-	*	43%	-	-	-	-	-
	CWOD	41%	40%	75%	68%	67%	92%	-	90%	*	*	69%	83%	-	75%	84%	73%	78%	-	-	-	*
	EL	24%	35%	86%	100%	75%	*	-	80%	-	-	81%	100%	*	84%	86%	80%	91%	-	-	-	-
	Male	40%	39%	68%	54%	62%	75%	-	*	-	*	60%	75%	43%	73%	80%	68%	-	-	-	-	-
	Female	36%	35%	78%	70%	78%	100%	-	83%	*	*	74%	85%	-	78%	91%	-	78%	-	-	-	-

Texas Education Agency  
2022 Federal Report Card  
PEARCY STEM ACADEMY (220901154) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	40%	34%	42%	46%	-	50%	-	*	38%	44%	14%	43%	52%	37%	44%	-	-	-	*
	CWD	12%	8%	14%	20%	*	-	-	*	-	-	17%	*	14%	-	*	*	*	-	-	-	-
	CWOD	32%	25%	43%	37%	45%	46%	-	57%	-	*	41%	46%	-	43%	54%	41%	46%	-	-	-	*
	EL	19%	20%	52%	60%	*	43%	-	50%	-	*	53%	50%	*	54%	52%	44%	56%	-	-	-	*
	Male	28%	21%	37%	28%	57%	60%	-	*	-	*	29%	44%	*	41%	44%	37%	-	-	-	-	-
	Female	31%	25%	44%	43%	20%	38%	-	80%	-	-	43%	44%	*	46%	56%	-	44%	-	-	-	*
Mathematics	All Students	20%	14%	25%	28%	8%	23%	-	38%	-	*	20%	33%	0%	28%	32%	26%	25%	-	-	-	*
	CWD	10%	6%	0%	0%	*	-	-	*	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	22%	15%	28%	33%	9%	23%	-	43%	-	*	24%	35%	-	28%	33%	28%	29%	-	-	-	*
	EL	15%	15%	32%	60%	*	14%	-	38%	-	*	26%	50%	*	33%	32%	22%	38%	-	-	-	*
	Male	23%	16%	26%	28%	14%	40%	-	*	-	*	18%	33%	*	28%	22%	26%	-	-	-	-	-
	Female	18%	12%	25%	29%	0%	13%	-	60%	-	-	22%	33%	*	29%	38%	-	25%	-	-	-	*
Grade 4																						
Reading	All Students	28%	22%	31%	26%	25%	20%	*	56%	-	*	39%	21%	*	33%	26%	32%	30%	-	-	*	-
	CWD	10%	7%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-
	CWOD	31%	24%	33%	28%	33%	20%	*	56%	-	*	40%	23%	-	33%	28%	34%	31%	-	-	-	-
	EL	18%	18%	26%	*	40%	0%	-	43%	-	-	25%	*	*	28%	26%	36%	13%	-	-	-	-
	Male	26%	22%	32%	25%	29%	*	-	60%	-	*	36%	25%	*	34%	36%	32%	-	-	-	*	-
	Female	29%	22%	30%	29%	*	17%	*	*	-	*	43%	15%	*	31%	13%	-	30%	-	-	-	-
Mathematics	All Students	22%	14%	29%	21%	25%	40%	*	56%	-	*	36%	21%	*	31%	37%	34%	22%	-	-	*	-
	CWD	10%	6%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-
	CWOD	25%	15%	31%	22%	33%	40%	*	56%	-	*	37%	23%	-	31%	39%	37%	23%	-	-	-	-
	EL	16%	14%	37%	*	40%	20%	-	57%	-	-	31%	*	*	39%	37%	45%	25%	-	-	-	-
	Male	25%	16%	34%	20%	29%	*	-	80%	-	*	41%	25%	*	37%	45%	34%	-	-	-	*	-
	Female	19%	12%	22%	21%	*	33%	*	*	-	*	29%	15%	*	23%	25%	-	22%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	47%	42%	36%	83%	-	57%	-	*	45%	50%	18%	51%	55%	48%	45%	-	*	-	-
	CWD	12%	10%	18%	*	0%	*	-	*	-	-	17%	20%	18%	-	*	25%	*	-	*	-	-
	CWOD	40%	32%	51%	42%	47%	90%	-	67%	-	*	49%	57%	-	51%	58%	53%	50%	-	-	-	-
	EL	23%	25%	55%	*	43%	*	-	50%	-	-	56%	*	*	58%	55%	55%	56%	-	-	-	-
	Male	32%	27%	48%	44%	35%	88%	-	*	-	*	41%	58%	25%	53%	55%	48%	-	-	*	-	-
	Female	39%	31%	45%	40%	40%	*	-	*	-	-	50%	33%	*	50%	56%	-	45%	-	-	-	-
Mathematics	All Students	24%	16%	39%	36%	32%	42%	-	57%	-	*	43%	32%	18%	43%	45%	35%	45%	-	*	-	-
	CWD	9%	6%	18%	*	0%	*	-	*	-	-	17%	20%	18%	-	*	25%	*	-	*	-	-
	CWOD	26%	17%	43%	36%	41%	40%	-	67%	-	*	47%	35%	-	43%	47%	37%	50%	-	-	-	-
	EL	17%	15%	45%	*	43%	*	-	50%	-	-	44%	*	*	47%	45%	27%	67%	-	-	-	-
	Male	25%	17%	35%	25%	29%	38%	-	*	-	*	37%	32%	25%	37%	27%	35%	-	-	*	-	-

Texas Education Agency  
2022 Federal Report Card  
PEARCY STEM ACADEMY (220901154) - ARLINGTON ISD - TARRANT 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%	14%	45%	45%	40%	*	-	*	-	-	50%	33%	*	50%	67%	-	45%	-	-	-	-
Science	All Students	17%	12%	15%	8%	9%	33%	-	43%	-	*	14%	18%	9%	16%	10%	17%	12%	-	*	-	-
	CWD	9%	6%	9%	*	0%	*	-	*	-	-	0%	20%	9%	-	*	13%	*	-	*	-	-
	CWOD	19%	12%	16%	9%	12%	30%	-	50%	-	*	16%	17%	-	16%	11%	18%	13%	-	-	-	-
	EL	9%	8%	10%	*	0%	*	-	33%	-	-	11%	*	*	11%	10%	0%	22%	-	-	-	-
	Male	20%	14%	17%	13%	12%	38%	-	*	-	*	19%	16%	13%	18%	0%	17%	-	-	*	-	-
	Female	15%	10%	12%	5%	0%	*	-	*	-	-	8%	22%	*	13%	22%	-	12%	-	-	-	-
Grade 6																						
Reading	All Students	23%	21%	42%	48%	36%	38%	-	40%	*	*	41%	42%	29%	43%	57%	35%	50%	-	-	-	*
	CWD	8%	7%	29%	*	*	*	-	-	-	*	*	*	29%	-	*	29%	-	-	-	-	-
	CWOD	25%	23%	43%	53%	38%	42%	-	40%	*	*	43%	43%	-	43%	58%	36%	50%	-	-	-	*
	EL	9%	15%	57%	100%	63%	*	-	0%	-	-	56%	60%	*	58%	57%	50%	64%	-	-	-	-
	Male	21%	19%	35%	38%	23%	50%	-	*	-	*	40%	30%	29%	36%	50%	35%	-	-	-	-	-
	Female	25%	23%	50%	60%	56%	20%	-	50%	*	*	42%	62%	-	50%	64%	-	50%	-	-	-	*
Mathematics	All Students	16%	16%	40%	26%	50%	46%	-	50%	*	*	38%	42%	43%	40%	38%	40%	41%	-	-	-	*
	CWD	8%	9%	43%	*	*	*	-	-	-	*	*	*	43%	-	*	43%	-	-	-	-	-
	CWOD	17%	17%	40%	26%	48%	50%	-	50%	*	*	37%	43%	-	40%	32%	39%	41%	-	-	-	*
	EL	7%	14%	38%	33%	50%	*	-	0%	-	-	38%	40%	*	32%	38%	40%	36%	-	-	-	-
	Male	17%	18%	40%	31%	46%	38%	-	*	-	*	45%	35%	43%	39%	40%	40%	-	-	-	-	-
	Female	14%	13%	41%	20%	56%	60%	-	50%	*	*	32%	54%	-	41%	36%	-	41%	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	84%	79%	83%	92%	*	87%	*	91%	82%	86%	45%	88%	88%	83%	84%	-	*	*	*
	CWD	44%	36%	45%	35%	48%	75%	-	20%	-	*	35%	59%	45%	-	45%	52%	26%	-	*	*	-
	CWOD	77%	70%	88%	84%	90%	93%	*	91%	*	90%	87%	89%	-	88%	91%	88%	89%	-	-	-	*
	EL	59%	58%	88%	100%	87%	84%	-	83%	-	*	87%	91%	45%	91%	88%	86%	90%	-	-	-	*
	Male	71%	63%	83%	77%	84%	90%	-	91%	-	94%	78%	88%	52%	88%	86%	83%	-	-	*	*	-
	Female	75%	68%	84%	82%	82%	94%	*	83%	*	*	86%	81%	26%	89%	90%	-	84%	-	-	-	*
Reading	All Students	74%	67%	84%	82%	84%	92%	*	82%	*	90%	83%	86%	34%	90%	87%	82%	88%	-	*	*	*
	CWD	43%	35%	34%	29%	44%	*	-	*	-	*	29%	42%	34%	-	40%	38%	25%	-	*	*	-
	CWOD	78%	72%	90%	88%	91%	96%	*	88%	*	89%	89%	91%	-	90%	90%	88%	92%	-	-	-	*
	EL	57%	57%	87%	100%	88%	88%	-	77%	-	*	86%	94%	40%	90%	87%	83%	91%	-	-	-	*
	Male	70%	63%	82%	78%	84%	84%	-	87%	-	88%	78%	86%	38%	88%	83%	82%	-	-	*	*	-
	Female	78%	73%	88%	86%	85%	100%	*	79%	*	*	89%	86%	25%	92%	91%	-	88%	-	-	-	*
Mathematics	All Students	71%	64%	87%	83%	88%	92%	*	94%	*	90%	86%	89%	55%	91%	92%	87%	88%	-	*	*	*
	CWD	44%	36%	55%	43%	56%	*	-	*	-	*	47%	67%	55%	-	60%	62%	38%	-	*	*	-
	CWOD	75%	67%	91%	88%	93%	91%	*	97%	*	89%	91%	91%	-	91%	94%	91%	91%	-	-	-	*
	EL	61%	61%	92%	100%	92%	82%	-	92%	-	*	93%	88%	60%	94%	92%	90%	93%	-	-	-	*
	Male	71%	63%	87%	81%	89%	92%	-	93%	-	100%	83%	92%	62%	91%	90%	87%	-	-	*	*	-

Texas Education Agency  
2022 Federal Report Card  
PEARCY STEM ACADEMY (220901154) - ARLINGTON ISD - TARRANT 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%	64%	88%	86%	85%	91%	*	95%	*	*	90%	84%	38%	91%	93%	-	88%	-	-	-	*
Science	All Students	74%	66%	67%	56%	68%	92%	-	71%	-	*	65%	71%	45%	71%	75%	74%	58%	-	*	-	-
	CWD	47%	38%	45%	*	40%	*	-	*	-	-	17%	80%	45%	-	*	63%	*	-	*	-	-
	CWOD	78%	69%	71%	58%	76%	90%	-	83%	-	*	71%	70%	-	71%	79%	76%	63%	-	-	-	-
	EL	58%	56%	75%	*	71%	*	-	67%	-	-	72%	*	*	79%	75%	82%	67%	-	-	-	-
	Male	74%	65%	74%	56%	71%	100%	-	*	-	*	67%	84%	63%	76%	82%	74%	-	-	*	-	-
	Female	75%	66%	58%	55%	60%	*	-	*	-	-	63%	44%	*	63%	67%	-	58%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	58%	52%	57%	69%	*	67%	*	55%	56%	61%	23%	62%	64%	57%	59%	-	*	*	*
	CWD	23%	18%	23%	23%	13%	50%	-	0%	-	*	18%	31%	23%	-	36%	30%	5%	-	*	*	-
	CWOD	50%	42%	62%	56%	65%	70%	*	71%	*	50%	60%	65%	-	62%	66%	62%	63%	-	-	-	*
	EL	29%	30%	64%	82%	62%	57%	-	59%	-	*	61%	79%	36%	66%	64%	63%	65%	-	-	-	*
	Male	45%	38%	57%	48%	57%	72%	-	70%	-	67%	54%	62%	30%	62%	63%	57%	-	-	*	*	-
	Female	48%	41%	59%	57%	56%	64%	*	64%	*	*	58%	60%	5%	63%	65%	-	59%	-	-	-	*
Reading	All Students	52%	45%	61%	58%	64%	69%	*	59%	*	50%	60%	63%	24%	66%	68%	60%	64%	-	*	*	*
	CWD	24%	19%	24%	29%	11%	*	-	*	-	*	24%	25%	24%	-	40%	29%	13%	-	*	*	-
	CWOD	56%	48%	66%	62%	73%	71%	*	63%	*	44%	64%	68%	-	66%	70%	64%	67%	-	-	-	*
	EL	31%	33%	68%	88%	71%	71%	-	50%	-	*	65%	81%	40%	70%	68%	68%	68%	-	-	-	*
	Male	47%	41%	60%	52%	64%	72%	-	60%	-	63%	57%	63%	29%	64%	68%	60%	-	-	*	*	-
	Female	56%	49%	64%	66%	65%	65%	*	58%	*	*	64%	64%	13%	67%	68%	-	64%	-	-	-	*
Mathematics	All Students	41%	33%	60%	53%	61%	69%	*	76%	*	60%	57%	65%	28%	64%	67%	60%	60%	-	*	*	*
	CWD	22%	17%	28%	21%	22%	*	-	*	-	*	18%	42%	28%	-	40%	38%	0%	-	*	*	-
	CWOD	44%	35%	64%	57%	67%	69%	*	81%	*	56%	62%	68%	-	64%	69%	64%	65%	-	-	-	*
	EL	29%	29%	67%	82%	67%	47%	-	69%	-	*	62%	88%	40%	69%	67%	66%	68%	-	-	-	*
	Male	42%	34%	60%	49%	61%	72%	-	80%	-	75%	55%	67%	38%	64%	66%	60%	-	-	*	*	-
	Female	40%	33%	60%	57%	60%	65%	*	74%	*	*	60%	61%	0%	65%	68%	-	60%	-	-	-	*
Science	All Students	46%	37%	37%	31%	23%	67%	-	57%	-	*	37%	36%	9%	41%	35%	39%	33%	-	*	-	-
	CWD	23%	17%	9%	*	0%	*	-	*	-	-	0%	20%	9%	-	*	13%	*	-	*	-	-
	CWOD	49%	39%	41%	33%	29%	70%	-	67%	-	*	42%	39%	-	41%	37%	45%	37%	-	-	-	-
	EL	25%	25%	35%	*	14%	*	-	50%	-	-	39%	*	*	37%	35%	36%	33%	-	-	-	-
	Male	47%	37%	39%	25%	29%	75%	-	*	-	*	41%	37%	13%	45%	36%	39%	-	-	*	-	-
	Female	45%	36%	33%	35%	0%	*	-	*	-	-	33%	33%	*	37%	33%	-	33%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

Texas Education Agency  
2022 Federal Report Card  
PEARCY STEM ACADEMY (220901154) - ARLINGTON ISD - TARRANT 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%	17%	34%	29%	31%	42%	*	49%	*	36%	35%	34%	16%	37%	39%	34%	35%	-	*	*	*
	CWD	9%	6%	16%	16%	4%	38%	-	0%	-	*	15%	17%	16%	-	27%	20%	5%	-	*	*	-
	CWOD	24%	18%	37%	31%	35%	42%	*	53%	*	30%	37%	36%	-	37%	40%	36%	37%	-	-	-	*
	EL	12%	12%	39%	50%	38%	30%	-	38%	-	*	38%	47%	27%	40%	39%	35%	43%	-	-	-	*
	Male	21%	16%	34%	27%	30%	48%	-	45%	-	44%	34%	33%	20%	36%	35%	34%	-	-	*	*	-
	Female	23%	18%	35%	32%	33%	34%	*	52%	*	*	35%	35%	5%	37%	43%	-	35%	-	-	-	*
Reading	All Students	25%	20%	40%	37%	36%	48%	*	50%	*	30%	41%	39%	17%	43%	48%	38%	43%	-	*	*	*
	CWD	9%	6%	17%	21%	0%	*	-	*	-	*	18%	17%	17%	-	20%	19%	13%	-	*	*	-
	CWOD	27%	21%	43%	39%	42%	49%	*	53%	*	22%	44%	42%	-	43%	50%	41%	45%	-	-	-	*
	EL	13%	14%	48%	71%	50%	35%	-	38%	-	*	48%	50%	20%	50%	48%	46%	50%	-	-	-	*
	Male	22%	17%	38%	33%	34%	60%	-	40%	-	38%	37%	40%	19%	41%	46%	38%	-	-	*	*	-
	Female	28%	22%	43%	41%	40%	35%	*	58%	*	*	45%	39%	13%	45%	50%	-	43%	-	-	-	*
Mathematics	All Students	20%	14%	34%	28%	33%	38%	*	50%	*	50%	35%	32%	17%	36%	38%	34%	34%	-	*	*	*
	CWD	9%	6%	17%	14%	11%	*	-	*	-	*	18%	17%	17%	-	40%	24%	0%	-	*	*	-
	CWOD	21%	16%	36%	30%	36%	38%	*	53%	*	44%	37%	34%	-	36%	38%	36%	36%	-	-	-	*
	EL	12%	12%	38%	41%	38%	29%	-	38%	-	*	35%	50%	40%	38%	38%	34%	41%	-	-	-	*
	Male	21%	15%	34%	25%	32%	40%	-	53%	-	63%	36%	32%	24%	36%	34%	34%	-	-	*	*	-
	Female	19%	13%	34%	31%	35%	35%	*	47%	*	*	34%	34%	0%	36%	41%	-	34%	-	-	-	*
Science	All Students	20%	15%	15%	8%	9%	33%	-	43%	-	*	14%	18%	9%	16%	10%	17%	12%	-	*	-	-
	CWD	8%	5%	9%	*	0%	*	-	*	-	-	0%	20%	9%	-	*	13%	*	-	*	-	-
	CWOD	22%	16%	16%	9%	12%	30%	-	50%	-	*	16%	17%	-	16%	11%	18%	13%	-	-	-	-
	EL	7%	8%	10%	*	0%	*	-	33%	-	-	11%	*	*	11%	10%	0%	22%	-	-	-	-
	Male	22%	15%	17%	13%	12%	38%	-	*	-	*	19%	16%	13%	18%	0%	17%	-	-	*	-	-
	Female	19%	14%	12%	5%	0%	*	-	*	-	-	8%	22%	*	13%	22%	-	12%	-	-	-	-

- 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	87	87	98	-	88	-	92	91	69	94
CWD	69	*	71	*	-	-	-	*	71	69	*
CWOD	91	90	91	98	-	88	-	90	93	-	96
EL ◇	94	100	92	100	-	88	-	-	93	*	94
Male	89	93	83	100	-	80	-	92	94	67	91
Female	89	83	95	96	-	95	-	-	89	*	97
<b>Mathematics</b>											
All Students	93	92	96	90	-	93	-	92	95	92	91
CWD	92	*	100	*	-	-	-	*	100	92	*
CWOD	93	94	95	89	-	93	-	90	94	-	91
EL ◇	91	100	92	88	-	88	-	-	93	*	91
Male	91	89	93	92	-	90	-	92	93	91	91
Female	95	95	100	88	-	95	-	-	96	*	92

- 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
139	35	25%

- 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	59	53	57	68	*	68	*	61	58	28	64
<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		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	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	Y	Y	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			N	N	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		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		N			Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	Y	Y	N		N			Y	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N			N	N	Y
<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%	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%	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%	-
<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%	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%	-
<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%	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%	*	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%	-	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%	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%	-
Reading	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	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%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	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%	-
Science	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%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	*	-	-	0%	0%	*	0%	0%	-	0%	-

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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	15	11	1	2	0	0	0	1	0		
	Female	1	0	0	0	0	0	0	1	0		
	Total	16	11	1	2	0	0	0	2	0		
<b>Out-of-School Suspensions</b>												
	Male	6	4	1	1	0	0	0	0	1		
	Female	1	1	0	0	0	0	0	0	0		
	Total	7	5	1	1	0	0	0	0	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		

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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	8	3	1	3	0	0	0	1	0		6
	Female	0	0	0	0	0	0	0	0	0		0
	Total	8	3	1	3	0	0	0	1	0		6
<b>Out-of-School Suspensions</b>												
	Male	4	2	0	2	0	0	0	0	0		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	2	0	2	0	0	0	0	0		3
<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	17	7	7	1	-8	1	-8	1	4	1	-8
	Female	14	7	5	1	-8	1	-8	-8	2	1	-8
	Total	31	14	12	2	-8	2	-8	1	6	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	1
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	27	12	6	5	0	2	0	2	10	0
	Female	13	3	1	4	1	4	0	0	7	1
	Total	40	15	7	9	1	6	0	2	17	1
<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	1.9	4.5%
Teachers Teaching with Emergency or Provisional Credentials	0.5	1.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.3	0.8%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	2%
Mathematics	6,408	2%	49	1%	*	2%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	*	0%
Reading	48,805	1%	354	1%	*	0%
Mathematics	43,293	1%	319	1%	*	0%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	8%	14%	6%	*	4%	*	17%	10%	13%	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 and 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%	68%	55%	50%	59%	*	-	*	-	*	55%	50%	45%	56%	59%	49%	60%	-	*	*	-	
	CWD	52%	42%	45%	*	50%	-	-	-	-	*	50%	*	45%	-	*	56%	*	-	-	*	-	
	CWOD	80%	72%	56%	50%	61%	*	-	*	-	*	56%	57%	-	56%	61%	46%	63%	-	*	-	-	
	EL	66%	64%	59%	*	62%	*	-	*	-	*	58%	*	*	61%	59%	62%	57%	-	-	-	-	
	Male	74%	64%	49%	41%	59%	-	-	-	-	*	50%	*	56%	46%	62%	49%	-	-	*	*	-	
	Female	78%	71%	60%	67%	59%	*	-	*	-	*	60%	60%	*	63%	57%	-	60%	-	*	-	-	
Mathematics	All Students	70%	61%	45%	38%	50%	*	-	*	-	*	43%	63%	36%	47%	53%	49%	43%	-	*	*	-	
	CWD	46%	38%	36%	*	33%	-	-	-	-	*	40%	*	36%	-	*	44%	*	-	-	*	-	
	CWOD	74%	64%	47%	36%	53%	*	-	*	-	*	44%	71%	-	47%	55%	50%	45%	-	*	-	-	
	EL	64%	61%	53%	*	55%	*	-	*	-	*	52%	*	*	55%	53%	62%	48%	-	-	-	-	
	Male	72%	62%	49%	47%	53%	-	-	-	-	*	47%	*	44%	50%	62%	49%	-	-	*	*	-	
	Female	68%	59%	43%	22%	48%	*	-	*	-	*	40%	60%	*	45%	48%	-	43%	-	*	-	-	
Grade 4																							
Reading	All Students	76%	68%	58%	52%	63%	50%	-	*	-	*	58%	62%	50%	59%	62%	58%	58%	-	*	-	-	
	CWD	48%	39%	50%	*	*	-	-	-	-	*	50%	-	50%	-	*	67%	*	-	*	-	-	
	CWOD	81%	72%	59%	50%	64%	50%	-	*	-	*	58%	62%	-	59%	63%	57%	62%	-	-	-	-	
	EL	66%	63%	62%	*	67%	40%	-	*	-	-	61%	67%	*	63%	62%	62%	63%	-	-	-	-	
	Male	73%	64%	58%	53%	63%	40%	-	*	-	*	60%	44%	67%	57%	62%	58%	-	-	-	-	-	
	Female	79%	72%	58%	50%	64%	*	-	*	-	*	52%	*	*	62%	63%	-	58%	-	*	-	-	
Mathematics	All Students	68%	56%	55%	52%	53%	67%	-	*	-	*	54%	62%	38%	56%	50%	55%	55%	-	*	-	-	
	CWD	42%	32%	38%	*	*	-	-	-	-	*	38%	-	38%	-	*	50%	*	-	*	-	-	
	CWOD	73%	60%	56%	50%	55%	67%	-	*	-	*	56%	62%	-	56%	51%	55%	59%	-	-	-	-	
	EL	63%	58%	50%	*	48%	60%	-	*	-	-	48%	67%	*	51%	50%	50%	50%	-	-	-	-	
	Male	70%	58%	55%	53%	53%	60%	-	*	-	*	57%	44%	50%	55%	50%	55%	-	-	-	-	-	
	Female	67%	55%	55%	50%	55%	*	-	*	-	*	48%	*	*	59%	50%	-	55%	-	*	-	-	
Grade 5																							
Reading	All Students	80%	75%	74%	77%	73%	67%	-	-	-	*	75%	69%	67%	75%	68%	67%	82%	-	*	-	-	
	CWD	50%	44%	67%	*	40%	*	-	-	-	-	50%	*	67%	-	*	*	80%	-	-	-	-	
	CWOD	85%	79%	75%	74%	78%	60%	-	-	-	*	79%	60%	-	75%	74%	69%	82%	-	*	-	-	
	EL	71%	72%	68%	*	67%	*	-	-	-	-	68%	67%	*	74%	68%	61%	75%	-	-	-	-	
	Male	77%	72%	67%	67%	70%	*	-	-	-	*	73%	43%	*	69%	61%	67%	-	-	*	-	-	
	Female	83%	78%	82%	85%	76%	*	-	-	-	-	78%	100%	80%	82%	75%	-	82%	-	-	-	-	
Mathematics	All Students	76%	65%	56%	55%	54%	67%	-	-	-	*	57%	54%	44%	58%	56%	61%	52%	-	*	-	-	
	CWD	50%	38%	44%	*	40%	*	-	-	-	-	33%	*	44%	-	*	*	60%	-	-	-	-	
	CWOD	80%	69%	58%	53%	56%	80%	-	-	-	*	60%	50%	-	58%	61%	66%	50%	-	*	-	-	
	EL	70%	66%	56%	*	50%	*	-	-	-	-	57%	50%	*	61%	56%	61%	50%	-	-	-	-	
	Male	75%	65%	61%	56%	65%	*	-	-	-	*	69%	29%	*	66%	61%	61%	-	-	*	-	-	
	Female	76%	66%	52%	54%	41%	*	-	-	-	-	44%	83%	60%	50%	50%	-	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	
Science	All Students	65%	54%	44%	36%	43%	83%	-	-	-	*	43%	46%	56%	42%	41%	45%	42%	-	*	-	-	
	CWD	40%	33%	56%	*	40%	*	-	-	-	-	50%	*	56%	-	*	*	60%	-	-	-	-	
	CWOD	69%	57%	42%	32%	44%	80%	-	-	-	*	43%	40%	-	42%	45%	45%	39%	-	*	-	-	
	EL	52%	49%	41%	*	40%	*	-	-	-	-	43%	33%	*	45%	41%	50%	31%	-	-	-	-	
	Male	67%	57%	45%	22%	55%	*	-	-	-	*	46%	43%	*	45%	50%	45%	-	-	*	-	-	
	Female	63%	52%	42%	46%	29%	*	-	-	-	-	41%	50%	60%	39%	31%	-	42%	-	-	-	-	
Grade 6																							
Reading	All Students	69%	68%	57%	59%	61%	*	-	*	*	*	58%	50%	20%	65%	62%	56%	58%	-	*	-	-	
	CWD	38%	38%	20%	*	*	-	-	*	-	-	22%	*	20%	-	*	13%	*	-	-	-	-	
	CWOD	74%	73%	65%	77%	66%	*	-	*	*	*	65%	60%	-	65%	63%	74%	59%	-	*	-	-	
	EL	53%	61%	62%	*	62%	*	-	*	-	-	65%	*	*	63%	62%	82%	52%	-	-	-	-	
	Male	66%	64%	56%	45%	69%	-	-	*	-	*	56%	*	13%	74%	82%	56%	-	-	-	-	-	
	Female	72%	72%	58%	83%	55%	*	-	*	*	-	59%	*	*	59%	52%	-	58%	-	*	-	-	
Mathematics	All Students	72%	70%	67%	53%	79%	*	-	*	*	*	71%	33%	20%	77%	79%	67%	68%	-	*	-	-	
	CWD	47%	47%	20%	*	*	-	-	*	-	-	22%	*	20%	-	*	13%	*	-	-	-	-	
	CWOD	76%	74%	77%	69%	86%	*	-	*	*	*	81%	40%	-	77%	81%	89%	69%	-	*	-	-	
	EL	61%	69%	79%	*	83%	*	-	*	-	-	84%	*	*	81%	79%	100%	70%	-	-	-	-	
	Male	73%	70%	67%	45%	85%	-	-	*	-	*	68%	*	13%	89%	100%	67%	-	-	-	-	-	
	Female	72%	70%	68%	67%	75%	*	-	*	*	-	74%	*	*	69%	70%	-	68%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	21%	12%	25%	*	-	*	-	*	21%	25%	9%	23%	29%	17%	25%	-	*	*	-	
	CWD	30%	24%	9%	*	0%	-	-	-	-	*	10%	*	9%	-	*	11%	*	-	-	*	-	
	CWOD	54%	44%	23%	9%	29%	*	-	*	-	*	23%	29%	-	23%	32%	19%	26%	-	*	-	-	
	EL	37%	36%	29%	*	28%	*	-	*	-	*	26%	*	*	32%	29%	31%	29%	-	-	-	-	
	Male	49%	40%	17%	12%	24%	-	-	-	-	*	19%	*	11%	19%	31%	17%	-	-	*	*	-	
	Female	52%	43%	25%	11%	26%	*	-	*	-	*	23%	40%	*	26%	29%	-	25%	-	*	-	-	
Mathematics	All Students	42%	32%	20%	15%	23%	*	-	*	-	*	18%	38%	9%	22%	24%	17%	23%	-	*	*	-	
	CWD	27%	19%	9%	*	0%	-	-	-	-	*	10%	*	9%	-	*	11%	*	-	-	*	-	
	CWOD	45%	34%	22%	14%	26%	*	-	*	-	*	19%	43%	-	22%	26%	19%	24%	-	*	-	-	
	EL	35%	32%	24%	*	24%	*	-	*	-	*	23%	*	*	26%	24%	23%	24%	-	-	-	-	
	Male	45%	35%	17%	18%	18%	-	-	-	-	*	13%	*	11%	19%	23%	17%	-	-	*	*	-	
	Female	39%	30%	23%	11%	26%	*	-	*	-	*	23%	20%	*	24%	24%	-	23%	-	*	-	-	
Grade 4																							
Reading	All Students	53%	45%	31%	24%	35%	33%	-	*	-	*	29%	46%	13%	33%	36%	31%	32%	-	*	-	-	
	CWD	29%	21%	13%	*	*	-	-	-	-	*	13%	-	13%	-	*	17%	*	-	*	-	-	
	CWOD	57%	48%	33%	28%	36%	33%	-	*	-	*	31%	46%	-	33%	37%	32%	34%	-	-	-	-	
	EL	41%	40%	36%	*	40%	20%	-	*	-	-	34%	50%	*	37%	36%	38%	31%	-	-	-	-	
	Male	51%	43%	31%	27%	35%	20%	-	*	-	*	32%	22%	17%	32%	38%	31%	-	-	-	-	-	

Texas Education Agency  
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BURGIN EL (220901155) - ARLINGTON ISD - TARRANT 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%	46%	32%	17%	36%	*	-	*	-	*	22%	*	*	34%	31%	-	32%	-	*	-	-
Mathematics	All Students	42%	29%	23%	24%	16%	50%	-	*	-	*	21%	31%	13%	24%	16%	21%	26%	-	*	-	-
	CWD	25%	18%	13%	*	*	-	-	-	-	*	13%	-	13%	-	*	17%	*	-	*	-	-
	CWOD	45%	31%	24%	28%	16%	50%	-	*	-	*	22%	31%	-	24%	16%	21%	28%	-	-	-	-
	EL	34%	29%	16%	*	10%	40%	-	*	-	-	14%	33%	*	16%	16%	15%	19%	-	-	-	-
	Male	45%	32%	21%	20%	15%	40%	-	*	-	*	23%	11%	17%	21%	15%	21%	-	-	-	-	-
	Female	38%	26%	26%	33%	18%	*	-	*	-	*	19%	*	*	28%	19%	-	26%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	50%	41%	54%	67%	-	-	-	*	51%	46%	44%	51%	50%	48%	52%	-	*	-	-
	CWD	29%	22%	44%	*	40%	*	-	-	-	-	33%	*	44%	-	*	*	40%	-	-	-	-
	CWOD	61%	52%	51%	42%	56%	60%	-	-	-	*	53%	40%	-	51%	55%	48%	54%	-	*	-	-
	EL	43%	44%	50%	*	50%	*	-	-	-	-	54%	33%	*	55%	50%	50%	50%	-	-	-	-
	Male	53%	46%	48%	44%	55%	*	-	-	-	*	54%	29%	*	48%	50%	48%	-	-	*	-	-
	Female	60%	52%	52%	38%	53%	*	-	-	-	-	48%	67%	40%	54%	50%	-	52%	-	-	-	-
Mathematics	All Students	47%	36%	35%	32%	35%	50%	-	-	-	*	34%	38%	33%	35%	35%	33%	36%	-	*	-	-
	CWD	25%	17%	33%	*	40%	*	-	-	-	-	17%	*	33%	-	*	*	40%	-	-	-	-
	CWOD	50%	38%	35%	32%	34%	60%	-	-	-	*	36%	30%	-	35%	39%	34%	36%	-	*	-	-
	EL	38%	35%	35%	*	33%	*	-	-	-	-	39%	17%	*	39%	35%	44%	25%	-	-	-	-
	Male	48%	37%	33%	22%	45%	*	-	-	-	*	35%	29%	*	34%	44%	33%	-	-	*	-	-
	Female	46%	35%	36%	38%	24%	*	-	-	-	-	33%	50%	40%	36%	25%	-	36%	-	-	-	-
Science	All Students	38%	28%	27%	18%	30%	50%	-	-	-	*	26%	31%	33%	26%	26%	27%	27%	-	*	-	-
	CWD	23%	16%	33%	*	40%	*	-	-	-	-	17%	*	33%	-	*	*	40%	-	-	-	-
	CWOD	40%	29%	26%	16%	28%	60%	-	-	-	*	28%	20%	-	26%	29%	28%	25%	-	*	-	-
	EL	24%	23%	26%	*	23%	*	-	-	-	-	32%	0%	*	29%	26%	33%	19%	-	-	-	-
	Male	41%	31%	27%	11%	40%	*	-	-	-	*	31%	14%	*	28%	33%	27%	-	-	*	-	-
	Female	34%	24%	27%	23%	18%	*	-	-	-	-	22%	50%	40%	25%	19%	-	27%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	40%	47%	36%	*	-	*	*	*	42%	17%	20%	44%	38%	37%	42%	-	*	-	-
	CWD	21%	20%	20%	*	*	-	-	*	-	-	22%	*	20%	-	*	13%	*	-	-	-	-
	CWOD	46%	45%	44%	62%	38%	*	-	*	*	*	47%	20%	-	44%	38%	47%	41%	-	*	-	-
	EL	24%	34%	38%	*	34%	*	-	*	-	-	42%	*	*	38%	38%	36%	39%	-	-	-	-
	Male	40%	40%	37%	45%	31%	-	-	*	-	*	36%	*	13%	47%	36%	37%	-	-	-	-	-
	Female	45%	44%	42%	50%	40%	*	-	*	*	-	48%	*	*	41%	39%	-	42%	-	*	-	-
Mathematics	All Students	38%	37%	36%	24%	42%	*	-	*	*	*	40%	0%	20%	40%	41%	33%	39%	-	*	-	-
	CWD	20%	21%	20%	*	*	-	-	*	-	-	22%	*	20%	-	*	13%	*	-	-	-	-
	CWOD	41%	40%	40%	31%	45%	*	-	*	*	*	44%	0%	-	40%	41%	42%	38%	-	*	-	-
	EL	24%	35%	41%	*	41%	*	-	*	-	-	45%	*	*	41%	41%	36%	43%	-	-	-	-
	Male	40%	39%	33%	27%	38%	-	-	*	-	*	36%	*	13%	42%	36%	33%	-	-	-	-	-
	Female	36%	35%	39%	17%	45%	*	-	*	*	-	44%	*	*	38%	43%	-	39%	-	*	-	-



Texas Education Agency  
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BURGIN EL (220901155) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	8%	4%	11%	*	-	*	-	*	7%	13%	0%	9%	12%	6%	10%	-	*	*	-
	CWD	12%	8%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	*	-
	CWOD	32%	25%	9%	5%	13%	*	-	*	-	*	9%	14%	-	9%	13%	8%	11%	-	*	-	-
	EL	19%	20%	12%	*	14%	*	-	*	-	*	10%	*	*	13%	12%	8%	14%	-	-	-	-
	Male	28%	21%	6%	6%	6%	-	-	-	-	*	6%	*	0%	8%	8%	6%	-	-	*	*	-
	Female	31%	25%	10%	0%	15%	*	-	*	-	*	9%	20%	*	11%	14%	-	10%	-	*	-	-
Mathematics	All Students	20%	14%	4%	0%	7%	*	-	*	-	*	4%	0%	0%	5%	9%	3%	5%	-	*	*	-
	CWD	10%	6%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	*	-
	CWOD	22%	15%	5%	0%	8%	*	-	*	-	*	5%	0%	-	5%	10%	4%	5%	-	*	-	-
	EL	15%	15%	9%	*	10%	*	-	*	-	*	10%	*	*	10%	9%	8%	10%	-	-	-	-
	Male	23%	16%	3%	0%	6%	-	-	-	-	*	3%	*	0%	4%	8%	3%	-	-	*	*	-
	Female	18%	12%	5%	0%	7%	*	-	*	-	*	6%	0%	*	5%	10%	-	5%	-	*	-	-
Grade 4																						
Reading	All Students	28%	22%	13%	19%	13%	0%	-	*	-	*	13%	15%	13%	13%	10%	15%	10%	-	*	-	-
	CWD	10%	7%	13%	*	*	-	-	-	-	*	13%	-	13%	-	*	17%	*	-	*	-	-
	CWOD	31%	24%	13%	22%	12%	0%	-	*	-	*	13%	15%	-	13%	10%	14%	10%	-	-	-	-
	EL	18%	18%	10%	*	12%	0%	-	*	-	-	11%	0%	*	10%	10%	12%	6%	-	-	-	-
	Male	26%	22%	15%	20%	15%	0%	-	*	-	*	17%	0%	17%	14%	12%	15%	-	-	-	-	-
	Female	29%	22%	10%	17%	9%	*	-	*	-	*	4%	*	*	10%	6%	-	10%	-	*	-	-
Mathematics	All Students	22%	14%	4%	14%	2%	0%	-	*	-	*	4%	8%	0%	5%	2%	5%	3%	-	*	-	-
	CWD	10%	6%	0%	*	*	-	-	-	-	*	0%	-	0%	-	*	0%	*	-	*	-	-
	CWOD	25%	15%	5%	17%	2%	0%	-	*	-	*	4%	8%	-	5%	2%	5%	3%	-	-	-	-
	EL	16%	14%	2%	*	2%	0%	-	*	-	-	2%	0%	*	2%	2%	3%	0%	-	-	-	-
	Male	25%	16%	5%	13%	3%	0%	-	*	-	*	6%	0%	0%	5%	3%	5%	-	-	-	-	-
	Female	19%	12%	3%	17%	0%	*	-	*	-	*	0%	*	*	3%	0%	-	3%	-	*	-	-
Grade 5																						
Reading	All Students	36%	29%	21%	9%	24%	50%	-	-	-	*	23%	15%	0%	25%	29%	15%	27%	-	*	-	-
	CWD	12%	10%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	40%	32%	25%	11%	28%	60%	-	-	-	*	26%	20%	-	25%	32%	17%	32%	-	*	-	-
	EL	23%	25%	29%	*	27%	*	-	-	-	-	32%	17%	*	32%	29%	22%	38%	-	-	-	-
	Male	32%	27%	15%	11%	20%	*	-	-	-	*	15%	14%	*	17%	22%	15%	-	-	*	-	-
	Female	39%	31%	27%	8%	29%	*	-	-	-	-	30%	17%	0%	32%	38%	-	27%	-	-	-	-
Mathematics	All Students	24%	16%	9%	5%	8%	33%	-	-	-	*	11%	0%	0%	11%	12%	6%	12%	-	*	-	-
	CWD	9%	6%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	26%	17%	11%	5%	9%	40%	-	-	-	*	13%	0%	-	11%	13%	7%	14%	-	*	-	-
	EL	17%	15%	12%	*	7%	*	-	-	-	-	14%	0%	*	13%	12%	11%	13%	-	-	-	-
	Male	25%	17%	6%	0%	10%	*	-	-	-	*	8%	0%	*	7%	11%	6%	-	-	*	-	-

Texas Education Agency  
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BURGIN EL (220901155) - ARLINGTON ISD - TARRANT 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%	14%	12%	8%	6%	*	-	-	-	-	15%	0%	0%	14%	13%	-	12%	-	-	-	-
Science	All Students	17%	12%	6%	5%	5%	17%	-	-	-	*	8%	0%	0%	7%	9%	3%	9%	-	*	-	-
	CWD	9%	6%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	19%	12%	7%	5%	6%	20%	-	-	-	*	9%	0%	-	7%	10%	3%	11%	-	*	-	-
	EL	9%	8%	9%	*	7%	*	-	-	-	-	11%	0%	*	10%	9%	6%	13%	-	-	-	-
	Male	20%	14%	3%	0%	5%	*	-	-	-	*	4%	0%	*	3%	6%	3%	-	-	*	-	-
	Female	15%	10%	9%	8%	6%	*	-	-	-	-	11%	0%	0%	11%	13%	-	9%	-	-	-	-
Grade 6																						
Reading	All Students	23%	21%	10%	12%	9%	*	-	*	*	*	12%	0%	0%	13%	15%	7%	13%	-	*	-	-
	CWD	8%	7%	0%	*	*	-	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	23%	13%	15%	10%	*	-	*	*	*	14%	0%	-	13%	16%	11%	14%	-	*	-	-
	EL	9%	15%	15%	*	10%	*	-	*	-	-	16%	*	*	16%	15%	9%	17%	-	-	-	-
	Male	21%	19%	7%	18%	0%	-	-	*	-	*	8%	*	0%	11%	9%	7%	-	-	-	-	-
	Female	25%	23%	13%	0%	15%	*	-	*	*	-	15%	*	*	14%	17%	-	13%	-	*	-	-
Mathematics	All Students	16%	16%	9%	0%	9%	*	-	*	*	*	10%	0%	10%	8%	15%	4%	13%	-	*	-	-
	CWD	8%	9%	10%	*	*	-	-	*	-	-	11%	*	10%	-	*	0%	*	-	-	-	-
	CWOD	17%	17%	8%	0%	7%	*	-	*	*	*	9%	0%	-	8%	13%	5%	10%	-	*	-	-
	EL	7%	14%	15%	*	10%	*	-	*	-	-	16%	*	*	13%	15%	9%	17%	-	-	-	-
	Male	17%	18%	4%	0%	8%	-	-	*	-	*	4%	*	0%	5%	9%	4%	-	-	-	-	-
	Female	14%	13%	13%	0%	10%	*	-	*	*	-	15%	*	*	10%	17%	-	13%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	56%	52%	59%	65%	-	58%	*	31%	57%	56%	41%	59%	59%	56%	57%	-	27%	*	-
	CWD	44%	36%	41%	48%	37%	*	-	*	-	*	39%	54%	41%	-	19%	40%	44%	-	*	*	-
	CWOD	77%	70%	59%	53%	62%	65%	-	63%	*	44%	59%	56%	-	59%	61%	59%	58%	-	31%	-	-
	EL	59%	58%	59%	44%	59%	62%	-	63%	-	*	59%	55%	19%	61%	59%	62%	55%	-	-	-	-
	Male	71%	63%	56%	48%	62%	47%	-	67%	-	44%	58%	43%	40%	59%	62%	56%	-	-	0%	*	-
	Female	75%	68%	57%	58%	56%	81%	-	50%	*	*	55%	70%	44%	58%	55%	-	57%	-	50%	-	-
Reading	All Students	74%	67%	61%	59%	64%	59%	-	50%	*	17%	61%	60%	45%	63%	63%	57%	64%	-	29%	*	-
	CWD	43%	35%	45%	50%	42%	*	-	*	-	*	42%	60%	45%	-	22%	44%	45%	-	*	*	-
	CWOD	78%	72%	63%	61%	66%	56%	-	*	*	*	63%	60%	-	63%	65%	60%	66%	-	33%	-	-
	EL	57%	57%	63%	*	65%	54%	-	*	-	*	63%	61%	22%	65%	63%	64%	61%	-	-	-	-
	Male	70%	63%	57%	50%	64%	38%	-	*	-	*	60%	43%	44%	60%	64%	57%	-	-	*	*	-
	Female	78%	73%	64%	74%	63%	78%	-	*	*	*	62%	79%	45%	66%	61%	-	64%	-	*	-	-
Mathematics	All Students	71%	64%	55%	49%	57%	65%	-	67%	*	50%	55%	55%	34%	58%	59%	57%	53%	-	29%	*	-
	CWD	44%	36%	34%	43%	32%	*	-	*	-	*	33%	40%	34%	-	22%	33%	36%	-	*	*	-
	CWOD	75%	67%	58%	50%	61%	69%	-	*	*	*	58%	57%	-	58%	61%	62%	55%	-	33%	-	-
	EL	61%	61%	59%	*	58%	69%	-	*	-	*	59%	56%	22%	61%	59%	62%	55%	-	-	-	-
	Male	71%	63%	57%	50%	60%	50%	-	*	-	*	59%	43%	33%	62%	62%	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	Female	71%	64%	53%	47%	55%	78%	-	*	*	*	51%	68%	36%	55%	55%	-	53%	-	*	-	-
Science	All Students	74%	66%	44%	36%	43%	83%	-	-	-	*	43%	46%	56%	42%	41%	45%	42%	-	*	-	-
	CWD	47%	38%	56%	*	40%	*	-	-	-	-	50%	*	56%	-	*	*	60%	-	-	-	-
	CWOD	78%	69%	42%	32%	44%	80%	-	-	-	*	43%	40%	-	42%	45%	45%	39%	-	*	-	-
	EL	58%	56%	41%	*	40%	*	-	-	-	-	43%	33%	*	45%	41%	50%	31%	-	-	-	-
	Male	74%	65%	45%	22%	55%	*	-	-	-	*	46%	43%	*	45%	50%	45%	-	-	*	-	-
	Female	75%	66%	42%	46%	29%	*	-	-	-	-	41%	50%	60%	39%	31%	-	42%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	31%	25%	32%	50%	-	50%	*	8%	30%	33%	21%	32%	32%	29%	33%	-	13%	*	-
	CWD	23%	18%	21%	16%	23%	*	-	*	-	*	17%	46%	21%	-	10%	17%	30%	-	*	*	-
	CWOD	50%	42%	32%	27%	33%	51%	-	50%	*	11%	32%	31%	-	32%	34%	31%	33%	-	15%	-	-
	EL	29%	30%	32%	11%	31%	48%	-	50%	-	*	33%	26%	10%	34%	32%	33%	32%	-	-	-	-
	Male	45%	38%	29%	24%	32%	21%	-	50%	-	11%	30%	22%	17%	31%	33%	29%	-	-	0%	*	-
	Female	48%	41%	33%	27%	31%	76%	-	50%	*	*	31%	45%	30%	33%	32%	-	33%	-	25%	-	-
Reading	All Students	52%	45%	35%	29%	37%	53%	-	33%	*	0%	34%	38%	21%	37%	38%	32%	37%	-	29%	*	-
	CWD	24%	19%	21%	14%	21%	*	-	*	-	*	18%	40%	21%	-	11%	19%	27%	-	*	*	-
	CWOD	56%	48%	37%	32%	39%	50%	-	*	*	*	37%	37%	-	37%	40%	35%	38%	-	33%	-	-
	EL	31%	33%	38%	*	38%	46%	-	*	-	*	38%	39%	11%	40%	38%	39%	37%	-	-	-	-
	Male	47%	41%	32%	29%	37%	25%	-	*	-	*	34%	24%	19%	35%	39%	32%	-	-	*	*	-
	Female	56%	49%	37%	29%	37%	78%	-	*	*	*	34%	53%	27%	38%	37%	-	37%	-	*	-	-
Mathematics	All Students	41%	33%	27%	23%	27%	47%	-	67%	*	17%	27%	30%	18%	29%	28%	25%	30%	-	0%	*	-
	CWD	22%	17%	18%	14%	21%	*	-	*	-	*	15%	40%	18%	-	11%	15%	27%	-	*	*	-
	CWOD	44%	35%	29%	25%	27%	50%	-	*	*	*	29%	29%	-	29%	29%	27%	31%	-	0%	-	-
	EL	29%	29%	28%	*	25%	46%	-	*	-	*	28%	22%	11%	29%	28%	26%	29%	-	-	-	-
	Male	42%	34%	25%	21%	26%	25%	-	*	-	*	25%	24%	15%	27%	26%	25%	-	-	*	*	-
	Female	40%	33%	30%	26%	28%	67%	-	*	*	*	29%	37%	27%	31%	29%	-	30%	-	*	-	-
Science	All Students	46%	37%	27%	18%	30%	50%	-	-	-	*	26%	31%	33%	26%	26%	27%	27%	-	*	-	-
	CWD	23%	17%	33%	*	40%	*	-	-	-	-	17%	*	33%	-	*	*	40%	-	-	-	-
	CWOD	49%	39%	26%	16%	28%	60%	-	-	-	*	28%	20%	-	26%	29%	28%	25%	-	*	-	-
	EL	25%	25%	26%	*	23%	*	-	-	-	-	32%	0%	*	29%	26%	33%	19%	-	-	-	-
	Male	47%	37%	27%	11%	40%	*	-	-	-	*	31%	14%	*	28%	33%	27%	-	-	*	-	-
	Female	45%	36%	27%	23%	18%	*	-	-	-	-	22%	50%	40%	25%	19%	-	27%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	9%	7%	10%	23%	-	0%	*	0%	10%	6%	2%	10%	12%	7%	11%	-	0%	*	-
	CWD	9%	6%	2%	0%	5%	*	-	*	-	*	3%	0%	2%	-	5%	2%	4%	-	*	*	-
	CWOD	24%	18%	10%	9%	10%	24%	-	0%	*	0%	11%	8%	-	10%	12%	9%	12%	-	0%	-	-
	EL	12%	12%	12%	11%	11%	28%	-	0%	-	*	13%	5%	5%	12%	12%	9%	14%	-	-	-	-
	Male	21%	16%	7%	8%	9%	0%	-	0%	-	0%	8%	2%	2%	9%	9%	7%	-	-	0%	*	-
	Female	23%	18%	11%	6%	11%	43%	-	0%	*	*	11%	11%	4%	12%	14%	-	11%	-	0%	-	-
Reading	All Students	25%	20%	13%	10%	14%	24%	-	0%	*	0%	13%	13%	3%	15%	16%	11%	15%	-	0%	*	-
	CWD	9%	6%	3%	0%	5%	*	-	*	-	*	3%	0%	3%	-	0%	4%	0%	-	*	*	-
	CWOD	27%	21%	15%	13%	15%	25%	-	*	*	*	15%	14%	-	15%	17%	13%	16%	-	0%	-	-
	EL	13%	14%	16%	*	15%	23%	-	*	-	*	16%	11%	0%	17%	16%	13%	18%	-	-	-	-
	Male	22%	17%	11%	13%	12%	0%	-	*	-	*	13%	5%	4%	13%	13%	11%	-	-	*	*	-
	Female	28%	22%	15%	6%	16%	44%	-	*	*	*	14%	21%	0%	16%	18%	-	15%	-	*	-	-
Mathematics	All Students	20%	14%	6%	5%	6%	24%	-	0%	*	0%	7%	3%	3%	7%	9%	4%	8%	-	0%	*	-
	CWD	9%	6%	3%	0%	5%	*	-	*	-	*	3%	0%	3%	-	11%	0%	9%	-	*	*	-
	CWOD	21%	16%	7%	6%	6%	25%	-	*	*	*	7%	3%	-	7%	8%	5%	8%	-	0%	-	-
	EL	12%	12%	9%	*	7%	31%	-	*	-	*	10%	0%	11%	8%	9%	7%	11%	-	-	-	-
	Male	21%	15%	4%	4%	6%	0%	-	*	-	*	5%	0%	0%	5%	7%	4%	-	-	*	*	-
	Female	19%	13%	8%	6%	6%	44%	-	*	*	*	9%	5%	9%	8%	11%	-	8%	-	*	-	-
Science	All Students	20%	15%	6%	5%	5%	17%	-	-	-	*	8%	0%	0%	7%	9%	3%	9%	-	*	-	-
	CWD	8%	5%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	22%	16%	7%	5%	6%	20%	-	-	-	*	9%	0%	-	7%	10%	3%	11%	-	*	-	-
	EL	7%	8%	9%	*	7%	*	-	-	-	-	11%	0%	*	10%	9%	6%	13%	-	-	-	-
	Male	22%	15%	3%	0%	5%	*	-	-	-	*	4%	0%	*	3%	6%	3%	-	-	*	-	-
	Female	19%	14%	9%	8%	6%	*	-	-	-	-	11%	0%	0%	11%	13%	-	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	84	87	80	95	-	*	-	*	83	75	83
CWD	75	67	75	*	-	*	-	-	70	75	40
CWOD	85	91	81	95	-	*	-	*	85	-	85
EL ◇	83	*	82	93	-	*	-	-	82	40	83
Male	83	82	81	92	-	*	-	*	83	76	86
Female	85	95	78	100	-	-	-	-	84	71	78
<b>Mathematics</b>											
All Students	77	74	79	82	-	*	-	*	77	64	82
CWD	64	56	69	*	-	*	-	-	67	64	67
CWOD	80	77	80	80	-	*	-	*	78	-	83
EL ◇	82	*	81	86	-	*	-	-	81	67	82
Male	76	68	80	83	-	*	-	*	76	67	87
Female	79	84	77	80	-	-	-	-	78	57	76

- Indicates there are no students in the group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<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
250	30	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	32	28	34	46	-	36	*	13	32	21	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)

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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	Y	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	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
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%
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											

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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%	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%	-
<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%	-
	EL	100%	*	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>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%	-
	EL	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	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%	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%	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%	-
Reading	All Students	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	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%	-
Mathematics	All Students	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	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%	-
Science	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	0%	*	0%	*	-	-	-	-	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%	-

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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	10	4	3	3	0	0	0	0	5		
	Female	11	7	2	2	0	0	0	0	1		
	Total	21	11	5	5	0	0	0	0	6		
<b>Out-of-School Suspensions</b>												
	Male	4	2	1	1	0	0	0	0	1		
	Female	1	1	0	0	0	0	0	0	0		
	Total	5	3	1	1	0	0	0	0	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		

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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	6	2	4	0	0	0	0	0	3		2
	Female	3	2	1	0	0	0	0	0	0		2
	Total	9	4	5	0	0	0	0	0	3		4
<b>Out-of-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>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	29	13	11	4	-8	-8	-8	1	6	8	-8
	Female	48	22	19	7	-8	-8	-8	-8	13	5	-8
	Total	77	35	30	11	-8	-8	-8	1	19	13	-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	22	7	13	1	0	1	0	0	15	0
	Female	34	9	21	2	0	1	0	1	21	0
	Total	56	16	34	3	0	2	0	1	36	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.

High Poverty School		
		All School
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.9	16.9%
Teachers Teaching with Emergency or Provisional Credentials	2.7	6.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.2	0.5%

- 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%	48	1%	*	1%
Mathematics	6,587	2%	48	1%	*	1%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	5%
Mathematics	6,205	2%	32	1%	*	5%
Science	6,200	2%	32	1%	*	5%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	3%
Mathematics	6,177	2%	59	1%	*	3%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	15	2%
Reading	48,805	1%	354	1%	6	2%
Mathematics	43,293	1%	319	1%	6	2%
Science	17,856	1%	118	1%	*	5%

- Indicates there are no students in the group.

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

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	21%	21%	23%	22%	*	0%	-	13%	21%	24%	19%

- Indicates there are no students in the group.

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

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

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

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<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 and 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																					

Texas Education Agency  
2022 Federal Report Card  
BECKHAM EL (220901158) - ARLINGTON ISD - TARRANT 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%	68%	74%	64%	75%	*	-	89%	-	*	70%	91%	17%	81%	82%	62%	84%	-	-	*	-
	CWD	52%	42%	17%	*	*	-	-	*	-	*	*	*	17%	-	*	*	*	-	-	*	-
	CWOD	80%	72%	81%	82%	79%	*	-	88%	-	*	77%	100%	-	81%	85%	73%	87%	-	-	-	-
	EL	66%	64%	82%	*	70%	*	-	88%	-	-	80%	*	*	85%	82%	64%	94%	-	-	-	-
	Male	74%	64%	62%	63%	58%	-	-	80%	-	*	57%	80%	*	73%	64%	62%	-	-	-	-	-
	Female	78%	71%	84%	67%	100%	*	-	92%	-	*	81%	100%	*	87%	94%	-	84%	-	-	*	-
Mathematics	All Students	70%	61%	78%	57%	85%	*	-	89%	-	*	74%	91%	33%	83%	86%	65%	88%	-	-	*	-
	CWD	46%	38%	33%	*	*	-	-	*	-	*	*	*	33%	-	*	*	*	-	-	*	-
	CWOD	74%	64%	83%	73%	84%	*	-	88%	-	*	79%	100%	-	83%	85%	73%	90%	-	-	-	-
	EL	64%	61%	86%	*	80%	*	-	88%	-	-	84%	*	*	85%	86%	73%	94%	-	-	-	-
	Male	72%	62%	65%	50%	75%	-	-	80%	-	*	62%	80%	*	73%	73%	65%	-	-	-	-	-
	Female	68%	59%	88%	67%	100%	*	-	92%	-	*	85%	100%	*	90%	94%	-	88%	-	-	*	-
Grade 4																						
Reading	All Students	76%	68%	73%	69%	70%	100%	-	75%	-	*	67%	82%	17%	82%	83%	78%	65%	-	*	-	*
	CWD	48%	39%	17%	*	*	-	-	*	-	*	*	*	17%	-	*	*	20%	-	-	-	-
	CWOD	81%	72%	82%	73%	88%	100%	-	83%	-	*	74%	93%	-	82%	90%	81%	83%	-	*	-	*
	EL	66%	63%	83%	-	*	*	-	71%	-	-	80%	*	*	90%	83%	86%	80%	-	*	-	-
	Male	73%	64%	78%	70%	80%	100%	-	80%	-	*	73%	83%	*	81%	86%	78%	-	-	*	-	*
	Female	79%	72%	65%	67%	60%	*	-	*	-	*	58%	80%	20%	83%	80%	-	65%	-	-	-	-
Mathematics	All Students	68%	56%	50%	44%	50%	71%	-	63%	-	*	37%	71%	17%	55%	50%	56%	41%	-	*	-	*
	CWD	42%	32%	17%	*	*	-	-	*	-	*	*	*	17%	-	*	*	20%	-	-	-	-
	CWOD	73%	60%	55%	47%	63%	71%	-	67%	-	*	39%	80%	-	55%	50%	58%	50%	-	*	-	*
	EL	63%	58%	50%	-	*	*	-	57%	-	-	50%	*	*	50%	50%	43%	60%	-	*	-	-
	Male	70%	58%	56%	50%	60%	80%	-	60%	-	*	40%	75%	*	58%	43%	56%	-	-	*	-	*
	Female	67%	55%	41%	33%	40%	*	-	*	-	*	33%	60%	20%	50%	60%	-	41%	-	-	-	-
Grade 5																						
Reading	All Students	80%	75%	86%	75%	83%	88%	-	100%	-	*	87%	84%	60%	90%	93%	79%	94%	-	*	-	-
	CWD	50%	44%	60%	40%	*	*	-	*	-	-	63%	*	60%	-	*	50%	*	-	*	-	-
	CWOD	85%	79%	90%	84%	85%	86%	-	100%	-	*	91%	87%	-	90%	96%	85%	94%	-	-	-	-
	EL	71%	72%	93%	*	100%	*	-	100%	-	-	92%	*	*	96%	93%	87%	100%	-	-	-	-
	Male	77%	72%	79%	58%	77%	83%	-	100%	-	*	79%	77%	50%	85%	87%	79%	-	-	-	-	-
	Female	83%	78%	94%	92%	90%	*	-	100%	-	-	96%	92%	*	94%	100%	-	94%	-	*	-	-
Mathematics	All Students	76%	65%	83%	63%	91%	75%	-	100%	-	*	81%	88%	20%	93%	93%	76%	91%	-	*	-	-
	CWD	50%	38%	20%	0%	*	*	-	*	-	-	13%	*	20%	-	*	13%	*	-	*	-	-
	CWOD	80%	69%	93%	79%	100%	86%	-	100%	-	*	93%	91%	-	93%	96%	91%	94%	-	-	-	-
	EL	70%	66%	93%	*	100%	*	-	100%	-	-	92%	*	*	96%	93%	87%	100%	-	-	-	-
	Male	75%	65%	76%	42%	92%	67%	-	100%	-	*	76%	77%	13%	91%	87%	76%	-	-	-	-	-
	Female	76%	66%	91%	83%	90%	*	-	100%	-	-	87%	100%	*	94%	100%	-	91%	-	*	-	-

Texas Education Agency  
2022 Federal Report Card  
BECKHAM EL (220901158) - ARLINGTON ISD - TARRANT 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%	54%	78%	54%	83%	88%	-	95%	-	*	79%	76%	50%	82%	83%	76%	80%	-	*	-	-	
	CWD	40%	33%	50%	20%	*	*	-	*	-	-	50%	*	50%	-	*	38%	*	-	*	-	-	
	CWOD	69%	57%	82%	63%	85%	86%	-	95%	-	*	84%	78%	-	82%	86%	85%	79%	-	-	-	-	
	EL	52%	49%	83%	*	88%	*	-	94%	-	-	85%	*	*	86%	83%	87%	80%	-	-	-	-	
	Male	67%	57%	76%	42%	85%	83%	-	100%	-	*	79%	69%	38%	85%	87%	76%	-	-	-	-	-	
	Female	63%	52%	80%	67%	80%	*	-	91%	-	-	78%	83%	*	79%	80%	-	80%	-	*	-	-	
Grade 6																							
Reading	All Students	69%	68%	72%	63%	64%	*	-	78%	-	*	67%	81%	56%	75%	76%	61%	84%	-	-	-	*	
	CWD	38%	38%	56%	*	*	-	-	*	-	*	50%	*	56%	-	*	50%	*	-	-	-	-	
	CWOD	74%	73%	75%	75%	60%	*	-	78%	-	*	70%	83%	-	75%	76%	63%	86%	-	-	-	*	
	EL	53%	61%	76%	*	60%	*	-	76%	-	-	74%	80%	*	76%	76%	65%	88%	-	-	-	-	
	Male	66%	64%	61%	55%	*	*	-	69%	-	*	59%	64%	50%	63%	65%	61%	-	-	-	-	-	
	Female	72%	72%	84%	75%	71%	*	-	91%	-	*	76%	100%	*	86%	88%	-	84%	-	-	-	*	
Mathematics	All Students	72%	70%	83%	79%	73%	*	-	93%	-	*	79%	90%	78%	84%	85%	82%	84%	-	-	-	*	
	CWD	47%	47%	78%	*	*	-	-	*	-	*	83%	*	78%	-	*	83%	*	-	-	-	-	
	CWOD	76%	74%	84%	81%	70%	*	-	96%	-	*	78%	94%	-	84%	86%	81%	86%	-	-	-	*	
	EL	61%	69%	85%	*	60%	*	-	92%	-	-	78%	100%	*	86%	85%	88%	81%	-	-	-	-	
	Male	73%	70%	82%	73%	*	*	-	94%	-	*	82%	82%	83%	81%	88%	82%	-	-	-	-	-	
	Female	72%	70%	84%	88%	71%	*	-	91%	-	*	76%	100%	*	86%	81%	-	84%	-	-	-	*	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	50%	36%	60%	*	-	50%	-	*	43%	82%	17%	54%	46%	46%	53%	-	-	*	-	
	CWD	30%	24%	17%	*	*	-	-	*	-	*	*	*	17%	-	*	*	*	-	-	*	-	
	CWOD	54%	44%	54%	45%	63%	*	-	47%	-	*	47%	89%	-	54%	46%	55%	53%	-	-	-	-	
	EL	37%	36%	46%	*	40%	*	-	44%	-	-	40%	*	*	46%	46%	64%	35%	-	-	-	-	
	Male	49%	40%	46%	13%	58%	-	-	80%	-	*	43%	60%	*	55%	64%	46%	-	-	-	-	-	
	Female	52%	43%	53%	67%	63%	*	-	38%	-	*	42%	100%	*	53%	35%	-	53%	-	-	*	-	
Mathematics	All Students	42%	32%	38%	21%	35%	*	-	61%	-	*	32%	64%	17%	40%	43%	35%	41%	-	-	*	-	
	CWD	27%	19%	17%	*	*	-	-	*	-	*	*	*	17%	-	*	*	*	-	-	*	-	
	CWOD	45%	34%	40%	27%	37%	*	-	59%	-	*	35%	67%	-	40%	42%	41%	40%	-	-	-	-	
	EL	35%	32%	43%	*	20%	*	-	63%	-	-	36%	*	*	42%	43%	36%	47%	-	-	-	-	
	Male	45%	35%	35%	13%	33%	-	-	80%	-	*	29%	60%	*	41%	36%	35%	-	-	-	-	-	
	Female	39%	30%	41%	33%	38%	*	-	54%	-	*	35%	67%	*	40%	47%	-	41%	-	-	*	-	
Grade 4																							
Reading	All Students	53%	45%	50%	44%	60%	71%	-	38%	-	*	52%	47%	17%	55%	67%	52%	47%	-	*	-	*	
	CWD	29%	21%	17%	*	*	-	-	*	-	*	*	*	17%	-	*	*	20%	-	-	-	-	
	CWOD	57%	48%	55%	47%	75%	71%	-	33%	-	*	57%	53%	-	55%	70%	54%	58%	-	*	-	*	
	EL	41%	40%	67%	-	*	*	-	43%	-	-	70%	*	*	70%	67%	71%	60%	-	*	-	-	
	Male	51%	43%	52%	50%	60%	60%	-	40%	-	*	53%	50%	*	54%	71%	52%	-	-	*	-	*	

Texas Education Agency  
2022 Federal Report Card  
BECKHAM EL (220901158) - ARLINGTON ISD - TARRANT 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%	46%	47%	33%	60%	*	-	*	-	*	50%	40%	20%	58%	60%	-	47%	-	-	-	-
Mathematics	All Students	42%	29%	11%	6%	10%	14%	-	25%	-	*	11%	12%	17%	11%	25%	15%	6%	-	*	-	*
	CWD	25%	18%	17%	*	*	-	-	*	-	*	*	*	17%	-	*	*	20%	-	-	-	-
	CWOD	45%	31%	11%	7%	13%	14%	-	17%	-	*	9%	13%	-	11%	20%	15%	0%	-	*	-	*
	EL	34%	29%	25%	-	*	*	-	29%	-	-	30%	*	*	20%	25%	29%	20%	-	*	-	-
	Male	45%	32%	15%	10%	20%	20%	-	20%	-	*	13%	17%	*	15%	29%	15%	-	-	*	-	*
	Female	38%	26%	6%	0%	0%	*	-	*	-	*	8%	0%	20%	0%	20%	-	6%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	65%	58%	65%	75%	-	65%	-	*	63%	68%	30%	70%	63%	60%	71%	-	*	-	-
	CWD	29%	22%	30%	20%	*	*	-	*	-	-	25%	*	30%	-	*	25%	*	-	*	-	-
	CWOD	61%	52%	70%	68%	70%	86%	-	63%	-	*	70%	70%	-	70%	64%	68%	73%	-	-	-	-
	EL	43%	44%	63%	*	75%	*	-	59%	-	-	62%	*	*	64%	63%	67%	60%	-	-	-	-
	Male	53%	46%	60%	33%	62%	67%	-	78%	-	*	59%	62%	25%	68%	67%	60%	-	-	-	-	-
	Female	60%	52%	71%	83%	70%	*	-	55%	-	-	70%	75%	*	73%	60%	-	71%	-	*	-	-
Mathematics	All Students	47%	36%	51%	25%	43%	50%	-	85%	-	*	48%	56%	20%	55%	60%	50%	51%	-	*	-	-
	CWD	25%	17%	20%	0%	*	*	-	*	-	-	13%	*	20%	-	*	13%	*	-	*	-	-
	CWOD	50%	38%	55%	32%	45%	57%	-	84%	-	*	55%	57%	-	55%	61%	59%	52%	-	-	-	-
	EL	38%	35%	60%	*	38%	*	-	82%	-	-	58%	*	*	61%	60%	53%	67%	-	-	-	-
	Male	48%	37%	50%	17%	46%	50%	-	89%	-	*	45%	62%	13%	59%	53%	50%	-	-	-	-	-
	Female	46%	35%	51%	33%	40%	*	-	82%	-	-	52%	50%	*	52%	67%	-	51%	-	*	-	-
Science	All Students	38%	28%	40%	21%	39%	50%	-	55%	-	*	37%	48%	30%	42%	40%	45%	34%	-	*	-	-
	CWD	23%	16%	30%	20%	*	*	-	*	-	-	25%	*	30%	-	*	25%	*	-	*	-	-
	CWOD	40%	29%	42%	21%	40%	57%	-	53%	-	*	39%	48%	-	42%	39%	50%	33%	-	-	-	-
	EL	24%	23%	40%	*	38%	*	-	47%	-	-	38%	*	*	39%	40%	53%	27%	-	-	-	-
	Male	41%	31%	45%	17%	46%	33%	-	78%	-	*	41%	54%	25%	50%	53%	45%	-	-	-	-	-
	Female	34%	24%	34%	25%	30%	*	-	36%	-	-	30%	42%	*	33%	27%	-	34%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	52%	37%	36%	*	-	74%	-	*	49%	57%	56%	51%	67%	48%	55%	-	-	-	*
	CWD	21%	20%	56%	*	*	-	-	*	-	*	50%	*	56%	-	*	50%	*	-	-	-	-
	CWOD	46%	45%	51%	44%	30%	*	-	74%	-	*	49%	56%	-	51%	66%	48%	54%	-	-	-	*
	EL	24%	34%	67%	*	40%	*	-	72%	-	-	61%	80%	*	66%	67%	59%	75%	-	-	-	-
	Male	40%	40%	48%	27%	*	*	-	63%	-	*	45%	55%	50%	48%	59%	48%	-	-	-	-	-
	Female	45%	44%	55%	50%	29%	*	-	91%	-	*	52%	60%	*	54%	75%	-	55%	-	-	-	*
Mathematics	All Students	38%	37%	59%	42%	45%	*	-	78%	-	*	51%	76%	33%	64%	70%	58%	61%	-	-	-	*
	CWD	20%	21%	33%	*	*	-	-	*	-	*	17%	*	33%	-	*	50%	*	-	-	-	-
	CWOD	41%	40%	64%	50%	50%	*	-	83%	-	*	57%	78%	-	64%	72%	59%	68%	-	-	-	*
	EL	24%	35%	70%	*	40%	*	-	76%	-	-	61%	90%	*	72%	70%	71%	69%	-	-	-	-
	Male	40%	39%	58%	36%	*	*	-	81%	-	*	50%	73%	50%	59%	71%	58%	-	-	-	-	-
	Female	36%	35%	61%	50%	57%	*	-	73%	-	*	52%	80%	*	68%	69%	-	61%	-	-	-	*

Texas Education Agency  
2022 Federal Report Card  
BECKHAM EL (220901158) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	29%	14%	30%	*	-	33%	-	*	21%	64%	17%	31%	29%	27%	31%	-	-	*	-
	CWD	12%	8%	17%	*	*	-	-	*	-	*	*	*	17%	-	*	*	*	-	-	*	-
	CWOD	32%	25%	31%	18%	32%	*	-	29%	-	*	23%	67%	-	31%	27%	32%	30%	-	-	-	-
	EL	19%	20%	29%	*	10%	*	-	31%	-	-	24%	*	*	27%	29%	27%	29%	-	-	-	-
	Male	28%	21%	27%	0%	33%	-	-	60%	-	*	24%	40%	*	32%	27%	27%	-	-	-	-	-
	Female	31%	25%	31%	33%	25%	*	-	23%	-	*	19%	83%	*	30%	29%	-	31%	-	-	*	-
Mathematics	All Students	20%	14%	17%	7%	15%	*	-	28%	-	*	13%	36%	0%	19%	14%	23%	13%	-	-	*	-
	CWD	10%	6%	0%	*	*	-	-	*	-	*	*	*	0%	-	*	*	*	-	-	*	-
	CWOD	22%	15%	19%	9%	16%	*	-	29%	-	*	14%	44%	-	19%	15%	27%	13%	-	-	-	-
	EL	15%	15%	14%	*	0%	*	-	25%	-	-	16%	*	*	15%	14%	18%	12%	-	-	-	-
	Male	23%	16%	23%	0%	25%	-	-	60%	-	*	19%	40%	*	27%	18%	23%	-	-	-	-	-
	Female	18%	12%	13%	17%	0%	*	-	15%	-	*	8%	33%	*	13%	12%	-	13%	-	-	*	-
Grade 4																						
Reading	All Students	28%	22%	23%	13%	20%	43%	-	25%	-	*	26%	18%	17%	24%	33%	30%	12%	-	*	-	*
	CWD	10%	7%	17%	*	*	-	-	*	-	*	*	*	17%	-	*	*	20%	-	-	-	-
	CWOD	31%	24%	24%	13%	25%	43%	-	17%	-	*	26%	20%	-	24%	30%	31%	8%	-	*	-	*
	EL	18%	18%	33%	-	*	*	-	29%	-	-	40%	*	*	30%	33%	43%	20%	-	*	-	-
	Male	26%	22%	30%	20%	40%	40%	-	20%	-	*	33%	25%	*	31%	43%	30%	-	-	*	-	*
	Female	29%	22%	12%	0%	0%	*	-	*	-	*	17%	0%	20%	8%	20%	-	12%	-	-	-	-
Mathematics	All Students	22%	14%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	*
	CWD	10%	6%	0%	*	*	-	-	*	-	*	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	25%	15%	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	*
	EL	16%	14%	0%	-	*	*	-	0%	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	25%	16%	0%	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	-	-	*	-	*
	Female	19%	12%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	44%	21%	43%	75%	-	55%	-	*	33%	68%	10%	49%	37%	40%	49%	-	*	-	-
	CWD	12%	10%	10%	0%	*	*	-	*	-	-	0%	*	10%	-	*	0%	*	-	*	-	-
	CWOD	40%	32%	49%	26%	50%	86%	-	53%	-	*	39%	70%	-	49%	36%	50%	48%	-	-	-	-
	EL	23%	25%	37%	*	38%	*	-	47%	-	-	31%	*	*	36%	37%	33%	40%	-	-	-	-
	Male	32%	27%	40%	0%	38%	67%	-	67%	-	*	31%	62%	0%	50%	33%	40%	-	-	-	-	-
	Female	39%	31%	49%	42%	50%	*	-	45%	-	-	35%	75%	*	48%	40%	-	49%	-	*	-	-
Mathematics	All Students	24%	16%	30%	8%	22%	25%	-	70%	-	*	31%	28%	10%	33%	43%	21%	40%	-	*	-	-
	CWD	9%	6%	10%	0%	*	*	-	*	-	-	0%	*	10%	-	*	0%	*	-	*	-	-
	CWOD	26%	17%	33%	11%	25%	29%	-	68%	-	*	36%	26%	-	33%	43%	26%	39%	-	-	-	-
	EL	17%	15%	43%	*	25%	*	-	65%	-	-	38%	*	*	43%	43%	33%	53%	-	-	-	-
	Male	25%	17%	21%	0%	8%	17%	-	78%	-	*	24%	15%	0%	26%	33%	21%	-	-	-	-	-



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		State	District	Campus	African American	Hispanic	White	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%	14%	40%	17%	40%	*	-	64%	-	-	39%	42%	*	39%	53%	-	40%	-	*	-	-
Science	All Students	17%	12%	23%	13%	22%	38%	-	30%	-	*	21%	28%	0%	27%	20%	21%	26%	-	*	-	-
	CWD	9%	6%	0%	0%	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	19%	12%	27%	16%	25%	43%	-	32%	-	*	25%	30%	-	27%	21%	26%	27%	-	-	-	-
	EL	9%	8%	20%	*	25%	*	-	24%	-	-	19%	*	*	21%	20%	27%	13%	-	-	-	-
	Male	20%	14%	21%	0%	15%	33%	-	44%	-	*	17%	31%	0%	26%	27%	21%	-	-	-	-	-
	Female	15%	10%	26%	25%	30%	*	-	18%	-	-	26%	25%	*	27%	13%	-	26%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	22%	26%	0%	*	-	33%	-	*	21%	24%	22%	22%	27%	21%	23%	-	-	-	*
	CWD	8%	7%	22%	*	*	-	-	*	-	*	17%	*	22%	-	*	33%	*	-	-	-	-
	CWOD	25%	23%	22%	31%	0%	*	-	30%	-	*	22%	22%	-	22%	24%	19%	25%	-	-	-	*
	EL	9%	15%	27%	*	0%	*	-	32%	-	-	26%	30%	*	24%	27%	24%	31%	-	-	-	-
	Male	21%	19%	21%	18%	*	*	-	31%	-	*	18%	27%	33%	19%	24%	21%	-	-	-	-	-
	Female	25%	23%	23%	38%	0%	*	-	36%	-	*	24%	20%	*	25%	31%	-	23%	-	-	-	*
Mathematics	All Students	16%	16%	22%	16%	0%	*	-	41%	-	*	23%	19%	22%	22%	33%	27%	16%	-	-	-	*
	CWD	8%	9%	22%	*	*	-	-	*	-	*	17%	*	22%	-	*	33%	*	-	-	-	-
	CWOD	17%	17%	22%	19%	0%	*	-	39%	-	*	24%	17%	-	22%	31%	26%	18%	-	-	-	*
	EL	7%	14%	33%	*	0%	*	-	40%	-	-	35%	30%	*	31%	33%	35%	31%	-	-	-	-
	Male	17%	18%	27%	18%	*	*	-	44%	-	*	32%	18%	33%	26%	35%	27%	-	-	-	-	-
	Female	14%	13%	16%	13%	0%	*	-	36%	-	*	14%	20%	*	18%	31%	-	16%	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	77%	64%	78%	79%	-	89%	-	67%	74%	83%	42%	82%	83%	71%	82%	-	80%	*	*
	CWD	44%	36%	42%	17%	47%	*	-	76%	-	33%	40%	45%	42%	-	64%	37%	50%	-	*	*	-
	CWOD	77%	70%	82%	73%	82%	80%	-	91%	-	78%	79%	88%	-	82%	86%	78%	86%	-	*	-	*
	EL	59%	58%	83%	75%	82%	54%	-	88%	-	-	82%	90%	64%	86%	83%	77%	89%	-	*	-	-
	Male	71%	63%	71%	55%	75%	77%	-	86%	-	64%	69%	76%	37%	78%	77%	71%	-	-	*	-	*
	Female	75%	68%	82%	74%	81%	82%	-	92%	-	70%	78%	92%	50%	86%	89%	-	82%	-	*	*	*
Reading	All Students	74%	67%	77%	68%	75%	86%	-	86%	-	64%	74%	84%	42%	82%	83%	70%	84%	-	*	*	*
	CWD	43%	35%	42%	17%	43%	*	-	75%	-	*	41%	44%	42%	-	60%	37%	50%	-	*	*	-
	CWOD	78%	72%	82%	79%	79%	86%	-	88%	-	75%	79%	89%	-	82%	86%	76%	88%	-	*	-	*
	EL	57%	57%	83%	83%	81%	83%	-	85%	-	-	82%	89%	60%	86%	83%	74%	92%	-	*	-	-
	Male	70%	63%	70%	61%	68%	83%	-	80%	-	67%	68%	76%	37%	76%	74%	70%	-	-	*	-	*
	Female	78%	73%	84%	78%	83%	90%	-	92%	-	60%	80%	94%	50%	88%	92%	-	84%	-	*	*	*
Mathematics	All Students	71%	64%	76%	62%	80%	68%	-	90%	-	64%	72%	85%	39%	81%	83%	71%	81%	-	*	*	*
	CWD	44%	36%	39%	17%	43%	*	-	75%	-	*	36%	44%	39%	-	70%	37%	42%	-	*	*	-
	CWOD	75%	67%	81%	70%	84%	71%	-	92%	-	75%	77%	91%	-	81%	85%	77%	85%	-	*	-	*
	EL	61%	61%	83%	83%	81%	33%	-	89%	-	-	81%	95%	70%	85%	83%	78%	89%	-	*	-	-
	Male	71%	63%	71%	54%	79%	67%	-	89%	-	50%	68%	78%	37%	77%	78%	71%	-	-	*	-	*

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Mathematics	Female	71%	64%	81%	72%	80%	70%	-	92%	-	80%	76%	94%	42%	85%	89%	-	81%	-	*	*	*
Science	All Students	74%	66%	78%	54%	83%	88%	-	95%	-	*	79%	76%	50%	82%	83%	76%	80%	-	*	-	-
	CWD	47%	38%	50%	20%	*	*	-	*	-	-	50%	*	50%	-	*	38%	*	-	*	-	-
	CWOD	78%	69%	82%	63%	85%	86%	-	95%	-	*	84%	78%	-	82%	86%	85%	79%	-	-	-	-
	EL	58%	56%	83%	*	88%	*	-	94%	-	-	85%	*	*	86%	83%	87%	80%	-	-	-	-
	Male	74%	65%	76%	42%	85%	83%	-	100%	-	*	79%	69%	38%	85%	87%	76%	-	-	-	-	-
	Female	75%	66%	80%	67%	80%	*	-	91%	-	-	78%	83%	*	79%	80%	-	80%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	48%	33%	46%	48%	-	64%	-	50%	44%	56%	28%	51%	55%	47%	49%	-	40%	*	*
	CWD	23%	18%	28%	7%	24%	*	-	71%	-	33%	21%	45%	28%	-	55%	24%	35%	-	*	*	-
	CWOD	50%	42%	51%	38%	49%	51%	-	64%	-	56%	48%	58%	-	51%	55%	51%	51%	-	*	-	*
	EL	29%	30%	55%	50%	43%	38%	-	62%	-	-	51%	76%	55%	55%	55%	57%	53%	-	*	-	-
	Male	45%	38%	47%	24%	47%	43%	-	71%	-	64%	43%	54%	24%	51%	57%	47%	-	-	*	-	*
	Female	48%	41%	49%	43%	44%	55%	-	59%	-	30%	45%	59%	35%	51%	53%	-	49%	-	*	*	*
Reading	All Students	52%	45%	55%	45%	58%	64%	-	62%	-	45%	52%	62%	32%	58%	60%	52%	58%	-	*	*	*
	CWD	24%	19%	32%	8%	29%	*	-	75%	-	*	27%	44%	32%	-	60%	26%	42%	-	*	*	-
	CWOD	56%	48%	58%	52%	61%	67%	-	60%	-	50%	56%	65%	-	58%	60%	57%	60%	-	*	-	*
	EL	31%	33%	60%	83%	58%	67%	-	58%	-	-	56%	79%	60%	60%	60%	64%	57%	-	*	-	-
	Male	47%	41%	52%	32%	59%	58%	-	66%	-	67%	51%	56%	26%	57%	64%	52%	-	-	*	-	*
	Female	56%	49%	58%	63%	57%	70%	-	58%	-	20%	54%	70%	42%	60%	57%	-	58%	-	*	*	*
Mathematics	All Students	41%	33%	43%	25%	36%	32%	-	70%	-	45%	38%	53%	23%	46%	54%	41%	44%	-	*	*	*
	CWD	22%	17%	23%	0%	14%	*	-	63%	-	*	14%	44%	23%	-	50%	21%	25%	-	*	*	-
	CWOD	44%	35%	46%	30%	39%	33%	-	71%	-	50%	42%	54%	-	46%	55%	45%	47%	-	*	-	*
	EL	29%	29%	54%	33%	31%	17%	-	69%	-	-	49%	79%	50%	55%	54%	52%	57%	-	*	-	-
	Male	42%	34%	41%	20%	35%	33%	-	74%	-	50%	37%	51%	21%	45%	52%	41%	-	-	*	-	*
	Female	40%	33%	44%	31%	37%	30%	-	66%	-	40%	40%	55%	25%	47%	57%	-	44%	-	*	*	*
Science	All Students	46%	37%	40%	21%	39%	50%	-	55%	-	*	37%	48%	30%	42%	40%	45%	34%	-	*	-	-
	CWD	23%	17%	30%	20%	*	*	-	*	-	-	25%	*	30%	-	*	25%	*	-	*	-	-
	CWOD	49%	39%	42%	21%	40%	57%	-	53%	-	*	39%	48%	-	42%	39%	50%	33%	-	-	-	-
	EL	25%	25%	40%	*	38%	*	-	47%	-	-	38%	*	*	39%	40%	53%	27%	-	-	-	-
	Male	47%	37%	45%	17%	46%	33%	-	78%	-	*	41%	54%	25%	50%	53%	45%	-	-	-	-	-
	Female	45%	36%	34%	25%	30%	*	-	36%	-	-	30%	42%	*	33%	27%	-	34%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	25%	14%	21%	31%	-	39%	-	25%	22%	31%	11%	27%	28%	24%	26%	-	20%	*	*
	CWD	9%	6%	11%	0%	0%	*	-	47%	-	0%	6%	25%	11%	-	36%	9%	15%	-	*	*	-
	CWOD	24%	18%	27%	16%	23%	33%	-	38%	-	33%	25%	32%	-	27%	27%	27%	27%	-	*	-	*
	EL	12%	12%	28%	19%	15%	15%	-	35%	-	-	26%	36%	36%	27%	28%	28%	28%	-	*	-	-
	Male	21%	16%	24%	6%	21%	30%	-	46%	-	29%	23%	27%	9%	27%	28%	24%	-	-	*	-	*
	Female	23%	18%	26%	22%	20%	32%	-	32%	-	20%	21%	36%	15%	27%	28%	-	26%	-	*	*	*
Reading	All Students	25%	20%	31%	19%	28%	50%	-	38%	-	36%	25%	43%	16%	33%	31%	30%	31%	-	*	*	*
	CWD	9%	6%	16%	0%	0%	*	-	63%	-	*	9%	33%	16%	-	50%	11%	25%	-	*	*	-
	CWOD	27%	21%	33%	23%	32%	52%	-	35%	-	50%	28%	45%	-	33%	29%	34%	32%	-	*	-	*
	EL	13%	14%	31%	33%	19%	33%	-	35%	-	-	29%	42%	50%	29%	31%	30%	32%	-	*	-	-
	Male	22%	17%	30%	10%	32%	50%	-	43%	-	50%	26%	39%	11%	34%	30%	30%	-	-	*	-	*
	Female	28%	22%	31%	31%	23%	50%	-	34%	-	20%	24%	48%	25%	32%	32%	-	31%	-	*	*	*
Mathematics	All Students	20%	14%	19%	8%	13%	9%	-	41%	-	9%	19%	20%	10%	21%	27%	19%	20%	-	*	*	*
	CWD	9%	6%	10%	0%	0%	*	-	38%	-	*	5%	22%	10%	-	30%	11%	8%	-	*	*	-
	CWOD	21%	16%	21%	10%	14%	10%	-	42%	-	13%	21%	20%	-	21%	27%	20%	21%	-	*	-	*
	EL	12%	12%	27%	17%	8%	0%	-	38%	-	-	26%	32%	30%	27%	27%	26%	28%	-	*	-	-
	Male	21%	15%	19%	5%	12%	8%	-	49%	-	0%	21%	15%	11%	20%	26%	19%	-	-	*	-	*
	Female	19%	13%	20%	13%	13%	10%	-	34%	-	20%	17%	27%	8%	21%	28%	-	20%	-	*	*	*
Science	All Students	20%	15%	23%	13%	22%	38%	-	30%	-	*	21%	28%	0%	27%	20%	21%	26%	-	*	-	-
	CWD	8%	5%	0%	0%	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	22%	16%	27%	16%	25%	43%	-	32%	-	*	25%	30%	-	27%	21%	26%	27%	-	-	-	-
	EL	7%	8%	20%	*	25%	*	-	24%	-	-	19%	*	*	21%	20%	27%	13%	-	-	-	-
	Male	22%	15%	21%	0%	15%	33%	-	44%	-	*	17%	31%	0%	26%	27%	21%	-	-	-	-	-
	Female	19%	14%	26%	25%	30%	*	-	18%	-	-	26%	25%	*	27%	13%	-	26%	-	*	-	-

- 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	83	71	75	-	86	-	56	78	73	80
CWD	73	43	*	-	-	100	-	*	69	73	100
CWOD	80	90	71	75	-	84	-	50	79	-	78
EL ◇	80	100	75	*	-	85	-	-	78	100	80
Male	83	83	76	100	-	86	-	70	81	68	83
Female	75	83	67	50	-	87	-	*	75	78	77
<b>Mathematics</b>											
All Students	83	79	86	75	-	89	-	81	82	80	84
CWD	80	86	*	-	-	71	-	*	69	80	75
CWOD	84	77	87	75	-	91	-	75	84	-	86
EL ◇	84	100	87	*	-	87	-	-	83	75	84
Male	84	80	84	83	-	90	-	80	82	100	83
Female	82	77	88	67	-	87	-	*	82	56	85

- Indicates there are no students in the group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<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
163	42	26%

- 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	50	37	48	53	-	64	-	47	47	27	55
<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			N			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	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			Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N			N			N	N	Y
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%	-
	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%	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%	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%	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%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	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%	-	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%	-	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%	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%	-	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%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-
	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%	-



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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	14	8	2	2	0	2	0	0	1		
	Female	2	1	1	0	0	0	0	0	1		
	Total	16	9	3	2	0	2	0	0	2		
<b>Out-of-School Suspensions</b>												
	Male	5	3	2	0	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	6	4	2	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	2	0	1	1	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	1	1	0	0	0	0	0		1
<b>Out-of-School Suspensions</b>												
	Male	2	0	1	1	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	1	1	0	0	0	0	0		1
<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	12	5	3	1	-8	3	-8	-8	5	5	-8
	Female	10	7	2	-8	-8	1	-8	-8	1	5	-8
	Total	22	12	5	1	-8	4	-8	-8	6	10	-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	17	4	5	0	0	8	0	0	12	0
	Female	18	3	7	1	0	7	0	0	10	1
	Total	35	7	12	1	0	15	0	0	22	1
<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	2.8	9.0%
Teachers Teaching with Emergency or Provisional Credentials	0.8	2.8%
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%	48	1%	*	3%
Mathematics	6,587	2%	48	1%	*	3%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	5%
Mathematics	6,408	2%	49	1%	*	5%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	3%
Mathematics	6,205	2%	32	1%	*	3%
Science	6,200	2%	32	1%	*	3%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	14	2%
Reading	48,805	1%	354	1%	6	2%
Mathematics	43,293	1%	319	1%	6	2%
Science	17,856	1%	118	1%	*	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	7%	5%	16%	*	7%	-	9%	10%	17%	5%

- 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 and 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%	68%	80%	71%	86%	*	-	*	-	*	78%	90%	75%	81%	75%	83%	78%	-	*	-	-
	CWD	52%	42%	75%	*	*	*	-	-	-	*	67%	*	75%	-	-	80%	*	-	*	-	-
	CWOD	80%	72%	81%	74%	84%	*	-	*	-	-	79%	88%	-	81%	75%	83%	79%	-	*	-	-
	EL	66%	64%	75%	*	73%	-	-	-	-	-	70%	*	-	75%	75%	60%	86%	-	-	-	-
	Male	74%	64%	83%	88%	82%	*	-	-	-	*	80%	*	80%	83%	60%	83%	-	-	*	-	-
	Female	78%	71%	78%	62%	91%	*	-	*	-	-	75%	86%	*	79%	86%	-	78%	-	*	-	-
Mathematics	All Students	70%	61%	82%	62%	100%	*	-	*	-	*	83%	80%	75%	83%	100%	87%	78%	-	*	-	-
	CWD	46%	38%	75%	*	*	*	-	-	-	*	67%	*	75%	-	-	80%	*	-	*	-	-
	CWOD	74%	64%	83%	63%	100%	*	-	*	-	-	85%	75%	-	83%	100%	89%	79%	-	*	-	-
	EL	64%	61%	100%	*	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-
	Male	72%	62%	87%	75%	100%	*	-	-	-	*	85%	*	80%	89%	100%	87%	-	-	*	-	-
	Female	68%	59%	78%	54%	100%	*	-	*	-	-	80%	71%	*	79%	100%	-	78%	-	*	-	-
Grade 4																						
Reading	All Students	76%	68%	64%	53%	68%	*	-	*	*	*	64%	64%	67%	64%	73%	66%	62%	-	*	-	-
	CWD	48%	39%	67%	*	*	-	-	-	-	-	67%	-	67%	-	-	*	*	-	-	-	-
	CWOD	81%	72%	64%	47%	70%	*	-	*	*	*	64%	64%	-	64%	73%	65%	63%	-	*	-	-
	EL	66%	63%	73%	*	77%	-	-	*	-	-	75%	67%	-	73%	73%	79%	64%	-	-	-	-
	Male	73%	64%	66%	45%	73%	*	-	*	-	-	70%	50%	*	65%	79%	66%	-	-	*	-	-
	Female	79%	72%	62%	67%	60%	*	-	*	*	*	57%	*	*	63%	64%	-	62%	-	-	-	-
Mathematics	All Students	68%	56%	52%	35%	56%	*	-	*	*	*	52%	55%	67%	51%	60%	54%	50%	-	*	-	-
	CWD	42%	32%	67%	*	*	-	-	-	-	-	67%	-	67%	-	-	*	*	-	-	-	-
	CWOD	73%	60%	51%	27%	57%	*	-	*	*	*	50%	55%	-	51%	60%	51%	50%	-	*	-	-
	EL	63%	58%	60%	*	62%	-	-	*	-	-	58%	67%	-	60%	60%	58%	64%	-	-	-	-
	Male	70%	58%	54%	45%	54%	*	-	*	-	-	55%	50%	*	51%	58%	54%	-	-	*	-	-
	Female	67%	55%	50%	17%	60%	*	-	*	*	*	48%	*	*	50%	64%	-	50%	-	-	-	-
Grade 5																						
Reading	All Students	80%	75%	80%	87%	74%	*	-	*	-	*	77%	100%	40%	84%	79%	74%	86%	-	-	-	-
	CWD	50%	44%	40%	*	*	-	-	-	-	-	40%	-	40%	-	-	40%	-	-	-	-	-
	CWOD	85%	79%	84%	93%	77%	*	-	*	-	*	81%	100%	-	84%	79%	82%	86%	-	-	-	-
	EL	71%	72%	79%	*	75%	-	-	*	-	-	77%	*	-	79%	79%	75%	81%	-	-	-	-
	Male	77%	72%	74%	67%	71%	*	-	*	-	*	70%	*	40%	82%	75%	74%	-	-	-	-	-
	Female	83%	78%	86%	100%	78%	-	-	*	-	-	84%	*	-	86%	81%	-	86%	-	-	-	-
Mathematics	All Students	76%	65%	78%	87%	77%	*	-	*	-	*	77%	86%	60%	80%	79%	70%	86%	-	-	-	-
	CWD	50%	38%	60%	*	*	-	-	-	-	-	60%	-	60%	-	-	60%	-	-	-	-	-
	CWOD	80%	69%	80%	93%	77%	*	-	*	-	*	79%	86%	-	80%	79%	73%	86%	-	-	-	-
	EL	70%	66%	79%	*	75%	-	-	*	-	-	77%	*	-	79%	79%	75%	81%	-	-	-	-
	Male	75%	65%	70%	67%	76%	*	-	*	-	*	70%	*	60%	73%	75%	70%	-	-	-	-	-
	Female	76%	66%	86%	100%	78%	-	-	*	-	-	84%	*	-	86%	81%	-	86%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	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%	54%	55%	73%	43%	*	-	*	-	*	52%	71%	40%	56%	46%	52%	57%	-	-	-	-
	CWD	40%	33%	40%	*	*	-	-	-	-	-	40%	-	40%	-	-	40%	-	-	-	-	-
	CWOD	69%	57%	56%	79%	42%	*	-	*	-	*	53%	71%	-	56%	46%	55%	57%	-	-	-	-
	EL	52%	49%	46%	*	38%	-	-	*	-	-	46%	*	-	46%	46%	33%	56%	-	-	-	-
	Male	67%	57%	52%	67%	41%	*	-	*	-	*	48%	*	40%	55%	33%	52%	-	-	-	-	-
	Female	63%	52%	57%	78%	44%	-	-	*	-	-	56%	*	-	57%	56%	-	57%	-	-	-	-
Grade 6																						
Reading	All Students	69%	68%	62%	86%	47%	*	*	*	-	*	65%	43%	25%	69%	60%	60%	65%	-	-	-	-
	CWD	38%	38%	25%	*	20%	*	*	-	-	-	33%	*	25%	-	*	29%	*	-	-	-	-
	CWOD	74%	73%	69%	92%	52%	*	-	*	-	*	70%	60%	-	69%	63%	70%	68%	-	-	-	-
	EL	53%	61%	60%	-	58%	-	-	*	-	-	63%	*	*	63%	60%	55%	67%	-	-	-	-
	Male	66%	64%	60%	78%	47%	*	*	*	-	-	63%	50%	29%	70%	55%	60%	-	-	-	-	-
	Female	72%	72%	65%	100%	46%	*	-	-	-	*	68%	*	*	68%	67%	-	65%	-	-	-	-
Mathematics	All Students	72%	70%	62%	79%	50%	*	*	*	-	*	63%	57%	25%	69%	65%	67%	55%	-	-	-	-
	CWD	47%	47%	25%	*	20%	*	*	-	-	-	33%	*	25%	-	*	29%	*	-	-	-	-
	CWOD	76%	74%	69%	85%	56%	*	-	*	-	*	68%	80%	-	69%	68%	78%	58%	-	-	-	-
	EL	61%	69%	65%	-	63%	-	-	*	-	-	63%	*	*	68%	65%	73%	56%	-	-	-	-
	Male	73%	70%	67%	78%	59%	*	*	*	-	-	67%	67%	29%	78%	73%	67%	-	-	-	-	-
	Female	72%	70%	55%	80%	38%	*	-	-	-	*	58%	*	*	58%	56%	-	55%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	54%	33%	68%	*	-	*	-	*	50%	70%	75%	50%	58%	61%	48%	-	*	-	-
	CWD	30%	24%	75%	*	*	*	-	-	-	*	67%	*	75%	-	-	80%	*	-	*	-	-
	CWOD	54%	44%	50%	32%	63%	*	-	*	-	-	47%	63%	-	50%	58%	56%	46%	-	*	-	-
	EL	37%	36%	58%	*	64%	-	-	-	-	-	50%	*	-	58%	58%	60%	57%	-	-	-	-
	Male	49%	40%	61%	38%	73%	*	-	-	-	*	55%	*	80%	56%	60%	61%	-	-	*	-	-
	Female	52%	43%	48%	31%	64%	*	-	*	-	-	45%	57%	*	46%	57%	-	48%	-	*	-	-
Mathematics	All Students	42%	32%	66%	43%	91%	*	-	*	-	*	70%	50%	75%	64%	92%	70%	63%	-	*	-	-
	CWD	27%	19%	75%	*	*	*	-	-	-	*	67%	*	75%	-	-	80%	*	-	*	-	-
	CWOD	45%	34%	64%	42%	89%	*	-	*	-	-	71%	38%	-	64%	92%	67%	63%	-	*	-	-
	EL	35%	32%	92%	*	91%	-	-	-	-	-	90%	*	-	92%	92%	80%	100%	-	-	-	-
	Male	45%	35%	70%	50%	91%	*	-	-	-	*	70%	*	80%	67%	80%	70%	-	-	*	-	-
	Female	39%	30%	63%	38%	91%	*	-	*	-	-	70%	43%	*	63%	100%	-	63%	-	*	-	-
Grade 4																						
Reading	All Students	53%	45%	51%	47%	49%	*	-	*	*	*	50%	55%	67%	49%	60%	51%	50%	-	*	-	-
	CWD	29%	21%	67%	*	*	-	-	-	-	-	67%	-	67%	-	-	*	*	-	-	-	-
	CWOD	57%	48%	49%	40%	49%	*	-	*	*	*	48%	55%	-	49%	60%	49%	50%	-	*	-	-
	EL	41%	40%	60%	*	62%	-	-	*	-	-	63%	50%	-	60%	60%	63%	55%	-	-	-	-
	Male	51%	43%	51%	45%	50%	*	-	*	-	-	55%	38%	*	49%	63%	51%	-	-	*	-	-

Texas Education Agency  
2022 Federal Report Card  
REMYNSE EL (220901159) - ARLINGTON ISD - TARRANT 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%	46%	50%	50%	47%	*	-	*	*	*	43%	*	*	50%	55%	-	50%	-	-	-	-
Mathematics	All Students	42%	29%	28%	24%	27%	*	-	*	*	*	27%	36%	67%	25%	37%	34%	19%	-	*	-	-
	CWD	25%	18%	67%	*	*	-	-	-	-	-	67%	-	67%	-	-	*	*	-	-	-	-
	CWOD	45%	31%	25%	13%	24%	*	-	*	*	*	22%	36%	-	25%	37%	30%	17%	-	*	-	-
	EL	34%	29%	37%	*	35%	-	-	*	-	-	33%	50%	-	37%	37%	37%	36%	-	-	-	-
	Male	45%	32%	34%	36%	27%	*	-	*	-	-	33%	38%	*	30%	37%	34%	-	-	*	-	-
	Female	38%	26%	19%	0%	27%	*	-	*	*	*	17%	*	*	17%	36%	-	19%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	56%	73%	51%	*	-	*	-	*	58%	43%	40%	58%	57%	48%	64%	-	-	-	-
	CWD	29%	22%	40%	*	*	-	-	-	-	-	40%	-	40%	-	-	40%	-	-	-	-	-
	CWOD	61%	52%	58%	79%	52%	*	-	*	-	*	60%	43%	-	58%	57%	50%	64%	-	-	-	-
	EL	43%	44%	57%	*	54%	-	-	*	-	-	58%	*	-	57%	57%	50%	63%	-	-	-	-
	Male	53%	46%	48%	50%	53%	*	-	*	-	*	52%	*	40%	50%	50%	48%	-	-	-	-	-
	Female	60%	52%	64%	89%	50%	-	-	*	-	-	64%	*	-	64%	63%	-	64%	-	-	-	-
Mathematics	All Students	47%	36%	51%	60%	49%	*	-	*	-	*	52%	43%	40%	52%	61%	41%	61%	-	-	-	-
	CWD	25%	17%	40%	*	*	-	-	-	-	-	40%	-	40%	-	-	40%	-	-	-	-	-
	CWOD	50%	38%	52%	64%	48%	*	-	*	-	*	53%	43%	-	52%	61%	41%	61%	-	-	-	-
	EL	38%	35%	61%	*	54%	-	-	*	-	-	62%	*	-	61%	61%	50%	69%	-	-	-	-
	Male	48%	37%	41%	50%	41%	*	-	*	-	*	43%	*	40%	41%	50%	41%	-	-	-	-	-
	Female	46%	35%	61%	67%	56%	-	-	*	-	-	60%	*	-	61%	69%	-	61%	-	-	-	-
Science	All Students	38%	28%	25%	27%	26%	*	-	*	-	*	25%	29%	40%	24%	25%	19%	32%	-	-	-	-
	CWD	23%	16%	40%	*	*	-	-	-	-	-	40%	-	40%	-	-	40%	-	-	-	-	-
	CWOD	40%	29%	24%	29%	23%	*	-	*	-	*	23%	29%	-	24%	25%	14%	32%	-	-	-	-
	EL	24%	23%	25%	*	21%	-	-	*	-	-	27%	*	-	25%	25%	8%	38%	-	-	-	-
	Male	41%	31%	19%	17%	24%	*	-	*	-	*	22%	*	40%	14%	8%	19%	-	-	-	-	-
	Female	34%	24%	32%	33%	28%	-	-	*	-	-	28%	*	-	32%	38%	-	32%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	46%	71%	30%	*	*	*	-	*	47%	43%	25%	50%	35%	50%	40%	-	-	-	-
	CWD	21%	20%	25%	*	20%	*	*	-	-	-	33%	*	25%	-	*	29%	*	-	-	-	-
	CWOD	46%	45%	50%	77%	32%	*	-	*	-	*	49%	60%	-	50%	37%	57%	42%	-	-	-	-
	EL	24%	34%	35%	-	32%	-	-	*	-	-	37%	*	*	37%	35%	36%	33%	-	-	-	-
	Male	40%	40%	50%	67%	35%	*	*	*	-	-	50%	50%	29%	57%	36%	50%	-	-	-	-	-
	Female	45%	44%	40%	80%	23%	*	-	-	-	*	42%	*	*	42%	33%	-	40%	-	-	-	-
Mathematics	All Students	38%	37%	42%	57%	33%	*	*	*	-	*	47%	14%	25%	45%	40%	43%	40%	-	-	-	-
	CWD	20%	21%	25%	*	20%	*	*	-	-	-	33%	*	25%	-	*	29%	*	-	-	-	-
	CWOD	41%	40%	45%	62%	36%	*	-	*	-	*	49%	20%	-	45%	42%	48%	42%	-	-	-	-
	EL	24%	35%	40%	-	37%	-	-	*	-	-	42%	*	*	42%	40%	45%	33%	-	-	-	-
	Male	40%	39%	43%	44%	41%	*	*	*	-	-	50%	17%	29%	48%	45%	43%	-	-	-	-	-
	Female	36%	35%	40%	80%	23%	*	-	-	-	*	42%	*	*	42%	33%	-	40%	-	-	-	-

Texas Education Agency  
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REMYNSE EL (220901159) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	26%	19%	36%	*	-	*	-	*	25%	30%	0%	31%	42%	35%	19%	-	*	-	-
	CWD	12%	8%	0%	*	*	*	-	-	-	*	0%	*	0%	-	-	0%	*	-	*	-	-
	CWOD	32%	25%	31%	21%	42%	*	-	*	-	-	29%	38%	-	31%	42%	44%	21%	-	*	-	-
	EL	19%	20%	42%	*	45%	-	-	-	-	-	30%	*	-	42%	42%	40%	43%	-	-	-	-
	Male	28%	21%	35%	38%	45%	*	-	-	-	*	30%	*	0%	44%	40%	35%	-	-	*	-	-
	Female	31%	25%	19%	8%	27%	*	-	*	-	-	20%	14%	*	21%	43%	-	19%	-	*	-	-
Mathematics	All Students	20%	14%	28%	10%	41%	*	-	*	-	*	30%	20%	38%	26%	42%	17%	37%	-	*	-	-
	CWD	10%	6%	38%	*	*	*	-	-	-	*	33%	*	38%	-	-	20%	*	-	*	-	-
	CWOD	22%	15%	26%	5%	42%	*	-	*	-	-	29%	13%	-	26%	42%	17%	33%	-	*	-	-
	EL	15%	15%	42%	*	45%	-	-	-	-	-	40%	*	-	42%	42%	40%	43%	-	-	-	-
	Male	23%	16%	17%	0%	27%	*	-	-	-	*	20%	*	20%	17%	40%	17%	-	-	*	-	-
	Female	18%	12%	37%	15%	55%	*	-	*	-	-	40%	29%	*	33%	43%	-	37%	-	*	-	-
Grade 4																						
Reading	All Students	28%	22%	19%	6%	20%	*	-	*	*	*	18%	27%	0%	21%	30%	17%	23%	-	*	-	-
	CWD	10%	7%	0%	*	*	-	-	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	31%	24%	21%	7%	22%	*	-	*	*	*	20%	27%	-	21%	30%	19%	25%	-	*	-	-
	EL	18%	18%	30%	*	27%	-	-	*	-	-	29%	33%	-	30%	30%	26%	36%	-	-	-	-
	Male	26%	22%	17%	9%	15%	*	-	*	-	-	15%	25%	*	19%	26%	17%	-	-	*	-	-
	Female	29%	22%	23%	0%	27%	*	-	*	*	*	22%	*	*	25%	36%	-	23%	-	-	-	-
Mathematics	All Students	22%	14%	13%	12%	15%	*	-	*	*	*	13%	18%	17%	13%	20%	20%	4%	-	*	-	-
	CWD	10%	6%	17%	*	*	-	-	-	-	-	17%	-	17%	-	-	*	*	-	-	-	-
	CWOD	25%	15%	13%	7%	16%	*	-	*	*	*	12%	18%	-	13%	20%	19%	4%	-	*	-	-
	EL	16%	14%	20%	*	23%	-	-	*	-	-	21%	17%	-	20%	20%	26%	9%	-	-	-	-
	Male	25%	16%	20%	18%	19%	*	-	*	-	-	18%	25%	*	19%	26%	20%	-	-	*	-	-
	Female	19%	12%	4%	0%	7%	*	-	*	*	*	4%	*	*	4%	9%	-	4%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	35%	67%	23%	*	-	*	-	*	38%	14%	20%	36%	29%	22%	46%	-	-	-	-
	CWD	12%	10%	20%	*	*	-	-	-	-	-	20%	-	20%	-	-	20%	-	-	-	-	-
	CWOD	40%	32%	36%	71%	23%	*	-	*	-	*	40%	14%	-	36%	29%	23%	46%	-	-	-	-
	EL	23%	25%	29%	*	25%	-	-	*	-	-	31%	*	-	29%	29%	8%	44%	-	-	-	-
	Male	32%	27%	22%	33%	18%	*	-	*	-	*	26%	*	20%	23%	8%	22%	-	-	-	-	-
	Female	39%	31%	46%	89%	28%	-	-	*	-	-	48%	*	-	46%	44%	-	46%	-	-	-	-
Mathematics	All Students	24%	16%	25%	20%	26%	*	-	*	-	*	25%	29%	40%	24%	39%	26%	25%	-	-	-	-
	CWD	9%	6%	40%	*	*	-	-	-	-	-	40%	-	40%	-	-	40%	-	-	-	-	-
	CWOD	26%	17%	24%	21%	23%	*	-	*	-	*	23%	29%	-	24%	39%	23%	25%	-	-	-	-
	EL	17%	15%	39%	*	29%	-	-	*	-	-	38%	*	-	39%	39%	42%	38%	-	-	-	-
	Male	25%	17%	26%	0%	35%	*	-	*	-	*	26%	*	40%	23%	42%	26%	-	-	-	-	-

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REMYNSE EL (220901159) - ARLINGTON ISD - TARRANT 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%	14%	25%	33%	17%	-	-	*	-	-	24%	*	-	25%	38%	-	25%	-	-	-	-
Science	All Students	17%	12%	7%	7%	9%	*	-	*	-	*	8%	0%	20%	6%	7%	7%	7%	-	-	-	-
	CWD	9%	6%	20%	*	*	-	-	-	-	-	20%	-	20%	-	-	20%	-	-	-	-	-
	CWOD	19%	12%	6%	7%	6%	*	-	*	-	*	7%	0%	-	6%	7%	5%	7%	-	-	-	-
	EL	9%	8%	7%	*	8%	-	-	*	-	-	8%	*	-	7%	7%	0%	13%	-	-	-	-
	Male	20%	14%	7%	17%	6%	*	-	*	-	*	9%	*	20%	5%	0%	7%	-	-	-	-	-
	Female	15%	10%	7%	0%	11%	-	-	*	-	-	8%	*	-	7%	13%	-	7%	-	-	-	-
Grade 6																						
Reading	All Students	23%	21%	28%	50%	17%	*	*	*	-	*	28%	29%	0%	33%	25%	30%	25%	-	-	-	-
	CWD	8%	7%	0%	*	0%	*	*	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	23%	33%	54%	20%	*	-	*	-	*	32%	40%	-	33%	26%	39%	26%	-	-	-	-
	EL	9%	15%	25%	-	21%	-	-	*	-	-	26%	*	*	26%	25%	36%	11%	-	-	-	-
	Male	21%	19%	30%	44%	24%	*	*	*	-	-	29%	33%	0%	39%	36%	30%	-	-	-	-	-
	Female	25%	23%	25%	60%	8%	*	-	-	-	*	26%	*	*	26%	11%	-	25%	-	-	-	-
Mathematics	All Students	16%	16%	18%	29%	10%	*	*	*	-	*	19%	14%	0%	21%	15%	13%	25%	-	-	-	-
	CWD	8%	9%	0%	*	0%	*	*	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	17%	21%	31%	12%	*	-	*	-	*	22%	20%	-	21%	16%	17%	26%	-	-	-	-
	EL	7%	14%	15%	-	11%	-	-	*	-	-	16%	*	*	16%	15%	18%	11%	-	-	-	-
	Male	17%	18%	13%	11%	12%	*	*	*	-	-	13%	17%	0%	17%	18%	13%	-	-	-	-	-
	Female	14%	13%	25%	60%	8%	*	-	-	-	*	26%	*	*	26%	11%	-	25%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	68%	69%	65%	83%	*	86%	*	64%	67%	71%	53%	70%	69%	67%	69%	-	75%	-	-
	CWD	44%	36%	53%	46%	53%	*	*	-	-	*	53%	50%	53%	-	*	53%	50%	-	*	-	-
	CWOD	77%	70%	70%	71%	67%	89%	-	86%	*	43%	69%	74%	-	70%	69%	69%	70%	-	67%	-	-
	EL	59%	58%	69%	80%	67%	-	-	86%	-	-	68%	75%	*	69%	69%	66%	72%	-	-	-	-
	Male	71%	63%	67%	66%	65%	85%	*	79%	-	71%	66%	67%	53%	69%	66%	67%	-	-	67%	-	-
	Female	75%	68%	69%	72%	65%	80%	-	100%	*	*	68%	77%	50%	70%	72%	-	69%	-	*	-	-
Reading	All Students	74%	67%	71%	73%	68%	82%	*	89%	*	80%	71%	74%	52%	74%	72%	69%	73%	-	*	-	-
	CWD	43%	35%	52%	50%	50%	*	*	-	-	*	52%	*	52%	-	*	52%	50%	-	*	-	-
	CWOD	78%	72%	74%	75%	71%	89%	-	89%	*	*	73%	77%	-	74%	73%	73%	75%	-	*	-	-
	EL	57%	57%	72%	*	71%	-	-	83%	-	-	72%	73%	*	73%	72%	70%	74%	-	-	-	-
	Male	70%	63%	69%	68%	68%	83%	*	83%	-	*	70%	67%	52%	73%	70%	69%	-	-	*	-	-
	Female	78%	73%	73%	79%	68%	80%	-	*	*	*	71%	86%	50%	75%	74%	-	73%	-	*	-	-
Mathematics	All Students	71%	64%	68%	64%	68%	82%	*	78%	*	60%	67%	69%	56%	69%	72%	67%	68%	-	*	-	-
	CWD	44%	36%	56%	50%	56%	*	*	-	-	*	57%	*	56%	-	*	57%	50%	-	*	-	-
	CWOD	75%	67%	69%	66%	70%	89%	-	78%	*	*	69%	71%	-	69%	73%	69%	69%	-	*	-	-
	EL	61%	61%	72%	*	71%	-	-	83%	-	-	71%	82%	*	73%	72%	70%	74%	-	-	-	-
	Male	71%	63%	67%	65%	68%	83%	*	67%	-	*	67%	67%	57%	69%	70%	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	Female	71%	64%	68%	64%	68%	80%	-	*	*	*	68%	71%	50%	69%	74%	-	68%	-	*	-	-
Science	All Students	74%	66%	55%	73%	43%	*	-	*	-	*	52%	71%	40%	56%	46%	52%	57%	-	-	-	-
	CWD	47%	38%	40%	*	*	-	-	-	-	-	40%	-	40%	-	-	40%	-	-	-	-	-
	CWOD	78%	69%	56%	79%	42%	*	-	*	-	*	53%	71%	-	56%	46%	55%	57%	-	-	-	-
	EL	58%	56%	46%	*	38%	-	-	*	-	-	46%	*	-	46%	46%	33%	56%	-	-	-	-
	Male	74%	65%	52%	67%	41%	*	-	*	-	*	48%	*	40%	55%	33%	52%	-	-	-	-	-
	Female	75%	66%	57%	78%	44%	-	-	*	-	-	56%	*	-	57%	56%	-	57%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	46%	47%	44%	43%	*	67%	*	55%	46%	44%	51%	45%	49%	45%	47%	-	50%	-	-
	CWD	23%	18%	51%	46%	50%	*	*	-	-	*	51%	50%	51%	-	*	51%	50%	-	*	-	-
	CWOD	50%	42%	45%	47%	44%	42%	-	67%	*	29%	46%	43%	-	45%	50%	44%	47%	-	33%	-	-
	EL	29%	30%	49%	60%	47%	-	-	71%	-	-	49%	50%	*	50%	49%	45%	53%	-	-	-	-
	Male	45%	38%	45%	45%	45%	54%	*	50%	-	57%	47%	37%	51%	44%	45%	45%	-	-	67%	-	-
	Female	48%	41%	47%	49%	44%	30%	-	100%	*	*	46%	55%	50%	47%	53%	-	47%	-	*	-	-
Reading	All Students	52%	45%	52%	54%	48%	64%	*	67%	*	60%	51%	54%	52%	52%	53%	52%	51%	-	*	-	-
	CWD	24%	19%	52%	50%	50%	*	*	-	-	*	52%	*	52%	-	*	52%	50%	-	*	-	-
	CWOD	56%	48%	52%	54%	48%	67%	-	67%	*	*	51%	55%	-	52%	54%	52%	52%	-	*	-	-
	EL	31%	33%	53%	*	53%	-	-	67%	-	-	53%	55%	*	54%	53%	53%	53%	-	-	-	-
	Male	47%	41%	52%	50%	51%	83%	*	50%	-	*	53%	48%	52%	52%	53%	52%	-	-	*	-	-
	Female	56%	49%	51%	58%	46%	40%	-	*	*	*	49%	64%	50%	52%	53%	-	51%	-	*	-	-
Mathematics	All Students	41%	33%	45%	45%	45%	27%	*	78%	*	60%	47%	37%	52%	45%	52%	45%	47%	-	*	-	-
	CWD	22%	17%	52%	50%	50%	*	*	-	-	*	52%	*	52%	-	*	52%	50%	-	*	-	-
	CWOD	44%	35%	45%	44%	45%	22%	-	78%	*	*	46%	35%	-	45%	53%	43%	46%	-	*	-	-
	EL	29%	29%	52%	*	49%	-	-	83%	-	-	52%	55%	*	53%	52%	47%	58%	-	-	-	-
	Male	42%	34%	45%	44%	44%	33%	*	67%	-	*	47%	33%	52%	43%	47%	45%	-	-	*	-	-
	Female	40%	33%	47%	45%	47%	20%	-	*	*	*	47%	43%	50%	46%	58%	-	47%	-	*	-	-
Science	All Students	46%	37%	25%	27%	26%	*	-	*	-	*	25%	29%	40%	24%	25%	19%	32%	-	-	-	-
	CWD	23%	17%	40%	*	*	-	-	-	-	-	40%	-	40%	-	-	40%	-	-	-	-	-
	CWOD	49%	39%	24%	29%	23%	*	-	*	-	*	23%	29%	-	24%	25%	14%	32%	-	-	-	-
	EL	25%	25%	25%	*	21%	-	-	*	-	-	27%	*	-	25%	25%	8%	38%	-	-	-	-
	Male	47%	37%	19%	17%	24%	*	-	*	-	*	22%	*	40%	14%	8%	19%	-	-	-	-	-
	Female	45%	36%	32%	33%	28%	-	-	*	-	-	28%	*	-	32%	38%	-	32%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	22%	23%	20%	9%	*	48%	*	27%	22%	21%	14%	23%	26%	20%	23%	-	25%	-	-
	CWD	9%	6%	14%	15%	14%	*	*	-	-	*	14%	13%	14%	-	*	13%	17%	-	*	-	-
	CWOD	24%	18%	23%	24%	21%	11%	-	48%	*	29%	23%	22%	-	23%	26%	22%	24%	-	17%	-	-
	EL	12%	12%	26%	40%	24%	-	-	43%	-	-	26%	29%	*	26%	26%	25%	27%	-	-	-	-
	Male	21%	16%	20%	19%	21%	8%	*	43%	-	14%	20%	22%	13%	22%	25%	20%	-	-	33%	-	-
	Female	23%	18%	23%	27%	20%	10%	-	57%	*	*	24%	19%	17%	24%	27%	-	23%	-	*	-	-
Reading	All Students	25%	20%	27%	33%	23%	9%	*	56%	*	20%	27%	26%	4%	30%	30%	25%	29%	-	*	-	-
	CWD	9%	6%	4%	0%	6%	*	*	-	-	*	4%	*	4%	-	*	5%	0%	-	*	-	-
	CWOD	27%	21%	30%	36%	25%	11%	-	56%	*	*	30%	29%	-	30%	30%	29%	31%	-	*	-	-
	EL	13%	14%	30%	*	28%	-	-	50%	-	-	29%	36%	*	30%	30%	26%	35%	-	-	-	-
	Male	22%	17%	25%	29%	23%	17%	*	50%	-	*	24%	29%	5%	29%	26%	25%	-	-	*	-	-
	Female	28%	22%	29%	36%	23%	0%	-	*	*	*	30%	21%	0%	31%	35%	-	29%	-	*	-	-
Mathematics	All Students	20%	14%	21%	16%	21%	9%	*	56%	*	40%	21%	20%	22%	21%	28%	19%	23%	-	*	-	-
	CWD	9%	6%	22%	33%	19%	*	*	-	-	*	22%	*	22%	-	*	19%	33%	-	*	-	-
	CWOD	21%	16%	21%	15%	21%	11%	-	56%	*	*	21%	19%	-	21%	28%	19%	22%	-	*	-	-
	EL	12%	12%	28%	*	25%	-	-	50%	-	-	28%	27%	*	28%	28%	30%	26%	-	-	-	-
	Male	21%	15%	19%	9%	23%	0%	*	50%	-	*	19%	19%	19%	19%	30%	19%	-	-	*	-	-
	Female	19%	13%	23%	24%	19%	20%	-	*	*	*	23%	21%	33%	22%	26%	-	23%	-	*	-	-
Science	All Students	20%	15%	7%	7%	9%	*	-	*	-	*	8%	0%	20%	6%	7%	7%	7%	-	-	-	-
	CWD	8%	5%	20%	*	*	-	-	-	-	-	20%	-	20%	-	-	20%	-	-	-	-	-
	CWOD	22%	16%	6%	7%	6%	*	-	*	-	*	7%	0%	-	6%	7%	5%	7%	-	-	-	-
	EL	7%	8%	7%	*	8%	-	-	*	-	-	8%	*	-	7%	7%	0%	13%	-	-	-	-
	Male	22%	15%	7%	17%	6%	*	-	*	-	*	9%	*	20%	5%	0%	7%	-	-	-	-	-
	Female	19%	14%	7%	0%	11%	-	-	*	-	-	8%	*	-	7%	13%	-	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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<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	83	89	80	67	*	86	*	*	82	75	79
CWD	75	*	75	*	*	-	-	-	71	75	*
CWOD	84	92	80	60	-	86	*	*	83	-	79
EL ◇	79	*	77	-	-	83	-	-	82	*	79
Male	81	82	79	*	*	80	-	*	81	77	77
Female	84	97	80	*	-	*	*	*	82	*	81
<b>Mathematics</b>											
All Students	84	86	83	83	*	100	*	*	83	75	85
CWD	75	*	75	*	*	-	-	-	79	75	*
CWOD	85	85	84	80	-	100	*	*	84	-	85
EL ◇	85	*	84	-	-	100	-	-	85	*	85
Male	82	84	80	*	*	100	-	*	82	77	84
Female	86	87	86	*	-	*	*	*	85	*	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
151	26	17%

- 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	46	43	45	*	67	*	49	45	39	48
<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		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	Y	Y	Y						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	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		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%	-
	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%	-
<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%	-
	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%	-
<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%	-
	EL	100%	*	100%	-	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
		100%	*	100%	-	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-

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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%	-
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%	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%	-
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%	-
	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%	-
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%	-
	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%	-
Science	All Students	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%	-
	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%	-

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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	25	12	13	0	0	0	0	0	7		
	Female	6	3	3	0	0	0	0	0	1		
	Total	31	15	16	0	0	0	0	0	8		
<b>Out-of-School Suspensions</b>												
	Male	11	4	7	0	0	0	0	0	4		
	Female	7	3	3	0	0	0	0	1	0		
	Total	18	7	10	0	0	0	0	1	4		
<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	3	2	1	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	2	1	0	0	0	0	0	0		0
<b>Out-of-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>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	46	20	24	2	-8	-8	-8	-8	10	8	-8
	Female	41	9	26	5	-8	-8	-8	1	14	5	-8
	Total	87	29	50	7	-8	-8	-8	1	24	13	-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	17	10	6	0	0	1	0	0	6	0
	Female	15	9	6	0	0	0	0	0	4	0
	Total	32	19	12	0	0	1	0	0	10	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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	5.5%
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	2.5	7.2%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	6	12%
Mathematics	6,587	2%	48	1%	6	12%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	5	7%
Mathematics	6,408	2%	49	1%	5	7%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	2%
Mathematics	6,205	2%	32	1%	*	2%
Science	6,200	2%	32	1%	*	2%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	4%
Mathematics	6,177	2%	59	1%	*	4%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	29	6%
Reading	48,805	1%	354	1%	14	6%
Mathematics	43,293	1%	319	1%	14	6%
Science	17,856	1%	118	1%	*	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	34%	38%	32%	27%	*	9%	*	57%	37%	39%	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 and 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%	68%	60%	40%	66%	*	-	-	-	*	59%	*	22%	70%	62%	50%	68%	-	-	-	-	
	CWD	52%	42%	22%	*	14%	-	-	-	-	-	22%	-	22%	-	* 17%	*	-	-	-	-		
	CWOD	80%	72%	70%	38%	82%	*	-	-	-	*	69%	*	-	70%	73%	64%	74%	-	-	-	-	
	EL	66%	64%	62%	*	67%	-	-	-	-	-	60%	*	*	73%	62%	50%	71%	-	-	-	-	
	Male	74%	64%	50%	40%	54%	*	-	-	-	*	47%	*	17%	64%	50%	50%	-	-	-	-	-	
	Female	78%	71%	68%	40%	75%	*	-	-	-	-	68%	-	*	74%	71%	-	68%	-	-	-	-	
Mathematics	All Students	70%	61%	48%	30%	59%	*	-	-	-	*	46%	*	22%	55%	54%	40%	55%	-	-	-	-	
	CWD	46%	38%	22%	*	29%	-	-	-	-	-	22%	-	22%	-	* 17%	*	-	-	-	-	-	
	CWOD	74%	64%	55%	38%	68%	*	-	-	-	*	53%	*	-	55%	59%	50%	58%	-	-	-	-	
	EL	64%	61%	54%	*	58%	-	-	-	-	-	52%	*	*	59%	54%	50%	57%	-	-	-	-	
	Male	72%	62%	40%	20%	54%	*	-	-	-	*	37%	*	17%	50%	50%	40%	-	-	-	-	-	
	Female	68%	59%	55%	40%	63%	*	-	-	-	-	55%	-	*	58%	57%	-	55%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	68%	64%	50%	63%	*	-	*	-	-	59%	100%	13%	72%	67%	54%	80%	-	-	-	-	
	CWD	48%	39%	13%	-	13%	-	-	-	-	-	13%	-	13%	-	* 14%	*	-	-	-	-	-	
	CWOD	81%	72%	72%	50%	74%	*	-	*	-	-	68%	100%	-	72%	74%	64%	84%	-	-	-	-	
	EL	66%	63%	67%	-	65%	-	-	*	-	-	62%	100%	*	74%	67%	52%	83%	-	-	-	-	
	Male	73%	64%	54%	50%	55%	-	-	-	-	-	53%	*	14%	64%	52%	54%	-	-	-	-	-	
	Female	79%	72%	80%	-	76%	*	-	*	-	-	73%	100%	*	84%	83%	-	80%	-	-	-	-	
Mathematics	All Students	68%	56%	55%	33%	54%	*	-	*	-	-	53%	67%	25%	60%	56%	46%	70%	-	-	-	-	
	CWD	42%	32%	25%	-	25%	-	-	-	-	-	25%	-	25%	-	* 29%	*	-	-	-	-	-	
	CWOD	73%	60%	60%	33%	61%	*	-	*	-	-	59%	67%	-	60%	63%	50%	74%	-	-	-	-	
	EL	63%	58%	56%	-	54%	-	-	*	-	-	56%	60%	*	63%	56%	43%	72%	-	-	-	-	
	Male	70%	58%	46%	33%	48%	-	-	-	-	-	47%	*	29%	50%	43%	46%	-	-	-	-	-	
	Female	67%	55%	70%	-	65%	*	-	*	-	-	67%	80%	*	74%	72%	-	70%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	75%	65%	*	61%	-	-	*	-	*	73%	*	*	68%	63%	69%	62%	-	*	-	-	
	CWD	50%	44%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	85%	79%	68%	*	64%	-	-	*	-	*	77%	*	-	68%	64%	67%	68%	-	*	-	-	
	EL	71%	72%	63%	-	63%	-	-	-	-	-	71%	*	*	64%	63%	67%	60%	-	*	-	-	
	Male	77%	72%	69%	*	64%	-	-	*	-	-	73%	*	*	67%	67%	69%	-	-	-	-	-	
	Female	83%	78%	62%	*	59%	-	-	-	-	*	72%	*	*	68%	60%	-	62%	-	*	-	-	
Mathematics	All Students	76%	65%	57%	*	55%	-	-	*	-	*	61%	*	*	59%	52%	69%	48%	-	*	-	-	
	CWD	50%	38%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	80%	69%	59%	*	57%	-	-	*	-	*	63%	*	-	59%	52%	67%	53%	-	*	-	-	
	EL	70%	66%	52%	-	52%	-	-	-	-	-	58%	*	*	52%	52%	58%	47%	-	*	-	-	
	Male	75%	65%	69%	*	64%	-	-	*	-	-	67%	*	*	67%	58%	69%	-	-	-	-	-	
	Female	76%	66%	48%	*	47%	-	-	-	-	*	56%	*	*	53%	47%	-	48%	-	*	-	-	

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		State	District	Campus	African American	Hispanic	White	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%	54%	27%	*	23%	-	-	*	-	*	30%	*	*	26%	19%	44%	14%	-	*	-	-	
	CWD	40%	33%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	*	-	-	-	-	
	CWOD	69%	57%	26%	*	21%	-	-	*	-	*	30%	*	-	26%	16%	40%	16%	-	*	-	-	
	EL	52%	49%	19%	-	19%	-	-	-	-	-	21%	*	*	16%	19%	33%	7%	-	*	-	-	
	Male	67%	57%	44%	*	36%	-	-	*	-	-	47%	*	*	40%	33%	44%	-	-	-	-	-	
	Female	63%	52%	14%	*	12%	-	-	-	-	*	17%	*	*	16%	7%	-	14%	-	*	-	-	
Grade 6																							
Reading	All Students	69%	68%	57%	67%	53%	*	-	*	-	-	62%	29%	*	59%	46%	54%	60%	-	-	-	-	
	CWD	38%	38%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	74%	73%	59%	71%	55%	*	-	*	-	-	65%	29%	-	59%	46%	57%	60%	-	-	-	-	
	EL	53%	61%	46%	-	46%	*	-	*	-	-	52%	20%	-	46%	46%	50%	42%	-	-	-	-	
	Male	66%	64%	54%	60%	56%	*	-	-	-	-	57%	*	*	57%	50%	54%	-	-	-	-	-	
	Female	72%	72%	60%	*	50%	*	-	*	-	-	69%	*	-	60%	42%	-	60%	-	-	-	-	
Mathematics	All Students	72%	70%	73%	78%	72%	*	-	*	-	-	73%	71%	*	73%	64%	67%	80%	-	-	-	-	
	CWD	47%	47%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	76%	74%	73%	86%	71%	*	-	*	-	-	74%	71%	-	73%	64%	67%	80%	-	-	-	-	
	EL	61%	69%	64%	-	65%	*	-	*	-	-	65%	60%	-	64%	64%	63%	67%	-	-	-	-	
	Male	73%	70%	67%	60%	72%	*	-	-	-	-	67%	*	*	67%	63%	67%	-	-	-	-	-	
	Female	72%	70%	80%	*	71%	*	-	*	-	-	81%	*	-	80%	67%	-	80%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	38%	40%	41%	*	-	-	-	*	37%	*	22%	42%	35%	30%	45%	-	-	-	-	
	CWD	30%	24%	22%	*	14%	-	-	-	-	-	22%	-	22%	-	*	17%	*	-	-	-	-	
	CWOD	54%	44%	42%	38%	50%	*	-	-	-	*	41%	*	-	42%	41%	36%	47%	-	-	-	-	
	EL	37%	36%	35%	*	38%	-	-	-	-	-	32%	*	*	41%	35%	25%	43%	-	-	-	-	
	Male	49%	40%	30%	40%	31%	*	-	-	-	*	26%	*	17%	36%	25%	30%	-	-	-	-	-	
	Female	52%	43%	45%	40%	50%	*	-	-	-	-	45%	-	*	47%	43%	-	45%	-	-	-	-	
Mathematics	All Students	42%	32%	24%	10%	31%	*	-	-	-	*	22%	*	11%	27%	31%	15%	32%	-	-	-	-	
	CWD	27%	19%	11%	*	14%	-	-	-	-	-	11%	-	11%	-	*	0%	*	-	-	-	-	
	CWOD	45%	34%	27%	13%	36%	*	-	-	-	*	25%	*	-	27%	36%	21%	32%	-	-	-	-	
	EL	35%	32%	31%	*	33%	-	-	-	-	-	28%	*	*	36%	31%	17%	43%	-	-	-	-	
	Male	45%	35%	15%	20%	15%	*	-	-	-	*	11%	*	0%	21%	17%	15%	-	-	-	-	-	
	Female	39%	30%	32%	0%	44%	*	-	-	-	-	32%	-	*	32%	43%	-	32%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	45%	45%	50%	46%	*	-	*	-	-	47%	33%	13%	51%	46%	37%	60%	-	-	-	-	
	CWD	29%	21%	13%	-	13%	-	-	-	-	-	13%	-	13%	-	*	14%	*	-	-	-	-	
	CWOD	57%	48%	51%	50%	53%	*	-	*	-	-	54%	33%	-	51%	51%	43%	63%	-	-	-	-	
	EL	41%	40%	46%	-	46%	-	-	*	-	-	47%	40%	*	51%	46%	29%	67%	-	-	-	-	
	Male	51%	43%	37%	50%	34%	-	-	-	-	-	38%	*	14%	43%	29%	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
Reading	Female	55%	46%	60%	-	65%	*	-	*	-	-	67%	40%	*	63%	67%	-	60%	-	-	-	-
Mathematics	All Students	42%	29%	27%	33%	26%	*	-	*	-	-	31%	0%	13%	30%	28%	23%	35%	-	-	-	-
	CWD	25%	18%	13%	-	13%	-	-	-	-	-	13%	-	13%	-	*	14%	*	-	-	-	-
	CWOD	45%	31%	30%	33%	29%	*	-	*	-	-	34%	0%	-	30%	31%	25%	37%	-	-	-	-
	EL	34%	29%	28%	-	27%	-	-	*	-	-	32%	0%	*	31%	28%	19%	39%	-	-	-	-
	Male	45%	32%	23%	33%	21%	-	-	-	-	-	24%	*	14%	25%	19%	23%	-	-	-	-	-
	Female	38%	26%	35%	-	35%	*	-	*	-	-	47%	0%	*	37%	39%	-	35%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	38%	*	35%	-	-	*	-	*	42%	*	*	38%	33%	56%	24%	-	*	-	-
	CWD	29%	22%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	61%	52%	38%	*	36%	-	-	*	-	*	43%	*	-	38%	32%	53%	26%	-	*	-	-
	EL	43%	44%	33%	-	33%	-	-	-	-	-	38%	*	*	32%	33%	50%	20%	-	*	-	-
	Male	53%	46%	56%	*	50%	-	-	*	-	-	60%	*	*	53%	50%	56%	-	-	-	-	-
	Female	60%	52%	24%	*	24%	-	-	-	-	*	28%	*	*	26%	20%	-	24%	-	*	-	-
Mathematics	All Students	47%	36%	24%	*	16%	-	-	*	-	*	27%	*	*	26%	11%	31%	19%	-	*	-	-
	CWD	25%	17%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	50%	38%	26%	*	18%	-	-	*	-	*	30%	*	-	26%	12%	33%	21%	-	*	-	-
	EL	38%	35%	11%	-	11%	-	-	-	-	-	13%	*	*	12%	11%	17%	7%	-	*	-	-
	Male	48%	37%	31%	*	21%	-	-	*	-	-	33%	*	*	33%	17%	31%	-	-	-	-	-
	Female	46%	35%	19%	*	12%	-	-	-	-	*	22%	*	*	21%	7%	-	19%	-	*	-	-
Science	All Students	38%	28%	5%	*	3%	-	-	*	-	*	6%	*	*	6%	4%	6%	5%	-	*	-	-
	CWD	23%	16%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	40%	29%	6%	*	4%	-	-	*	-	*	7%	*	-	6%	4%	7%	5%	-	*	-	-
	EL	24%	23%	4%	-	4%	-	-	-	-	-	4%	*	*	4%	4%	0%	7%	-	*	-	-
	Male	41%	31%	6%	*	0%	-	-	*	-	-	7%	*	*	7%	0%	6%	-	-	-	-	-
	Female	34%	24%	5%	*	6%	-	-	-	-	*	6%	*	*	5%	7%	-	5%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	30%	44%	22%	*	-	*	-	-	30%	29%	*	32%	21%	25%	35%	-	-	-	-
	CWD	21%	20%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	46%	45%	32%	57%	23%	*	-	*	-	-	32%	29%	-	32%	21%	29%	35%	-	-	-	-
	EL	24%	34%	21%	-	19%	*	-	*	-	-	22%	20%	-	21%	21%	25%	17%	-	-	-	-
	Male	40%	40%	25%	40%	22%	*	-	-	-	-	24%	*	*	29%	25%	25%	-	-	-	-	-
	Female	45%	44%	35%	*	21%	*	-	*	-	-	38%	*	-	35%	17%	-	35%	-	-	-	-
Mathematics	All Students	38%	37%	30%	22%	28%	*	-	*	-	-	30%	29%	*	32%	32%	38%	20%	-	-	-	-
	CWD	20%	21%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	41%	40%	32%	29%	29%	*	-	*	-	-	32%	29%	-	32%	32%	43%	20%	-	-	-	-
	EL	24%	35%	32%	-	31%	*	-	*	-	-	35%	20%	-	32%	32%	44%	17%	-	-	-	-
	Male	40%	39%	38%	20%	44%	*	-	-	-	-	38%	*	*	43%	44%	38%	-	-	-	-	-
	Female	36%	35%	20%	*	7%	*	-	*	-	-	19%	*	-	20%	17%	-	20%	-	-	-	-

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STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	14%	10%	17%	*	-	-	-	*	12%	*	11%	15%	15%	5%	23%	-	-	-	-
	CWD	12%	8%	11%	*	14%	-	-	-	-	-	11%	-	11%	-	*	0%	*	-	-	-	-
	CWOD	32%	25%	15%	13%	18%	*	-	-	-	*	13%	*	-	15%	18%	7%	21%	-	-	-	-
	EL	19%	20%	15%	*	17%	-	-	-	-	-	12%	*	*	18%	15%	8%	21%	-	-	-	-
	Male	28%	21%	5%	0%	8%	*	-	-	-	*	0%	*	0%	7%	8%	5%	-	-	-	-	-
	Female	31%	25%	23%	20%	25%	*	-	-	-	-	23%	-	*	21%	21%	-	23%	-	-	-	-
Mathematics	All Students	20%	14%	7%	0%	10%	*	-	-	-	*	7%	*	11%	6%	8%	0%	14%	-	-	-	-
	CWD	10%	6%	11%	*	14%	-	-	-	-	-	11%	-	11%	-	*	0%	*	-	-	-	-
	CWOD	22%	15%	6%	0%	9%	*	-	-	-	*	6%	*	-	6%	9%	0%	11%	-	-	-	-
	EL	15%	15%	8%	*	8%	-	-	-	-	-	8%	*	*	9%	8%	0%	14%	-	-	-	-
	Male	23%	16%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Female	18%	12%	14%	0%	19%	*	-	-	-	-	14%	-	*	11%	14%	-	14%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	22%	33%	22%	*	-	*	-	-	20%	33%	0%	26%	26%	14%	35%	-	-	-	-
	CWD	10%	7%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	31%	24%	26%	33%	26%	*	-	*	-	-	24%	33%	-	26%	29%	18%	37%	-	-	-	-
	EL	18%	18%	26%	-	27%	-	-	*	-	-	24%	40%	*	29%	26%	14%	39%	-	-	-	-
	Male	26%	22%	14%	33%	10%	-	-	-	-	-	15%	*	0%	18%	14%	14%	-	-	-	-	-
	Female	29%	22%	35%	-	41%	*	-	*	-	-	33%	40%	*	37%	39%	-	35%	-	-	-	-
Mathematics	All Students	22%	14%	18%	17%	17%	*	-	*	-	-	20%	0%	13%	19%	18%	17%	20%	-	-	-	-
	CWD	10%	6%	13%	-	13%	-	-	-	-	-	13%	-	13%	-	*	14%	*	-	-	-	-
	CWOD	25%	15%	19%	17%	18%	*	-	*	-	-	22%	0%	-	19%	20%	18%	21%	-	-	-	-
	EL	16%	14%	18%	-	16%	-	-	*	-	-	21%	0%	*	20%	18%	14%	22%	-	-	-	-
	Male	25%	16%	17%	17%	17%	-	-	-	-	-	18%	*	14%	18%	14%	17%	-	-	-	-	-
	Female	19%	12%	20%	-	18%	*	-	*	-	-	27%	0%	*	21%	22%	-	20%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	19%	*	13%	-	-	*	-	*	21%	*	*	18%	11%	31%	10%	-	*	-	-
	CWD	12%	10%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	40%	32%	18%	*	11%	-	-	*	-	*	20%	*	-	18%	8%	27%	11%	-	*	-	-
	EL	23%	25%	11%	-	11%	-	-	-	-	-	13%	*	*	8%	11%	17%	7%	-	*	-	-
	Male	32%	27%	31%	*	21%	-	-	*	-	-	33%	*	*	27%	17%	31%	-	-	-	-	-
	Female	39%	31%	10%	*	6%	-	-	-	-	*	11%	*	*	11%	7%	-	10%	-	*	-	-
Mathematics	All Students	24%	16%	16%	*	10%	-	-	*	-	*	18%	*	*	18%	7%	25%	10%	-	*	-	-
	CWD	9%	6%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	26%	17%	18%	*	11%	-	-	*	-	*	20%	*	-	18%	8%	27%	11%	-	*	-	-
	EL	17%	15%	7%	-	7%	-	-	-	-	-	8%	*	*	8%	7%	8%	7%	-	*	-	-
	Male	25%	17%	25%	*	14%	-	-	*	-	-	27%	*	*	27%	8%	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	Female	23%	14%	10%	*	6%	-	-	-	-	*	11%	*	*	11%	7%	-	10%	-	*	-	-
Science	All Students	17%	12%	3%	*	3%	-	-	*	-	*	3%	*	*	3%	4%	0%	5%	-	*	-	-
	CWD	9%	6%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	19%	12%	3%	*	4%	-	-	*	-	*	3%	*	-	3%	4%	0%	5%	-	*	-	-
	EL	9%	8%	4%	-	4%	-	-	-	-	-	4%	*	*	4%	4%	0%	7%	-	*	-	-
	Male	20%	14%	0%	*	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	15%	10%	5%	*	6%	-	-	-	-	*	6%	*	*	5%	7%	-	5%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	11%	11%	6%	*	-	*	-	-	11%	14%	*	12%	11%	13%	10%	-	-	-	-
	CWD	8%	7%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	25%	23%	12%	14%	6%	*	-	*	-	-	12%	14%	-	12%	11%	14%	10%	-	-	-	-
	EL	9%	15%	11%	-	8%	*	-	*	-	-	9%	20%	-	11%	11%	13%	8%	-	-	-	-
	Male	21%	19%	13%	20%	11%	*	-	-	-	-	10%	*	*	14%	13%	13%	-	-	-	-	-
	Female	25%	23%	10%	*	0%	*	-	*	-	-	13%	*	-	10%	8%	-	10%	-	-	-	-
Mathematics	All Students	16%	16%	5%	0%	6%	*	-	*	-	-	3%	14%	*	5%	7%	8%	0%	-	-	-	-
	CWD	8%	9%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	17%	17%	5%	0%	6%	*	-	*	-	-	3%	14%	-	5%	7%	10%	0%	-	-	-	-
	EL	7%	14%	7%	-	8%	*	-	*	-	-	4%	20%	-	7%	7%	13%	0%	-	-	-	-
	Male	17%	18%	8%	0%	11%	*	-	-	-	-	5%	*	*	10%	13%	8%	-	-	-	-	-
	Female	14%	13%	0%	*	0%	*	-	*	-	-	0%	*	-	0%	0%	-	0%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	56%	53%	56%	50%	-	100%	-	40%	57%	50%	27%	61%	54%	54%	59%	-	50%	-	-
	CWD	44%	36%	27%	38%	24%	-	-	-	-	-	27%	-	27%	-	18%	31%	14%	-	-	-	-
	CWOD	77%	70%	61%	56%	61%	50%	-	100%	-	40%	62%	50%	-	61%	58%	58%	63%	-	50%	-	-
	EL	59%	58%	54%	*	55%	*	-	100%	-	-	56%	45%	18%	58%	54%	51%	57%	-	*	-	-
	Male	71%	63%	54%	49%	56%	*	-	*	-	*	54%	54%	31%	58%	51%	54%	-	-	-	-	-
	Female	75%	68%	59%	59%	57%	83%	-	100%	-	*	61%	48%	14%	63%	57%	-	59%	-	50%	-	-
Reading	All Students	74%	67%	61%	55%	61%	60%	-	*	-	*	63%	50%	22%	67%	60%	56%	67%	-	*	-	-
	CWD	43%	35%	22%	*	16%	-	-	-	-	-	22%	-	22%	-	10%	24%	17%	-	-	-	-
	CWOD	78%	72%	67%	56%	68%	60%	-	*	-	*	69%	50%	-	67%	65%	63%	71%	-	*	-	-
	EL	57%	57%	60%	*	61%	*	-	*	-	-	61%	50%	10%	65%	60%	54%	66%	-	*	-	-
	Male	70%	63%	56%	53%	57%	*	-	*	-	*	56%	50%	24%	63%	54%	56%	-	-	-	-	-
	Female	78%	73%	67%	58%	66%	*	-	*	-	*	70%	50%	17%	71%	66%	-	67%	-	*	-	-
Mathematics	All Students	71%	64%	58%	52%	59%	40%	-	*	-	*	58%	61%	30%	62%	57%	54%	63%	-	*	-	-
	CWD	44%	36%	30%	*	32%	-	-	-	-	-	30%	-	30%	-	20%	35%	17%	-	-	-	-
	CWOD	75%	67%	62%	56%	64%	40%	-	*	-	*	62%	61%	-	62%	60%	58%	66%	-	*	-	-
	EL	61%	61%	57%	*	57%	*	-	*	-	-	58%	50%	20%	60%	57%	52%	61%	-	*	-	-
	Male	71%	63%	54%	41%	58%	*	-	*	-	*	53%	67%	35%	58%	52%	54%	-	-	-	-	-

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Mathematics	Female	71%	64%	63%	67%	61%	*	-	*	-	*	63%	58%	17%	66%	61%	-	63%	-	*	-	-
Science	All Students	74%	66%	27%	*	23%	-	-	*	-	*	30%	*	*	26%	19%	44%	14%	-	*	-	-
	CWD	47%	38%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	78%	69%	26%	*	21%	-	-	*	-	*	30%	*	-	26%	16%	40%	16%	-	*	-	-
	EL	58%	56%	19%	-	19%	-	-	-	-	-	21%	*	*	16%	19%	33%	7%	-	*	-	-
	Male	74%	65%	44%	*	36%	-	-	*	-	-	47%	*	*	40%	33%	44%	-	-	-	-	-
	Female	75%	66%	14%	*	12%	-	-	-	-	-	17%	*	*	16%	7%	-	14%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	30%	34%	28%	20%	-	78%	-	0%	31%	20%	12%	32%	28%	29%	30%	-	17%	-	-
	CWD	23%	18%	12%	13%	12%	-	-	-	-	-	12%	-	12%	-	5%	11%	14%	-	-	-	-
	CWOD	50%	42%	32%	37%	31%	20%	-	78%	-	0%	34%	20%	-	32%	30%	33%	32%	-	17%	-	-
	EL	29%	30%	28%	*	27%	*	-	67%	-	-	29%	19%	5%	30%	28%	25%	30%	-	*	-	-
	Male	45%	38%	29%	37%	27%	*	-	*	-	*	29%	31%	11%	33%	25%	29%	-	-	-	-	-
	Female	48%	41%	30%	30%	30%	33%	-	67%	-	*	33%	15%	14%	32%	30%	-	30%	-	17%	-	-
Reading	All Students	52%	45%	38%	45%	37%	20%	-	*	-	*	39%	28%	17%	41%	35%	36%	41%	-	*	-	-
	CWD	24%	19%	17%	*	16%	-	-	-	-	-	17%	-	17%	-	10%	18%	17%	-	-	-	-
	CWOD	56%	48%	41%	48%	40%	20%	-	*	-	*	43%	28%	-	41%	37%	40%	43%	-	*	-	-
	EL	31%	33%	35%	*	35%	*	-	*	-	-	36%	29%	10%	37%	35%	31%	39%	-	*	-	-
	Male	47%	41%	36%	47%	34%	*	-	*	-	*	36%	33%	18%	40%	31%	36%	-	-	-	-	-
	Female	56%	49%	41%	42%	41%	*	-	*	-	*	44%	25%	17%	43%	39%	-	41%	-	*	-	-
Mathematics	All Students	41%	33%	26%	28%	25%	20%	-	*	-	*	28%	17%	9%	29%	26%	26%	27%	-	*	-	-
	CWD	22%	17%	9%	*	11%	-	-	-	-	-	9%	-	9%	-	0%	6%	17%	-	-	-	-
	CWOD	44%	35%	29%	32%	28%	20%	-	*	-	*	31%	17%	-	29%	28%	31%	27%	-	*	-	-
	EL	29%	29%	26%	*	25%	*	-	*	-	-	27%	14%	0%	28%	26%	25%	27%	-	*	-	-
	Male	42%	34%	26%	29%	26%	*	-	*	-	*	26%	33%	6%	31%	25%	26%	-	-	-	-	-
	Female	40%	33%	27%	25%	25%	*	-	*	-	*	30%	8%	17%	27%	27%	-	27%	-	*	-	-
Science	All Students	46%	37%	5%	*	3%	-	-	*	-	*	6%	*	*	6%	4%	6%	5%	-	*	-	-
	CWD	23%	17%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	49%	39%	6%	*	4%	-	-	*	-	*	7%	*	-	6%	4%	7%	5%	-	*	-	-
	EL	25%	25%	4%	-	4%	-	-	-	-	-	4%	*	*	4%	4%	0%	7%	-	*	-	-
	Male	47%	37%	6%	*	0%	-	-	*	-	-	7%	*	*	7%	0%	6%	-	-	-	-	-
	Female	45%	36%	5%	*	6%	-	-	-	-	*	6%	*	*	5%	7%	-	5%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						



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All Subjects	All Students	22%	17%	13%	15%	12%	10%	-	44%	-	0%	13%	13%	8%	14%	13%	13%	14%	-	0%	-	-
	CWD	9%	6%	8%	0%	10%	-	-	-	-	-	8%	-	8%	-	5%	6%	14%	-	-	-	-
	CWOD	24%	18%	14%	17%	13%	10%	-	44%	-	0%	14%	13%	-	14%	13%	14%	14%	-	0%	-	-
	EL	12%	12%	13%	*	13%	*	-	33%	-	-	12%	16%	5%	13%	13%	10%	15%	-	*	-	-
	Male	21%	16%	13%	17%	11%	*	-	*	-	*	12%	23%	6%	14%	10%	13%	-	-	-	-	-
	Female	23%	18%	14%	11%	14%	17%	-	33%	-	*	15%	7%	14%	14%	15%	-	14%	-	0%	-	-
Reading	All Students	25%	20%	17%	21%	15%	20%	-	*	-	*	16%	22%	9%	18%	17%	15%	19%	-	*	-	-
	CWD	9%	6%	9%	*	11%	-	-	-	-	-	9%	-	9%	-	10%	6%	17%	-	-	-	-
	CWOD	27%	21%	18%	24%	16%	20%	-	*	-	*	18%	22%	-	18%	17%	17%	19%	-	*	-	-
	EL	13%	14%	17%	*	17%	*	-	*	-	-	15%	29%	10%	17%	17%	13%	20%	-	*	-	-
	Male	22%	17%	15%	24%	12%	*	-	*	-	*	13%	33%	6%	17%	13%	15%	-	-	-	-	-
	Female	28%	22%	19%	17%	19%	*	-	*	-	*	20%	17%	17%	19%	20%	-	19%	-	*	-	-
Mathematics	All Students	20%	14%	12%	10%	12%	0%	-	*	-	*	13%	6%	9%	12%	11%	13%	11%	-	*	-	-
	CWD	9%	6%	9%	*	11%	-	-	-	-	-	9%	-	9%	-	0%	6%	17%	-	-	-	-
	CWOD	21%	16%	12%	12%	12%	0%	-	*	-	*	13%	6%	-	12%	12%	14%	10%	-	*	-	-
	EL	12%	12%	11%	*	11%	*	-	*	-	-	11%	7%	0%	12%	11%	10%	12%	-	*	-	-
	Male	21%	15%	13%	12%	12%	*	-	*	-	*	12%	17%	6%	14%	10%	13%	-	-	-	-	-
	Female	19%	13%	11%	8%	11%	*	-	*	-	*	13%	0%	17%	10%	12%	-	11%	-	*	-	-
Science	All Students	20%	15%	3%	*	3%	-	-	*	-	*	3%	*	*	3%	4%	0%	5%	-	*	-	-
	CWD	8%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	22%	16%	3%	*	4%	-	-	*	-	*	3%	*	-	3%	4%	0%	5%	-	*	-	-
	EL	7%	8%	4%	-	4%	-	-	-	-	-	4%	*	*	4%	4%	0%	7%	-	*	-	-
	Male	22%	15%	0%	*	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	19%	14%	5%	*	6%	-	-	-	-	*	6%	*	*	5%	7%	-	5%	-	*	-	-

- 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	80	94	75	*	-	*	-	*	80	55	76
CWD	55	*	44	-	-	-	-	-	55	55	40
CWOD	84	93	80	*	-	*	-	*	84	-	80
EL ◇	76	-	75	-	-	*	-	-	77	40	76
Male	75	90	70	-	-	*	-	-	76	56	70
Female	89	100	83	*	-	*	-	*	87	*	86
<b>Mathematics</b>											
All Students	81	81	80	*	-	*	-	*	80	67	81
CWD	67	*	60	-	-	-	-	-	67	67	67
CWOD	82	79	82	*	-	*	-	*	81	-	82
EL ◇	81	-	80	*	-	*	-	-	81	67	81
Male	79	70	80	*	-	*	-	-	80	78	79
Female	83	100	80	*	-	*	-	*	80	*	84

- Indicates there are no students in the group.

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

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

This section provides information on high school graduation rates for the class of 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
200	18	9%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	33	34	32	27	-	74	-	13	34	16	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	N	Y	Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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
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>											
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%	100%	-
	Male	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%	100%	100%	-
	CWOD	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%	-
<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%	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%	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%	0%	-
	Male	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	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%	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%	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%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	*	0%	-	-	*	-	*	0%	*	*	0%	0%	0%	0%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-
	CWOD	0%	*	0%	-	-	*	-	*	0%	*	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	*	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	-	-
	Female	0%	*	0%	-	-	-	-	*	0%	*	*	0%	0%	-	0%	-

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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	12	5	7	0	0	0	0	0	5		
	Female	7	4	2	1	0	0	0	0	2		
	Total	19	9	9	1	0	0	0	0	7		
<b>Out-of-School Suspensions</b>												
	Male	11	1	10	0	0	0	0	0	9		
	Female	2	2	0	0	0	0	0	0	0		
	Total	13	3	10	0	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		

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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	3	2	1	0	0	0	0	0	1		1
	Female	2	1	0	0	1	0	0	0	0		0
	Total	5	3	1	0	1	0	0	0	1		1
<b>Out-of-School Suspensions</b>												
	Male	3	0	3	0	0	0	0	0	3		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	0	3	0	0	0	0	0	3		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	44	13	29	2	-8	-8	-8	-8	21	5	-8
	Female	37	7	25	2	1	-8	-8	2	15	8	-8
	Total	81	20	54	4	1	-8	-8	2	36	13	-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	46	11	31	2	0	0	0	2	30	0
	Female	49	7	38	2	0	1	0	1	36	0
	Total	95	18	69	4	0	1	0	3	66	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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	2.9%
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	1.3	3.9%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	2%
Mathematics	6,408	2%	49	1%	*	2%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	*	1%
Reading	48,805	1%	354	1%	*	1%
Mathematics	43,293	1%	319	1%	*	1%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	42%	35%	46%	44%	-	18%	-	*	43%	51%	39%

- 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 and 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%	68%	61%	66%	55%	40%	-	76%	*	-	63%	50%	56%	62%	59%	55%	69%	-	*	-	-	
	CWD	52%	42%	56%	*	*	*	-	*	-	-	63%	*	56%	-	40%	20%	*	-	*	-	-	
	CWOD	80%	72%	62%	65%	55%	*	-	80%	*	-	63%	54%	-	62%	60%	58%	66%	-	*	-	-	
	EL	66%	64%	59%	*	54%	*	-	79%	-	-	62%	33%	40%	60%	59%	52%	64%	-	-	-	-	
	Male	74%	64%	55%	57%	52%	*	-	56%	-	-	56%	40%	20%	58%	52%	55%	-	-	*	-	-	
	Female	78%	71%	69%	79%	57%	*	-	100%	*	-	71%	56%	*	66%	64%	-	69%	-	*	-	-	
Mathematics	All Students	70%	61%	63%	56%	61%	60%	-	88%	*	-	66%	43%	33%	66%	67%	61%	65%	-	*	-	-	
	CWD	46%	38%	33%	*	*	*	-	*	-	-	38%	*	33%	-	40%	20%	*	-	*	-	-	
	CWOD	74%	64%	66%	60%	61%	*	-	93%	*	-	69%	46%	-	66%	70%	65%	66%	-	*	-	-	
	EL	64%	61%	67%	*	65%	*	-	86%	-	-	71%	33%	40%	70%	67%	68%	67%	-	-	-	-	
	Male	72%	62%	61%	55%	61%	*	-	78%	-	-	65%	20%	20%	65%	68%	61%	-	-	*	-	-	
	Female	68%	59%	65%	57%	61%	*	-	100%	*	-	67%	56%	*	66%	67%	-	65%	-	*	-	-	
Grade 4																							
Reading	All Students	76%	68%	69%	63%	70%	*	-	90%	-	-	69%	67%	29%	73%	81%	61%	77%	-	*	-	-	
	CWD	48%	39%	29%	*	*	-	-	-	-	-	33%	*	29%	-	*	*	*	-	-	-	-	
	CWOD	81%	72%	73%	71%	70%	*	-	90%	-	-	72%	80%	-	73%	80%	61%	84%	-	*	-	-	
	EL	66%	63%	81%	*	80%	*	-	100%	-	-	80%	*	*	80%	81%	78%	83%	-	-	-	-	
	Male	73%	64%	61%	55%	63%	-	-	80%	-	-	61%	*	*	61%	78%	61%	-	-	*	-	-	
	Female	79%	72%	77%	73%	75%	*	-	100%	-	-	77%	*	*	84%	83%	-	77%	-	*	-	-	
Mathematics	All Students	68%	56%	55%	40%	56%	*	-	100%	-	-	54%	67%	29%	57%	74%	45%	64%	-	*	-	-	
	CWD	42%	32%	29%	*	*	-	-	-	-	-	33%	*	29%	-	*	*	*	-	-	-	-	
	CWOD	73%	60%	57%	45%	55%	*	-	100%	-	-	56%	80%	-	57%	73%	44%	70%	-	*	-	-	
	EL	63%	58%	74%	*	70%	*	-	100%	-	-	73%	*	*	73%	74%	61%	83%	-	-	-	-	
	Male	70%	58%	45%	35%	42%	-	-	100%	-	-	44%	*	*	44%	61%	45%	-	-	*	-	-	
	Female	67%	55%	64%	47%	67%	*	-	100%	-	-	64%	*	*	70%	83%	-	64%	-	*	-	-	
Grade 5																							
Reading	All Students	80%	75%	75%	68%	81%	*	-	80%	-	*	77%	63%	60%	75%	83%	70%	80%	-	*	-	-	
	CWD	50%	44%	60%	*	*	-	-	-	-	*	60%	-	60%	-	*	*	*	-	-	-	-	
	CWOD	85%	79%	75%	68%	80%	*	-	80%	-	*	78%	63%	-	75%	82%	70%	81%	-	*	-	-	
	EL	71%	72%	83%	71%	91%	*	-	70%	-	-	84%	75%	*	82%	83%	72%	96%	-	*	-	-	
	Male	77%	72%	70%	67%	75%	*	-	67%	-	-	71%	63%	*	70%	72%	70%	-	-	-	-	-	
	Female	83%	78%	80%	70%	89%	*	-	89%	-	*	84%	64%	*	81%	96%	-	80%	-	*	-	-	
Mathematics	All Students	76%	65%	59%	48%	68%	*	-	80%	-	*	61%	53%	20%	61%	69%	56%	63%	-	*	-	-	
	CWD	50%	38%	20%	*	*	-	-	-	-	*	20%	-	20%	-	*	*	*	-	-	-	-	
	CWOD	80%	69%	61%	49%	70%	*	-	80%	-	*	63%	53%	-	61%	72%	57%	65%	-	*	-	-	
	EL	70%	66%	69%	14%	84%	*	-	70%	-	-	70%	63%	*	72%	69%	69%	70%	-	*	-	-	
	Male	75%	65%	56%	43%	64%	*	-	67%	-	-	57%	50%	*	57%	69%	56%	-	-	-	-	-	
	Female	76%	66%	63%	52%	74%	*	-	89%	-	*	65%	55%	*	65%	70%	-	63%	-	*	-	-	

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Science	All Students	65%	54%	61%	57%	68%	*	-	60%	-	*	65%	42%	20%	63%	63%	65%	57%	-	*	-	-
	CWD	40%	33%	20%	*	*	-	-	-	-	*	20%	-	20%	-	*	*	*	-	-	-	-
	CWOD	69%	57%	63%	59%	70%	*	-	60%	-	*	68%	42%	-	63%	66%	67%	60%	-	*	-	-
	EL	52%	49%	63%	43%	75%	*	-	50%	-	-	66%	50%	*	66%	63%	66%	61%	-	*	-	-
	Male	67%	57%	65%	62%	71%	*	-	50%	-	-	67%	50%	*	67%	66%	65%	-	-	-	-	-
	Female	63%	52%	57%	52%	63%	*	-	67%	-	*	63%	36%	*	60%	61%	-	57%	-	*	-	-
Grade 6																						
Reading	All Students	69%	68%	55%	54%	55%	33%	-	67%	-	-	55%	58%	0%	62%	58%	53%	58%	-	*	-	-
	CWD	38%	38%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	74%	73%	62%	59%	61%	*	-	67%	-	-	62%	58%	-	62%	66%	63%	60%	-	*	-	-
	EL	53%	61%	58%	*	55%	33%	-	82%	-	-	57%	67%	0%	66%	58%	56%	63%	-	-	-	-
	Male	66%	64%	53%	60%	52%	*	-	63%	-	-	50%	71%	0%	63%	56%	53%	-	-	-	-	-
	Female	72%	72%	58%	50%	59%	*	-	71%	-	-	60%	40%	*	60%	63%	-	58%	-	*	-	-
Mathematics	All Students	72%	70%	54%	50%	51%	33%	-	80%	-	-	54%	58%	0%	60%	57%	51%	58%	-	*	-	-
	CWD	47%	47%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	76%	74%	60%	55%	57%	*	-	80%	-	-	61%	58%	-	60%	64%	60%	60%	-	*	-	-
	EL	61%	69%	57%	*	52%	33%	-	82%	-	-	55%	67%	0%	64%	57%	53%	63%	-	-	-	-
	Male	73%	70%	51%	60%	48%	*	-	63%	-	-	48%	71%	0%	60%	53%	51%	-	-	-	-	-
	Female	72%	70%	58%	43%	55%	*	-	100%	-	-	60%	40%	*	60%	63%	-	58%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	35%	37%	27%	40%	-	53%	*	-	35%	36%	22%	36%	33%	33%	37%	-	*	-	-
	CWD	30%	24%	22%	*	*	*	-	*	-	-	25%	*	22%	-	0%	0%	*	-	*	-	-
	CWOD	54%	44%	36%	35%	29%	*	-	60%	*	-	36%	38%	-	36%	36%	36%	36%	-	*	-	-
	EL	37%	36%	33%	*	30%	*	-	50%	-	-	35%	17%	0%	36%	33%	36%	30%	-	-	-	-
	Male	49%	40%	33%	33%	26%	*	-	44%	-	-	34%	20%	0%	36%	36%	33%	-	-	*	-	-
	Female	52%	43%	37%	43%	29%	*	-	63%	*	-	36%	44%	*	36%	30%	-	37%	-	*	-	-
Mathematics	All Students	42%	32%	30%	29%	24%	20%	-	53%	*	-	31%	21%	11%	31%	33%	30%	30%	-	*	-	-
	CWD	27%	19%	11%	*	*	*	-	*	-	-	13%	*	11%	-	20%	0%	*	-	*	-	-
	CWOD	45%	34%	31%	33%	24%	*	-	53%	*	-	33%	23%	-	31%	34%	33%	30%	-	*	-	-
	EL	35%	32%	33%	*	24%	*	-	57%	-	-	37%	0%	20%	34%	33%	32%	33%	-	-	-	-
	Male	45%	35%	30%	30%	22%	*	-	44%	-	-	31%	20%	0%	33%	32%	30%	-	-	*	-	-
	Female	39%	30%	30%	29%	25%	*	-	63%	*	-	31%	22%	*	30%	33%	-	30%	-	*	-	-
Grade 4																						
Reading	All Students	53%	45%	42%	37%	40%	*	-	70%	-	-	41%	50%	29%	43%	52%	36%	47%	-	*	-	-
	CWD	29%	21%	29%	*	*	-	-	-	-	-	33%	*	29%	-	*	*	*	-	-	-	-
	CWOD	57%	48%	43%	42%	38%	*	-	70%	-	-	42%	60%	-	43%	50%	34%	51%	-	*	-	-
	EL	41%	40%	52%	*	50%	*	-	88%	-	-	51%	*	*	50%	52%	44%	58%	-	-	-	-
	Male	51%	43%	36%	35%	37%	-	-	40%	-	-	34%	*	*	34%	44%	36%	-	-	*	-	-

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Reading	Female	55%	46%	47%	40%	42%	*	-	100%	-	-	48%	*	*	51%	58%	-	47%	-	*	-	-
Mathematics	All Students	42%	29%	34%	17%	35%	*	-	90%	-	-	34%	33%	29%	35%	55%	30%	38%	-	*	-	-
	CWD	25%	18%	29%	*	*	-	-	-	-	-	33%	*	29%	-	*	*	*	-	-	-	-
	CWOD	45%	31%	35%	19%	33%	*	-	90%	-	-	34%	40%	-	35%	53%	27%	42%	-	*	-	-
	EL	34%	29%	55%	*	50%	*	-	100%	-	-	54%	*	*	53%	55%	44%	63%	-	-	-	-
	Male	45%	32%	30%	20%	26%	-	-	80%	-	-	29%	*	*	27%	44%	30%	-	-	*	-	-
	Female	38%	26%	38%	13%	42%	*	-	100%	-	-	39%	*	*	42%	63%	-	38%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	49%	50%	45%	*	-	60%	-	*	49%	47%	0%	51%	52%	46%	52%	-	*	-	-
	CWD	29%	22%	0%	*	*	-	-	-	-	*	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	61%	52%	51%	54%	46%	*	-	60%	-	*	52%	47%	-	51%	54%	48%	54%	-	*	-	-
	EL	43%	44%	52%	57%	56%	*	-	40%	-	-	50%	63%	*	54%	52%	52%	52%	-	*	-	-
	Male	53%	46%	46%	43%	43%	*	-	67%	-	-	45%	50%	*	48%	52%	46%	-	-	-	-	-
	Female	60%	52%	52%	57%	47%	*	-	56%	-	*	53%	45%	*	54%	52%	-	52%	-	*	-	-
Mathematics	All Students	47%	36%	32%	16%	40%	*	-	67%	-	*	35%	21%	20%	33%	42%	33%	31%	-	*	-	-
	CWD	25%	17%	20%	*	*	-	-	-	-	*	20%	-	20%	-	*	*	*	-	-	-	-
	CWOD	50%	38%	33%	15%	41%	*	-	67%	-	*	36%	21%	-	33%	44%	33%	33%	-	*	-	-
	EL	38%	35%	42%	14%	50%	*	-	50%	-	-	45%	25%	*	44%	42%	48%	35%	-	*	-	-
	Male	48%	37%	33%	14%	46%	*	-	50%	-	-	35%	25%	*	33%	48%	33%	-	-	-	-	-
	Female	46%	35%	31%	17%	32%	*	-	78%	-	*	35%	18%	*	33%	35%	-	31%	-	*	-	-
Science	All Students	38%	28%	34%	32%	30%	*	-	53%	-	*	35%	32%	0%	36%	38%	35%	33%	-	*	-	-
	CWD	23%	16%	0%	*	*	-	-	-	-	*	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	40%	29%	36%	34%	30%	*	-	53%	-	*	37%	32%	-	36%	40%	37%	35%	-	*	-	-
	EL	24%	23%	38%	29%	41%	*	-	40%	-	-	39%	38%	*	40%	38%	48%	26%	-	*	-	-
	Male	41%	31%	35%	24%	39%	*	-	50%	-	-	35%	38%	*	37%	48%	35%	-	-	-	-	-
	Female	34%	24%	33%	39%	16%	*	-	56%	-	*	35%	27%	*	35%	26%	-	33%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	31%	38%	25%	17%	-	47%	-	-	31%	33%	0%	35%	32%	39%	22%	-	*	-	-
	CWD	21%	20%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	46%	45%	35%	41%	28%	*	-	47%	-	-	35%	33%	-	35%	36%	47%	23%	-	*	-	-
	EL	24%	34%	32%	*	24%	17%	-	64%	-	-	29%	44%	0%	36%	32%	42%	17%	-	-	-	-
	Male	40%	40%	39%	40%	34%	*	-	63%	-	-	36%	57%	0%	47%	42%	39%	-	-	-	-	-
	Female	45%	44%	22%	36%	14%	*	-	29%	-	-	25%	0%	*	23%	17%	-	22%	-	*	-	-
Mathematics	All Students	38%	37%	22%	25%	18%	33%	-	27%	-	-	21%	25%	0%	24%	22%	27%	16%	-	*	-	-
	CWD	20%	21%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	41%	40%	24%	27%	20%	*	-	27%	-	-	24%	25%	-	24%	25%	33%	16%	-	*	-	-
	EL	24%	35%	22%	*	14%	33%	-	36%	-	-	20%	33%	0%	25%	22%	25%	17%	-	-	-	-
	Male	40%	39%	27%	40%	21%	*	-	38%	-	-	25%	43%	0%	33%	25%	27%	-	-	-	-	-
	Female	36%	35%	16%	14%	14%	*	-	14%	-	-	18%	0%	*	16%	17%	-	16%	-	*	-	-

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	17%	20%	16%	0%	-	24%	*	-	17%	21%	11%	18%	17%	16%	19%	-	*	-	-
	CWD	12%	8%	11%	*	*	*	-	*	-	-	13%	*	11%	-	0%	0%	*	-	*	-	-
	CWOD	32%	25%	18%	19%	16%	*	-	27%	*	-	17%	23%	-	18%	19%	18%	18%	-	*	-	-
	EL	19%	20%	17%	*	16%	*	-	29%	-	-	17%	17%	0%	19%	17%	20%	15%	-	-	-	-
	Male	28%	21%	16%	14%	17%	*	-	22%	-	-	16%	20%	0%	18%	20%	16%	-	-	*	-	-
	Female	31%	25%	19%	29%	14%	*	-	25%	*	-	18%	22%	*	18%	15%	-	19%	-	*	-	-
Mathematics	All Students	20%	14%	17%	15%	10%	20%	-	41%	*	-	18%	7%	0%	18%	21%	17%	17%	-	*	-	-
	CWD	10%	6%	0%	*	*	*	-	*	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	22%	15%	18%	17%	10%	*	-	47%	*	-	20%	8%	-	18%	23%	18%	18%	-	*	-	-
	EL	15%	15%	21%	*	11%	*	-	50%	-	-	23%	0%	0%	23%	21%	24%	18%	-	-	-	-
	Male	23%	16%	17%	10%	9%	*	-	44%	-	-	18%	0%	0%	18%	24%	17%	-	-	*	-	-
	Female	18%	12%	17%	21%	11%	*	-	38%	*	-	18%	11%	*	18%	18%	-	17%	-	*	-	-
Grade 4																						
Reading	All Students	28%	22%	19%	17%	16%	*	-	30%	-	-	18%	33%	14%	19%	24%	20%	17%	-	*	-	-
	CWD	10%	7%	14%	*	*	-	-	-	-	-	17%	*	14%	-	*	*	*	-	-	-	-
	CWOD	31%	24%	19%	19%	15%	*	-	30%	-	-	18%	40%	-	19%	23%	20%	19%	-	*	-	-
	EL	18%	18%	24%	*	23%	*	-	38%	-	-	24%	*	*	23%	24%	28%	21%	-	-	-	-
	Male	26%	22%	20%	20%	21%	-	-	20%	-	-	17%	*	*	20%	28%	20%	-	-	*	-	-
	Female	29%	22%	17%	13%	13%	*	-	40%	-	-	18%	*	*	19%	21%	-	17%	-	*	-	-
Mathematics	All Students	22%	14%	15%	9%	9%	*	-	60%	-	-	14%	33%	0%	17%	24%	11%	19%	-	*	-	-
	CWD	10%	6%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	25%	15%	17%	10%	10%	*	-	60%	-	-	15%	40%	-	17%	25%	12%	21%	-	*	-	-
	EL	16%	14%	24%	*	13%	*	-	75%	-	-	22%	*	*	25%	24%	17%	29%	-	-	-	-
	Male	25%	16%	11%	10%	5%	-	-	40%	-	-	10%	*	*	12%	17%	11%	-	-	*	-	-
	Female	19%	12%	19%	7%	13%	*	-	80%	-	-	18%	*	*	21%	29%	-	19%	-	*	-	-
Grade 5																						
Reading	All Students	36%	29%	26%	30%	23%	*	-	27%	-	*	25%	32%	0%	27%	25%	25%	28%	-	*	-	-
	CWD	12%	10%	0%	*	*	-	-	-	-	*	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	40%	32%	27%	32%	24%	*	-	27%	-	*	26%	32%	-	27%	26%	26%	29%	-	*	-	-
	EL	23%	25%	25%	29%	31%	*	-	0%	-	-	20%	50%	*	26%	25%	28%	22%	-	*	-	-
	Male	32%	27%	25%	24%	25%	*	-	17%	-	-	22%	38%	*	26%	28%	25%	-	-	-	-	-
	Female	39%	31%	28%	35%	21%	*	-	33%	-	*	28%	27%	*	29%	22%	-	28%	-	*	-	-
Mathematics	All Students	24%	16%	16%	9%	19%	*	-	33%	-	*	16%	16%	0%	17%	27%	18%	15%	-	*	-	-
	CWD	9%	6%	0%	*	*	-	-	-	-	*	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	26%	17%	17%	10%	20%	*	-	33%	-	*	17%	16%	-	17%	28%	19%	15%	-	*	-	-
	EL	17%	15%	27%	14%	28%	*	-	40%	-	-	27%	25%	*	28%	27%	28%	26%	-	*	-	-
	Male	25%	17%	18%	10%	21%	*	-	33%	-	-	16%	25%	*	19%	28%	18%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	23%	14%	15%	9%	16%	*	-	33%	-	*	16%	9%	*	15%	26%	-	15%	-	*	-	-
Science	All Students	17%	12%	10%	7%	9%	*	-	27%	-	*	9%	16%	0%	10%	12%	9%	11%	-	*	-	-
	CWD	9%	6%	0%	*	*	-	-	-	-	*	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	19%	12%	10%	7%	9%	*	-	27%	-	*	9%	16%	-	10%	12%	9%	12%	-	*	-	-
	EL	9%	8%	12%	0%	13%	*	-	20%	-	-	9%	25%	*	12%	12%	10%	13%	-	*	-	-
	Male	20%	14%	9%	5%	11%	*	-	17%	-	-	6%	25%	*	9%	10%	9%	-	-	-	-	-
	Female	15%	10%	11%	9%	5%	*	-	33%	-	*	12%	9%	*	12%	13%	-	11%	-	*	-	-
Grade 6																						
Reading	All Students	23%	21%	19%	25%	16%	0%	-	27%	-	-	19%	17%	0%	21%	20%	24%	13%	-	*	-	-
	CWD	8%	7%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	25%	23%	21%	27%	17%	*	-	27%	-	-	22%	17%	-	21%	23%	28%	14%	-	*	-	-
	EL	9%	15%	20%	*	17%	0%	-	36%	-	-	20%	22%	0%	23%	20%	25%	13%	-	-	-	-
	Male	21%	19%	24%	30%	21%	*	-	38%	-	-	23%	29%	0%	28%	25%	24%	-	-	-	-	-
	Female	25%	23%	13%	21%	9%	*	-	14%	-	-	15%	0%	*	14%	13%	-	13%	-	*	-	-
Mathematics	All Students	16%	16%	9%	8%	8%	0%	-	20%	-	-	8%	17%	0%	10%	12%	14%	4%	-	*	-	-
	CWD	8%	9%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	17%	17%	10%	9%	9%	*	-	20%	-	-	9%	17%	-	10%	13%	16%	5%	-	*	-	-
	EL	7%	14%	12%	*	7%	0%	-	27%	-	-	10%	22%	0%	13%	12%	17%	4%	-	-	-	-
	Male	17%	18%	14%	20%	10%	*	-	25%	-	-	11%	29%	0%	16%	17%	14%	-	-	-	-	-
	Female	14%	13%	4%	0%	5%	*	-	14%	-	-	5%	0%	*	5%	4%	-	4%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	62%	56%	62%	46%	-	79%	*	33%	63%	54%	25%	65%	67%	58%	66%	-	72%	-	-
	CWD	44%	36%	25%	28%	30%	0%	-	*	-	*	27%	*	25%	-	29%	24%	27%	-	*	-	-
	CWOD	77%	70%	65%	59%	64%	59%	-	80%	*	*	66%	56%	-	65%	70%	61%	68%	-	75%	-	-
	EL	59%	58%	67%	49%	68%	39%	-	79%	-	-	68%	59%	29%	70%	67%	63%	71%	-	*	-	-
	Male	71%	63%	58%	54%	59%	39%	-	68%	-	-	58%	56%	24%	61%	63%	58%	-	-	100%	-	-
	Female	75%	68%	66%	58%	66%	53%	-	90%	*	33%	68%	52%	27%	68%	71%	-	66%	-	58%	-	-
Reading	All Students	74%	67%	65%	64%	65%	47%	-	77%	*	*	66%	59%	32%	68%	69%	60%	71%	-	75%	-	-
	CWD	43%	35%	32%	38%	36%	*	-	*	-	*	34%	*	32%	-	38%	26%	42%	-	*	-	-
	CWOD	78%	72%	68%	66%	66%	62%	-	78%	*	*	69%	61%	-	68%	71%	63%	73%	-	71%	-	-
	EL	57%	57%	69%	64%	68%	43%	-	81%	-	-	70%	63%	38%	71%	69%	63%	75%	-	*	-	-
	Male	70%	63%	60%	60%	61%	38%	-	64%	-	-	60%	61%	26%	63%	63%	60%	-	-	*	-	-
	Female	78%	73%	71%	68%	69%	56%	-	90%	*	*	73%	57%	42%	73%	75%	-	71%	-	60%	-	-
Mathematics	All Students	71%	64%	58%	48%	59%	47%	-	86%	*	*	59%	53%	19%	61%	66%	54%	63%	-	75%	-	-
	CWD	44%	36%	19%	15%	27%	*	-	*	-	*	21%	*	19%	-	25%	21%	17%	-	*	-	-
	CWOD	75%	67%	61%	52%	61%	62%	-	87%	*	*	62%	55%	-	61%	69%	57%	65%	-	86%	-	-
	EL	61%	61%	66%	36%	67%	36%	-	84%	-	-	67%	58%	25%	69%	66%	62%	70%	-	*	-	-
	Male	71%	63%	54%	46%	55%	38%	-	75%	-	-	54%	52%	21%	57%	62%	54%	-	-	*	-	-

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Mathematics	Female	71%	64%	63%	50%	63%	56%	-	97%	*	*	64%	54%	17%	65%	70%	-	63%	-	60%	-	-
Science	All Students	74%	66%	61%	57%	68%	*	-	60%	-	*	65%	42%	20%	63%	63%	65%	57%	-	*	-	-
	CWD	47%	38%	20%	*	*	-	-	-	-	*	20%	-	20%	-	*	*	*	-	-	-	-
	CWOD	78%	69%	63%	59%	70%	*	-	60%	-	*	68%	42%	-	63%	66%	67%	60%	-	*	-	-
	EL	58%	56%	63%	43%	75%	*	-	50%	-	-	66%	50%	*	66%	63%	66%	61%	-	*	-	-
	Male	74%	65%	65%	62%	71%	*	-	50%	-	-	67%	50%	*	67%	66%	65%	-	-	-	-	-
	Female	75%	66%	57%	52%	63%	*	-	67%	-	*	63%	36%	*	60%	61%	-	57%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	34%	31%	31%	27%	-	56%	*	33%	35%	32%	12%	36%	39%	34%	34%	-	44%	-	-
	CWD	23%	18%	12%	10%	17%	0%	-	*	-	*	13%	*	12%	-	15%	12%	12%	-	*	-	-
	CWOD	50%	42%	36%	33%	32%	34%	-	57%	*	*	37%	33%	-	36%	40%	37%	36%	-	44%	-	-
	EL	29%	30%	39%	31%	36%	19%	-	56%	-	-	39%	36%	15%	40%	39%	41%	36%	-	*	-	-
	Male	45%	38%	34%	30%	33%	33%	-	52%	-	-	34%	39%	12%	37%	41%	34%	-	-	67%	-	-
	Female	48%	41%	34%	33%	29%	21%	-	60%	*	33%	36%	27%	12%	36%	36%	-	34%	-	33%	-	-
Reading	All Students	52%	45%	39%	41%	34%	29%	-	56%	*	*	39%	41%	13%	41%	41%	39%	40%	-	63%	-	-
	CWD	24%	19%	13%	15%	18%	*	-	*	-	*	14%	*	13%	-	13%	11%	17%	-	*	-	-
	CWOD	56%	48%	41%	44%	35%	38%	-	58%	*	*	41%	43%	-	41%	43%	41%	41%	-	57%	-	-
	EL	31%	33%	41%	36%	38%	21%	-	58%	-	-	40%	46%	13%	43%	41%	44%	38%	-	*	-	-
	Male	47%	41%	39%	38%	35%	38%	-	54%	-	-	38%	48%	11%	41%	44%	39%	-	-	*	-	-
	Female	56%	49%	40%	45%	32%	22%	-	59%	*	*	41%	36%	17%	41%	38%	-	40%	-	60%	-	-
Mathematics	All Students	41%	33%	30%	21%	29%	24%	-	56%	*	*	30%	24%	13%	31%	36%	30%	29%	-	38%	-	-
	CWD	22%	17%	13%	8%	18%	*	-	*	-	*	14%	*	13%	-	19%	16%	8%	-	*	-	-
	CWOD	44%	35%	31%	23%	29%	31%	-	56%	*	*	32%	24%	-	31%	38%	32%	30%	-	43%	-	-
	EL	29%	29%	36%	29%	33%	14%	-	58%	-	-	38%	25%	19%	38%	36%	36%	37%	-	*	-	-
	Male	42%	34%	30%	24%	29%	25%	-	50%	-	-	30%	30%	16%	32%	36%	30%	-	-	*	-	-
	Female	40%	33%	29%	18%	28%	22%	-	62%	*	*	31%	18%	8%	30%	37%	-	29%	-	20%	-	-
Science	All Students	46%	37%	34%	32%	30%	*	-	53%	-	*	35%	32%	0%	36%	38%	35%	33%	-	*	-	-
	CWD	23%	17%	0%	*	*	-	-	-	-	*	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	49%	39%	36%	34%	30%	*	-	53%	-	*	37%	32%	-	36%	40%	37%	35%	-	*	-	-
	EL	25%	25%	38%	29%	41%	*	-	40%	-	-	39%	38%	*	40%	38%	48%	26%	-	*	-	-
	Male	47%	37%	35%	24%	39%	*	-	50%	-	-	35%	38%	*	37%	48%	35%	-	-	-	-	-
	Female	45%	36%	33%	39%	16%	*	-	56%	-	*	35%	27%	*	35%	26%	-	33%	-	*	-	-
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%	17%	17%	15%	14%	11%	-	31%	*	0%	16%	20%	3%	18%	20%	17%	16%	-	17%	-	-
	CWD	9%	6%	3%	3%	4%	0%	-	*	-	*	3%	*	3%	-	3%	2%	4%	-	*	-	-
	CWOD	24%	18%	18%	17%	14%	14%	-	32%	*	*	17%	21%	-	18%	21%	18%	17%	-	19%	-	-
	EL	12%	12%	20%	17%	17%	3%	-	34%	-	-	19%	25%	3%	21%	20%	22%	18%	-	*	-	-
	Male	21%	16%	17%	15%	16%	11%	-	29%	-	-	16%	28%	2%	18%	22%	17%	-	-	33%	-	-
	Female	23%	18%	16%	16%	12%	11%	-	33%	*	0%	17%	13%	4%	17%	18%	-	16%	-	8%	-	-
Reading	All Students	25%	20%	20%	23%	18%	12%	-	26%	*	*	20%	25%	6%	22%	21%	21%	20%	-	13%	-	-
	CWD	9%	6%	6%	8%	9%	*	-	*	-	*	7%	*	6%	-	6%	5%	8%	-	*	-	-
	CWOD	27%	21%	22%	25%	18%	15%	-	27%	*	*	21%	27%	-	22%	22%	23%	20%	-	14%	-	-
	EL	13%	14%	21%	21%	21%	7%	-	26%	-	-	20%	29%	6%	22%	21%	25%	17%	-	*	-	-
	Male	22%	17%	21%	21%	21%	13%	-	25%	-	-	20%	35%	5%	23%	25%	21%	-	-	*	-	-
	Female	28%	22%	20%	26%	14%	11%	-	28%	*	*	20%	18%	8%	20%	17%	-	20%	-	0%	-	-
Mathematics	All Students	20%	14%	15%	10%	11%	12%	-	37%	*	*	14%	16%	0%	16%	20%	15%	14%	-	25%	-	-
	CWD	9%	6%	0%	0%	0%	*	-	*	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	21%	16%	16%	11%	12%	15%	-	38%	*	*	16%	16%	-	16%	22%	17%	15%	-	29%	-	-
	EL	12%	12%	20%	21%	14%	0%	-	47%	-	-	20%	21%	0%	22%	20%	21%	19%	-	*	-	-
	Male	21%	15%	15%	11%	12%	13%	-	36%	-	-	14%	22%	0%	17%	21%	15%	-	-	*	-	-
	Female	19%	13%	14%	9%	11%	11%	-	38%	*	*	15%	11%	0%	15%	19%	-	14%	-	20%	-	-
Science	All Students	20%	15%	10%	7%	9%	*	-	27%	-	*	9%	16%	0%	10%	12%	9%	11%	-	*	-	-
	CWD	8%	5%	0%	*	*	-	-	-	-	*	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	22%	16%	10%	7%	9%	*	-	27%	-	*	9%	16%	-	10%	12%	9%	12%	-	*	-	-
	EL	7%	8%	12%	0%	13%	*	-	20%	-	-	9%	25%	*	12%	12%	10%	13%	-	*	-	-
	Male	22%	15%	9%	5%	11%	*	-	17%	-	-	6%	25%	*	9%	10%	9%	-	-	-	-	-
	Female	19%	14%	11%	9%	5%	*	-	33%	-	*	12%	9%	*	12%	13%	-	11%	-	*	-	-

- Indicates there are no students in the group.

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

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

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

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	81	80	81	82	-	80	-	*	80	79	82
CWD	79	75	71	*	-	-	-	*	78	79	89
CWOD	81	81	82	75	-	80	-	*	80	-	81
EL ◇	82	89	82	80	-	82	-	-	81	89	82
Male	82	83	82	80	-	88	-	-	82	91	84
Female	79	78	80	83	-	75	-	*	78	63	80
<b>Mathematics</b>											
All Students	71	65	72	59	-	84	-	*	71	42	75
CWD	42	25	57	*	-	-	-	*	44	42	56
CWOD	73	69	73	69	-	84	-	*	73	-	76
EL ◇	75	89	73	55	-	83	-	-	76	56	75
Male	66	65	68	30	-	77	-	-	67	45	69
Female	75	65	76	83	-	91	-	*	75	38	82

- 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
311	42	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	38	34	36	28	-	55	*	22	38	13	42
<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	Y	N			N			Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	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	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
<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>											
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%	-
	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%	-	-
	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%	-
	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%	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%	100%	-
		100%	100%	100%	100%	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	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%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	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%	-	-
	Female	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	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%	-
Mathematics	All Students	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	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%	-
Science	All Students	0%	0%	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	-	-	-	-	*	0%	-	0%	-	*	*	*	-
	CWOD	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%	-

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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	38	27	7	1	0	2	0	1	5		
	Female	8	4	1	3	0	0	0	0	0		
	Total	46	31	8	4	0	2	0	1	5		
<b>Out-of-School Suspensions</b>												
	Male	16	11	2	1	0	2	0	0	3		
	Female	4	0	2	2	0	0	0	0	0		
	Total	20	11	4	3	0	2	0	0	3		
<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	8	4	3	0	0	0	0	1	1		3
	Female	1	1	0	0	0	0	0	0	0		1
	Total	9	5	3	0	0	0	0	1	1		4
<b>Out-of-School Suspensions</b>												
	Male	6	4	2	0	0	0	0	0	1		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	4	2	0	0	0	0	0	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
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	47	16	23	3	-8	4	-8	1	17	5	-8
	Female	45	20	15	8	-8	2	-8	-8	13	6	-8
	Total	92	36	38	11	-8	6	-8	1	30	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
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	43	13	18	3	1	7	0	1	23	0
	Female	48	15	19	5	0	9	0	0	21	2
	Total	91	28	37	8	1	16	0	1	44	2
<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	7.6	15.4%
Teachers Teaching with Emergency or Provisional Credentials	1.8	3.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.5	1.1%

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

## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	*	1%
Mathematics	6,587	2%	48	1%	*	1%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	2%
Mathematics	6,408	2%	49	1%	*	2%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	6	1%
Reading	48,805	1%	354	1%	*	1%
Mathematics	43,293	1%	319	1%	*	1%
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	36%	36%	43%	28%	*	16%	-	60%	36%	47%	34%

- 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 and 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%	68%	57%	50%	57%	*	-	*	-	*	56%	60%	13%	62%	63%	44%	68%	-	*	-	-	
	CWD	52%	42%	13%	*	*	-	-	-	-	*	13%	-	13%	-	*	13%	-	-	-	-	-	
	CWOD	80%	72%	62%	54%	61%	*	-	*	-	*	62%	60%	-	62%	66%	54%	68%	-	*	-	-	
	EL	66%	64%	63%	*	59%	*	-	*	-	-	67%	*	*	66%	63%	50%	71%	-	*	-	-	
	Male	74%	64%	44%	36%	48%	-	-	*	-	*	42%	*	13%	54%	50%	44%	-	-	-	-	-	
	Female	78%	71%	68%	60%	67%	*	-	*	-	*	68%	*	-	68%	71%	-	68%	-	*	-	-	
Mathematics	All Students	70%	61%	68%	46%	81%	*	-	*	-	*	66%	100%	50%	71%	83%	69%	68%	-	*	-	-	
	CWD	46%	38%	50%	*	*	-	-	-	-	*	50%	-	50%	-	*	50%	-	-	-	-	-	
	CWOD	74%	64%	71%	42%	84%	*	-	*	-	*	68%	100%	-	71%	84%	75%	68%	-	*	-	-	
	EL	64%	61%	83%	*	81%	*	-	*	-	-	82%	*	*	84%	83%	86%	81%	-	*	-	-	
	Male	72%	62%	69%	45%	86%	-	-	*	-	*	67%	*	50%	75%	86%	69%	-	-	-	-	-	
	Female	68%	59%	68%	47%	76%	*	-	*	-	*	66%	*	-	68%	81%	-	68%	-	*	-	-	
Grade 4																							
Reading	All Students	76%	68%	63%	46%	70%	*	-	*	-	*	63%	67%	33%	67%	74%	63%	63%	-	*	-	-	
	CWD	48%	39%	33%	40%	*	-	-	-	-	-	33%	-	33%	-	*	40%	*	-	-	-	-	
	CWOD	81%	72%	67%	47%	74%	*	-	*	-	*	67%	67%	-	67%	78%	67%	68%	-	*	-	-	
	EL	66%	63%	74%	*	72%	*	-	*	-	-	76%	60%	*	78%	74%	75%	74%	-	-	-	-	
	Male	73%	64%	63%	42%	71%	*	-	*	-	-	66%	*	40%	67%	75%	63%	-	-	-	-	-	
	Female	79%	72%	63%	50%	69%	*	-	*	-	*	60%	83%	*	68%	74%	-	63%	-	*	-	-	
Mathematics	All Students	68%	56%	47%	29%	55%	*	-	*	-	*	46%	56%	33%	49%	67%	49%	46%	-	*	-	-	
	CWD	42%	32%	33%	40%	*	-	-	-	-	-	33%	-	33%	-	*	40%	*	-	-	-	-	
	CWOD	73%	60%	49%	26%	58%	*	-	*	-	*	48%	56%	-	49%	70%	50%	49%	-	*	-	-	
	EL	63%	58%	67%	*	64%	*	-	*	-	-	66%	80%	*	70%	67%	70%	65%	-	-	-	-	
	Male	70%	58%	49%	17%	62%	*	-	*	-	-	50%	*	40%	50%	70%	49%	-	-	-	-	-	
	Female	67%	55%	46%	42%	50%	*	-	*	-	*	43%	67%	*	49%	65%	-	46%	-	*	-	-	
Grade 5																							
Reading	All Students	80%	75%	48%	48%	50%	*	-	-	-	-	48%	50%	33%	51%	44%	55%	43%	-	*	*	-	
	CWD	50%	44%	33%	*	20%	-	-	-	-	-	38%	*	33%	-	*	29%	*	-	-	*	-	
	CWOD	85%	79%	51%	48%	54%	*	-	-	-	-	50%	60%	-	51%	48%	64%	43%	-	*	*	-	
	EL	71%	72%	44%	*	43%	*	-	-	-	-	45%	*	*	48%	44%	50%	39%	-	*	-	-	
	Male	77%	72%	55%	50%	58%	-	-	-	-	-	54%	*	29%	64%	50%	55%	-	-	*	*	-	
	Female	83%	78%	43%	47%	43%	*	-	-	-	-	44%	*	*	43%	39%	-	43%	-	*	*	-	
Mathematics	All Students	76%	65%	30%	28%	33%	*	-	-	-	-	30%	33%	33%	30%	28%	38%	24%	-	*	*	-	
	CWD	50%	38%	33%	*	20%	-	-	-	-	-	38%	*	33%	-	*	29%	*	-	-	*	-	
	CWOD	80%	69%	30%	24%	34%	*	-	-	-	-	29%	40%	-	30%	31%	41%	23%	-	*	*	-	
	EL	70%	66%	28%	*	29%	*	-	-	-	-	28%	*	*	31%	28%	36%	22%	-	*	-	-	
	Male	75%	65%	38%	30%	42%	-	-	-	-	-	42%	*	29%	41%	36%	38%	-	-	*	*	-	
	Female	76%	66%	24%	27%	24%	*	-	-	-	-	21%	*	*	23%	22%	-	24%	-	*	*	-	

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PATRICK EL (220901162) - ARLINGTON ISD - TARRANT 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%	54%	24%	32%	20%	*	-	-	-	-	22%	50%	22%	25%	16%	21%	27%	-	*	*	-
	CWD	40%	33%	22%	*	0%	-	-	-	-	-	25%	*	22%	-	*	14%	*	-	-	*	-
	CWOD	69%	57%	25%	29%	23%	*	-	-	-	-	21%	60%	-	25%	17%	23%	26%	-	*	*	-
	EL	52%	49%	16%	*	14%	*	-	-	-	-	14%	*	*	17%	16%	14%	17%	-	*	-	-
	Male	67%	57%	21%	30%	16%	-	-	-	-	-	19%	*	14%	23%	14%	21%	-	-	*	*	-
	Female	63%	52%	27%	33%	24%	*	-	-	-	-	24%	*	*	26%	17%	-	27%	-	*	*	-
Grade 6																						
Reading	All Students	69%	68%	47%	33%	51%	*	-	*	-	*	47%	50%	10%	53%	57%	51%	43%	-	*	-	-
	CWD	38%	38%	10%	*	14%	-	-	-	-	*	13%	*	10%	-	20%	0%	*	-	-	-	-
	CWOD	74%	73%	53%	37%	57%	*	-	*	-	-	52%	67%	-	53%	62%	61%	45%	-	*	-	-
	EL	53%	61%	57%	*	56%	*	-	*	-	-	55%	*	20%	62%	57%	65%	48%	-	*	-	-
	Male	66%	64%	51%	30%	56%	-	-	*	-	*	54%	*	0%	61%	65%	51%	-	-	*	-	-
	Female	72%	72%	43%	36%	46%	*	-	-	-	-	39%	*	*	45%	48%	-	43%	-	-	-	-
Mathematics	All Students	72%	70%	50%	38%	53%	*	-	*	-	*	50%	50%	20%	55%	59%	51%	49%	-	*	-	-
	CWD	47%	47%	20%	*	29%	-	-	-	-	*	25%	*	20%	-	40%	0%	*	-	-	-	-
	CWOD	76%	74%	55%	42%	57%	*	-	*	-	-	53%	67%	-	55%	62%	61%	48%	-	*	-	-
	EL	61%	69%	59%	*	59%	*	-	*	-	-	58%	*	40%	62%	59%	65%	52%	-	*	-	-
	Male	73%	70%	51%	20%	60%	-	-	*	-	*	54%	*	0%	61%	65%	51%	-	-	*	-	-
	Female	72%	70%	49%	55%	46%	*	-	-	-	-	45%	*	*	48%	52%	-	49%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	33%	19%	33%	*	-	*	-	*	31%	60%	0%	37%	37%	31%	35%	-	*	-	-
	CWD	30%	24%	0%	*	*	-	-	-	-	*	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	54%	44%	37%	21%	37%	*	-	*	-	*	35%	60%	-	37%	41%	39%	35%	-	*	-	-
	EL	37%	36%	37%	*	34%	*	-	*	-	-	39%	*	*	41%	37%	29%	43%	-	*	-	-
	Male	49%	40%	31%	18%	33%	-	-	*	-	*	27%	*	0%	39%	29%	31%	-	-	-	-	-
	Female	52%	43%	35%	20%	33%	*	-	*	-	*	34%	*	-	35%	43%	-	35%	-	*	-	-
Mathematics	All Students	42%	32%	42%	23%	52%	*	-	*	-	*	42%	40%	25%	44%	54%	42%	43%	-	*	-	-
	CWD	27%	19%	25%	*	*	-	-	-	-	*	25%	-	25%	-	*	25%	-	-	-	-	-
	CWOD	45%	34%	44%	21%	55%	*	-	*	-	*	44%	40%	-	44%	56%	46%	43%	-	*	-	-
	EL	35%	32%	54%	*	56%	*	-	*	-	-	58%	*	*	56%	54%	57%	52%	-	*	-	-
	Male	45%	35%	42%	27%	52%	-	-	*	-	*	42%	*	25%	46%	57%	42%	-	-	-	-	-
	Female	39%	30%	43%	20%	52%	*	-	*	-	*	42%	*	-	43%	52%	-	43%	-	*	-	-
Grade 4																						
Reading	All Students	53%	45%	38%	25%	45%	*	-	*	-	*	37%	44%	33%	39%	49%	31%	44%	-	*	-	-
	CWD	29%	21%	33%	40%	*	-	-	-	-	-	33%	-	33%	-	*	40%	*	-	-	-	-
	CWOD	57%	48%	39%	21%	47%	*	-	*	-	*	38%	44%	-	39%	50%	30%	46%	-	*	-	-
	EL	41%	40%	49%	*	47%	*	-	*	-	-	50%	40%	*	50%	49%	45%	52%	-	-	-	-
	Male	51%	43%	31%	17%	38%	*	-	*	-	-	31%	*	40%	30%	45%	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
Reading	Female	55%	46%	44%	33%	50%	*	-	*	-	*	43%	50%	*	46%	52%	-	44%	-	*	-	-
Mathematics	All Students	42%	29%	25%	17%	30%	*	-	*	-	*	24%	33%	33%	24%	37%	20%	29%	-	*	-	-
	CWD	25%	18%	33%	40%	*	-	-	-	-	-	33%	-	33%	-	*	40%	*	-	-	-	-
	CWOD	45%	31%	24%	11%	30%	*	-	*	-	*	22%	33%	-	24%	38%	17%	30%	-	*	-	-
	EL	34%	29%	37%	*	36%	*	-	*	-	-	34%	60%	*	38%	37%	30%	43%	-	-	-	-
	Male	45%	32%	20%	8%	29%	*	-	*	-	-	19%	*	40%	17%	30%	20%	-	-	-	-	-
	Female	38%	26%	29%	25%	31%	*	-	*	-	*	29%	33%	*	30%	43%	-	29%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	27%	32%	25%	*	-	-	-	-	27%	33%	22%	28%	22%	34%	22%	-	*	*	-
	CWD	29%	22%	22%	*	0%	-	-	-	-	-	25%	*	22%	-	*	14%	*	-	-	*	-
	CWOD	61%	52%	28%	29%	29%	*	-	-	-	-	27%	40%	-	28%	24%	41%	20%	-	*	*	-
	EL	43%	44%	22%	*	21%	*	-	-	-	-	24%	*	*	24%	22%	36%	11%	-	*	-	-
	Male	53%	46%	34%	40%	32%	-	-	-	-	-	35%	*	14%	41%	36%	34%	-	-	*	*	-
	Female	60%	52%	22%	27%	19%	*	-	-	-	-	21%	*	*	20%	11%	-	22%	-	*	*	-
Mathematics	All Students	47%	36%	18%	20%	18%	*	-	-	-	-	17%	33%	22%	18%	13%	21%	16%	-	*	*	-
	CWD	25%	17%	22%	*	0%	-	-	-	-	-	25%	*	22%	-	*	14%	*	-	-	*	-
	CWOD	50%	38%	18%	14%	20%	*	-	-	-	-	15%	40%	-	18%	14%	23%	14%	-	*	*	-
	EL	38%	35%	13%	*	14%	*	-	-	-	-	10%	*	*	14%	13%	14%	11%	-	*	-	-
	Male	48%	37%	21%	20%	21%	-	-	-	-	-	23%	*	14%	23%	14%	21%	-	-	*	*	-
	Female	46%	35%	16%	20%	14%	*	-	-	-	-	12%	*	*	14%	11%	-	16%	-	*	*	-
Science	All Students	38%	28%	11%	16%	8%	*	-	-	-	-	10%	17%	22%	9%	6%	10%	11%	-	*	*	-
	CWD	23%	16%	22%	*	0%	-	-	-	-	-	25%	*	22%	-	*	14%	*	-	-	*	-
	CWOD	40%	29%	9%	10%	9%	*	-	-	-	-	8%	20%	-	9%	7%	9%	9%	-	*	*	-
	EL	24%	23%	6%	*	4%	*	-	-	-	-	7%	*	*	7%	6%	7%	6%	-	*	-	-
	Male	41%	31%	10%	10%	11%	-	-	-	-	-	12%	*	14%	9%	7%	10%	-	-	*	*	-
	Female	34%	24%	11%	20%	5%	*	-	-	-	-	9%	*	*	9%	6%	-	11%	-	*	*	-
Grade 6																						
Reading	All Students	42%	42%	24%	24%	20%	*	-	*	-	*	24%	25%	0%	27%	25%	23%	24%	-	*	-	-
	CWD	21%	20%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	46%	45%	27%	26%	24%	*	-	*	-	-	27%	33%	-	27%	28%	27%	27%	-	*	-	-
	EL	24%	34%	25%	*	23%	*	-	*	-	-	25%	*	0%	28%	25%	30%	19%	-	*	-	-
	Male	40%	40%	23%	10%	24%	-	-	*	-	*	26%	*	0%	27%	30%	23%	-	-	*	-	-
	Female	45%	44%	24%	36%	17%	*	-	-	-	-	21%	*	*	27%	19%	-	24%	-	-	-	-
Mathematics	All Students	38%	37%	21%	19%	20%	*	-	*	-	*	19%	38%	10%	23%	27%	23%	19%	-	*	-	-
	CWD	20%	21%	10%	*	14%	-	-	-	-	*	13%	*	10%	-	20%	0%	*	-	-	-	-
	CWOD	41%	40%	23%	21%	21%	*	-	*	-	-	20%	50%	-	23%	28%	27%	18%	-	*	-	-
	EL	24%	35%	27%	*	26%	*	-	*	-	-	25%	*	20%	28%	27%	30%	24%	-	*	-	-
	Male	40%	39%	23%	10%	24%	-	-	*	-	*	23%	*	0%	27%	30%	23%	-	-	*	-	-
	Female	36%	35%	19%	27%	17%	*	-	-	-	-	15%	*	*	18%	24%	-	19%	-	-	-	-

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

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Mathematics	Female	23%	14%	5%	7%	5%	*	-	-	-	-	0%	*	*	6%	6%	-	5%	-	*	*	-
Science	All Students	17%	12%	3%	4%	3%	*	-	-	-	-	3%	0%	11%	2%	0%	0%	5%	-	*	*	-
	CWD	9%	6%	11%	*	0%	-	-	-	-	-	13%	*	11%	-	*	0%	*	-	-	*	-
	CWOD	19%	12%	2%	0%	3%	*	-	-	-	-	2%	0%	-	2%	0%	0%	3%	-	*	*	-
	EL	9%	8%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	20%	14%	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	-	*	*	-
	Female	15%	10%	5%	7%	5%	*	-	-	-	-	6%	*	*	3%	0%	-	5%	-	*	*	-
Grade 6																						
Reading	All Students	23%	21%	9%	5%	8%	*	-	*	-	*	9%	13%	0%	11%	7%	8%	11%	-	*	-	-
	CWD	8%	7%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	25%	23%	11%	5%	10%	*	-	*	-	-	10%	17%	-	11%	8%	9%	12%	-	*	-	-
	EL	9%	15%	7%	*	8%	*	-	*	-	-	8%	*	0%	8%	7%	9%	5%	-	*	-	-
	Male	21%	19%	8%	0%	8%	-	-	*	-	*	9%	*	0%	9%	9%	8%	-	-	*	-	-
	Female	25%	23%	11%	9%	8%	*	-	-	-	-	9%	*	*	12%	5%	-	11%	-	-	-	-
Mathematics	All Students	16%	16%	9%	10%	8%	*	-	*	-	*	7%	25%	0%	11%	11%	10%	8%	-	*	-	-
	CWD	8%	9%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	17%	17%	11%	11%	10%	*	-	*	-	-	8%	33%	-	11%	13%	12%	9%	-	*	-	-
	EL	7%	14%	11%	*	10%	*	-	*	-	-	10%	*	0%	13%	11%	13%	10%	-	*	-	-
	Male	17%	18%	10%	0%	12%	-	-	*	-	*	9%	*	0%	12%	13%	10%	-	-	*	-	-
	Female	14%	13%	8%	18%	4%	*	-	-	-	-	6%	*	*	9%	10%	-	8%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	49%	39%	53%	60%	-	93%	-	42%	48%	56%	27%	52%	56%	50%	48%	-	27%	67%	-
	CWD	44%	36%	27%	40%	22%	-	-	-	-	0%	30%	0%	27%	-	26%	24%	36%	-	-	*	-
	CWOD	77%	70%	52%	39%	57%	60%	-	93%	-	83%	51%	64%	-	52%	59%	56%	49%	-	27%	*	-
	EL	59%	58%	56%	67%	55%	45%	-	90%	-	-	56%	58%	26%	59%	56%	59%	54%	-	29%	-	-
	Male	71%	63%	50%	33%	56%	*	-	100%	-	25%	51%	41%	24%	56%	59%	50%	-	-	20%	*	-
	Female	75%	68%	48%	44%	50%	54%	-	*	-	*	46%	70%	36%	49%	54%	-	48%	-	30%	*	-
Reading	All Students	74%	67%	54%	45%	57%	71%	-	86%	-	50%	54%	57%	22%	59%	60%	53%	55%	-	50%	*	-
	CWD	43%	35%	22%	31%	20%	-	-	-	-	*	24%	*	22%	-	21%	19%	30%	-	-	*	-
	CWOD	78%	72%	59%	47%	62%	71%	-	86%	-	*	58%	64%	-	59%	64%	61%	57%	-	50%	*	-
	EL	57%	57%	60%	78%	59%	60%	-	80%	-	-	61%	50%	21%	64%	60%	62%	59%	-	*	-	-
	Male	70%	63%	53%	40%	58%	*	-	100%	-	*	54%	46%	19%	61%	62%	53%	-	-	*	*	-
	Female	78%	73%	55%	49%	57%	67%	-	*	-	*	54%	67%	30%	57%	59%	-	55%	-	*	*	-
Mathematics	All Students	71%	64%	50%	35%	56%	57%	-	100%	-	33%	49%	57%	33%	52%	60%	53%	47%	-	17%	*	-
	CWD	44%	36%	33%	46%	30%	-	-	-	-	*	36%	*	33%	-	36%	31%	40%	-	-	*	-
	CWOD	75%	67%	52%	34%	59%	57%	-	100%	-	*	51%	64%	-	52%	63%	58%	48%	-	17%	*	-
	EL	61%	61%	60%	67%	59%	40%	-	100%	-	-	59%	71%	36%	63%	60%	65%	57%	-	*	-	-
	Male	71%	63%	53%	28%	63%	*	-	100%	-	*	54%	38%	31%	58%	65%	53%	-	-	*	*	-

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Mathematics	Female	71%	64%	47%	42%	49%	50%	-	*	-	*	44%	73%	40%	48%	57%	-	47%	-	*	*	-
Science	All Students	74%	66%	24%	32%	20%	*	-	-	-	-	22%	50%	22%	25%	16%	21%	27%	-	*	*	-
	CWD	47%	38%	22%	*	0%	-	-	-	-	-	25%	*	22%	-	*	14%	*	-	-	*	-
	CWOD	78%	69%	25%	29%	23%	*	-	-	-	-	21%	60%	-	25%	17%	23%	26%	-	*	*	-
	EL	58%	56%	16%	*	14%	*	-	-	-	-	14%	*	*	17%	16%	14%	17%	-	*	-	-
	Male	74%	65%	21%	30%	16%	-	-	-	-	-	19%	*	14%	23%	14%	21%	-	-	*	*	-
	Female	75%	66%	27%	33%	24%	*	-	-	-	-	24%	*	*	26%	17%	-	27%	-	*	*	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	27%	22%	28%	27%	-	71%	-	33%	26%	35%	19%	28%	31%	26%	27%	-	7%	17%	-
	CWD	23%	18%	19%	37%	9%	-	-	-	-	0%	20%	0%	19%	-	13%	15%	27%	-	-	*	-
	CWOD	50%	42%	28%	19%	30%	27%	-	71%	-	67%	27%	40%	-	28%	33%	29%	27%	-	7%	*	-
	EL	29%	30%	31%	43%	30%	9%	-	60%	-	-	31%	29%	13%	33%	31%	31%	30%	-	0%	-	-
	Male	45%	38%	26%	18%	29%	*	-	70%	-	13%	27%	24%	15%	29%	31%	26%	-	-	0%	*	-
	Female	48%	41%	27%	25%	27%	31%	-	*	-	*	25%	45%	27%	27%	30%	-	27%	-	10%	*	-
Reading	All Students	52%	45%	31%	25%	31%	43%	-	71%	-	50%	30%	39%	14%	33%	34%	29%	32%	-	17%	*	-
	CWD	24%	19%	14%	31%	5%	-	-	-	-	*	15%	*	14%	-	7%	12%	20%	-	-	*	-
	CWOD	56%	48%	33%	24%	34%	43%	-	71%	-	*	32%	44%	-	33%	36%	34%	32%	-	17%	*	-
	EL	31%	33%	34%	56%	32%	20%	-	60%	-	-	35%	21%	7%	36%	34%	35%	33%	-	*	-	-
	Male	47%	41%	29%	21%	31%	*	-	80%	-	*	29%	31%	12%	34%	35%	29%	-	-	*	*	-
	Female	56%	49%	32%	28%	30%	50%	-	*	-	*	30%	47%	20%	32%	33%	-	32%	-	*	*	-
Mathematics	All Students	41%	33%	27%	20%	30%	14%	-	71%	-	17%	26%	36%	22%	28%	33%	27%	27%	-	0%	*	-
	CWD	22%	17%	22%	38%	15%	-	-	-	-	*	24%	*	22%	-	21%	19%	30%	-	-	*	-
	CWOD	44%	35%	28%	17%	32%	14%	-	71%	-	*	26%	40%	-	28%	34%	28%	27%	-	0%	*	-
	EL	29%	29%	33%	33%	33%	0%	-	60%	-	-	32%	43%	21%	34%	33%	32%	34%	-	*	-	-
	Male	42%	34%	27%	16%	31%	*	-	60%	-	*	27%	23%	19%	28%	32%	27%	-	-	*	*	-
	Female	40%	33%	27%	23%	28%	17%	-	*	-	*	25%	47%	30%	27%	34%	-	27%	-	*	*	-
Science	All Students	46%	37%	11%	16%	8%	*	-	-	-	-	10%	17%	22%	9%	6%	10%	11%	-	*	*	-
	CWD	23%	17%	22%	*	0%	-	-	-	-	-	25%	*	22%	-	*	14%	*	-	-	*	-
	CWOD	49%	39%	9%	10%	9%	*	-	-	-	-	8%	20%	-	9%	7%	9%	9%	-	*	*	-
	EL	25%	25%	6%	*	4%	*	-	-	-	-	7%	*	*	7%	6%	7%	6%	-	*	-	-
	Male	47%	37%	10%	10%	11%	-	-	-	-	-	12%	*	14%	9%	7%	10%	-	-	*	*	-
	Female	45%	36%	11%	20%	5%	*	-	-	-	-	9%	*	*	9%	6%	-	11%	-	*	*	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	11%	8%	12%	7%	-	43%	-	25%	10%	21%	4%	13%	13%	11%	12%	-	7%	0%	-
	CWD	9%	6%	4%	7%	2%	-	-	-	-	0%	4%	0%	4%	-	6%	3%	5%	-	-	*	-
	CWOD	24%	18%	13%	8%	13%	7%	-	43%	-	50%	11%	24%	-	13%	14%	13%	12%	-	7%	*	-
	EL	12%	12%	13%	14%	13%	0%	-	20%	-	-	13%	10%	6%	14%	13%	13%	13%	-	0%	-	-
	Male	21%	16%	11%	6%	12%	*	-	40%	-	13%	10%	21%	3%	13%	13%	11%	-	-	0%	*	-
	Female	23%	18%	12%	9%	12%	8%	-	*	-	*	11%	21%	5%	12%	13%	-	12%	-	10%	*	-
Reading	All Students	25%	20%	14%	9%	14%	14%	-	43%	-	33%	12%	25%	3%	15%	14%	13%	14%	-	17%	*	-
	CWD	9%	6%	3%	8%	0%	-	-	-	-	*	3%	*	3%	-	7%	4%	0%	-	-	*	-
	CWOD	27%	21%	15%	10%	16%	14%	-	43%	-	*	14%	28%	-	15%	14%	15%	15%	-	17%	*	-
	EL	13%	14%	14%	22%	13%	0%	-	20%	-	-	14%	7%	7%	14%	14%	13%	14%	-	*	-	-
	Male	22%	17%	13%	9%	13%	*	-	40%	-	*	11%	31%	4%	15%	13%	13%	-	-	*	*	-
	Female	28%	22%	14%	9%	15%	17%	-	*	-	*	14%	20%	0%	15%	14%	-	14%	-	*	*	-
Mathematics	All Students	20%	14%	11%	7%	12%	0%	-	43%	-	17%	10%	21%	3%	12%	15%	12%	11%	-	0%	*	-
	CWD	9%	6%	3%	0%	5%	-	-	-	-	*	3%	*	3%	-	7%	4%	0%	-	-	*	-
	CWOD	21%	16%	12%	8%	13%	0%	-	43%	-	*	11%	24%	-	12%	16%	13%	12%	-	0%	*	-
	EL	12%	12%	15%	11%	16%	0%	-	20%	-	-	15%	14%	7%	16%	15%	15%	14%	-	*	-	-
	Male	21%	15%	12%	5%	14%	*	-	40%	-	*	11%	15%	4%	13%	15%	12%	-	-	*	*	-
	Female	19%	13%	11%	9%	11%	0%	-	*	-	*	9%	27%	0%	12%	14%	-	11%	-	*	*	-
Science	All Students	20%	15%	3%	4%	3%	*	-	-	-	-	3%	0%	11%	2%	0%	0%	5%	-	*	*	-
	CWD	8%	5%	11%	*	0%	-	-	-	-	-	13%	*	11%	-	*	0%	*	-	-	*	-
	CWOD	22%	16%	2%	0%	3%	*	-	-	-	-	2%	0%	-	2%	0%	0%	3%	-	*	*	-
	EL	7%	8%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	22%	15%	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	-	*	*	-
	Female	19%	14%	5%	7%	5%	*	-	-	-	-	6%	*	*	3%	0%	-	5%	-	*	*	-

- 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	69	77	*	-	60	-	*	73	60	72
CWD	60	63	54	-	-	-	-	*	55	60	44
CWOD	77	71	80	*	-	60	-	*	76	-	75
EL ◇	72	57	73	*	-	*	-	-	71	44	72
Male	77	67	82	-	-	*	-	*	75	60	78
Female	72	71	72	*	-	*	-	*	72	58	65
<b>Mathematics</b>											
All Students	68	55	76	60	-	70	-	*	70	59	77
CWD	59	38	75	-	-	-	-	*	60	59	75
CWOD	70	57	76	60	-	70	-	*	71	-	77
EL ◇	77	50	80	*	-	*	-	-	78	75	77
Male	67	48	77	*	-	*	-	*	69	47	75
Female	69	59	75	*	-	*	-	*	71	81	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.

	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
250	14	6%

- 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	29	23	31	31	-	69	-	33	28	17	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)

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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						N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
<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	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											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%	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%	100%	-
	Male	100%	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%	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%	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%	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%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	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%	-	-
	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%	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%	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%	-
Reading	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	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%	-	-
	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%	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%	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%	-
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%	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%	-

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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	66	35	30	0	0	0	0	1	18		
	Female	38	23	15	0	0	0	0	0	8		
	Total	104	58	45	0	0	0	0	1	26		
<b>Out-of-School Suspensions</b>												
	Male	37	20	14	3	0	0	0	0	9		
	Female	20	15	4	0	0	1	0	0	2		
	Total	57	35	18	3	0	1	0	0	11		
<b>Expulsions</b>												
With Educational Services	Male	1	0	1	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	1		
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	17	9	5	1	0	0	0	2	2		3
	Female	6	3	3	0	0	0	0	0	0		2
	Total	23	12	8	1	0	0	0	2	2		5
<b>Out-of-School Suspensions</b>												
	Male	12	5	3	2	0	0	0	2	1		2
	Female	5	3	2	0	0	0	0	0	0		3
	Total	17	8	5	2	0	0	0	2	1		5
<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	84	38	37	7	-8	-8	-8	2	15	21	-8
	Female	72	37	30	3	-8	-8	-8	2	8	7	-8
	Total	156	75	67	10	-8	-8	-8	4	23	28	-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	56	18	34	2	0	2	0	0	29	4
	Female	56	10	40	1	1	0	0	4	39	1
	Total	112	28	74	3	1	2	0	4	68	5
<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	6.5	14.5%
Teachers Teaching with Emergency or Provisional Credentials	3.5	8.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.6	6.1%

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



## Part (x): Per-pupil Expenditure

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

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

## Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	*	1%
Mathematics	6,587	2%	48	1%	*	1%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	4%
Mathematics	6,408	2%	49	1%	*	4%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	3%
Mathematics	6,205	2%	32	1%	*	3%
Science	6,200	2%	32	1%	*	3%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	1%
Mathematics	6,177	2%	59	1%	*	1%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	16	2%
Reading	48,805	1%	354	1%	7	2%
Mathematics	43,293	1%	319	1%	7	2%
Science	17,856	1%	118	1%	*	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	50%	58%	46%	36%	83%	6%	*	50%	49%	58%	36%

- 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 and 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%	68%	84%	82%	75%	100%	-	-	-	*	77%	93%	50%	89%	80%	83%	85%	-	-	-	-
	CWD	52%	42%	50%	*	*	*	-	-	-	-	40%	*	50%	-	-	40%	*	-	-	-	-
	CWOD	80%	72%	89%	80%	84%	100%	-	-	-	*	82%	96%	-	89%	80%	92%	86%	-	-	-	-
	EL	66%	64%	80%	-	80%	-	-	-	-	-	76%	*	-	80%	80%	88%	75%	-	-	-	-
	Male	74%	64%	83%	*	78%	100%	-	-	-	*	69%	100%	40%	92%	88%	83%	-	-	-	-	-
	Female	78%	71%	85%	86%	72%	100%	-	-	-	*	83%	88%	*	86%	75%	-	85%	-	-	-	-
Mathematics	All Students	70%	61%	68%	64%	50%	100%	-	-	-	*	51%	90%	50%	70%	55%	73%	64%	-	-	-	-
	CWD	46%	38%	50%	*	*	*	-	-	-	-	40%	*	50%	-	-	40%	*	-	-	-	-
	CWOD	74%	64%	70%	60%	56%	100%	-	-	-	*	53%	93%	-	70%	55%	80%	64%	-	-	-	-
	EL	64%	61%	55%	-	55%	-	-	-	-	-	47%	*	-	55%	55%	63%	50%	-	-	-	-
	Male	72%	62%	73%	*	61%	100%	-	-	-	*	56%	93%	40%	80%	63%	73%	-	-	-	-	-
	Female	68%	59%	64%	57%	39%	100%	-	-	-	*	48%	88%	*	64%	50%	-	64%	-	-	-	-
Grade 4																						
Reading	All Students	76%	68%	78%	69%	74%	92%	-	*	-	*	75%	83%	*	81%	74%	76%	80%	-	*	-	*
	CWD	48%	39%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	81%	72%	81%	69%	81%	92%	-	*	-	*	78%	86%	-	81%	76%	78%	85%	-	*	-	*
	EL	66%	63%	74%	-	76%	*	-	-	-	-	80%	*	*	76%	74%	79%	67%	-	*	-	-
	Male	73%	64%	76%	57%	74%	100%	-	-	-	-	75%	77%	*	78%	79%	76%	-	-	*	-	-
	Female	79%	72%	80%	83%	75%	83%	-	*	-	*	75%	90%	*	85%	67%	-	80%	-	-	-	*
Mathematics	All Students	68%	56%	51%	38%	57%	54%	-	*	-	*	43%	65%	*	51%	57%	58%	43%	-	*	-	*
	CWD	42%	32%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	73%	60%	51%	38%	58%	54%	-	*	-	*	41%	68%	-	51%	52%	56%	44%	-	*	-	*
	EL	63%	58%	57%	-	62%	*	-	-	-	-	50%	*	*	52%	57%	57%	56%	-	*	-	-
	Male	70%	58%	58%	43%	58%	71%	-	-	-	-	45%	77%	*	56%	57%	58%	-	-	*	-	-
	Female	67%	55%	43%	33%	56%	33%	-	*	-	*	40%	50%	*	44%	56%	-	43%	-	-	-	*
Grade 5																						
Reading	All Students	80%	75%	79%	92%	67%	96%	-	*	-	*	70%	97%	40%	86%	63%	77%	82%	-	*	-	-
	CWD	50%	44%	40%	*	13%	*	-	-	-	*	31%	*	40%	-	*	56%	17%	-	-	-	-
	CWOD	85%	79%	86%	100%	76%	100%	-	*	-	*	80%	97%	-	86%	71%	82%	91%	-	*	-	-
	EL	71%	72%	63%	-	60%	*	-	-	-	-	60%	*	*	71%	63%	59%	67%	-	-	-	-
	Male	77%	72%	77%	83%	67%	100%	-	-	-	*	67%	100%	56%	82%	59%	77%	-	-	*	-	-
	Female	83%	78%	82%	100%	67%	94%	-	*	-	*	73%	95%	17%	91%	67%	-	82%	-	-	-	-
Mathematics	All Students	76%	65%	79%	85%	72%	88%	-	*	-	*	71%	94%	40%	86%	69%	74%	84%	-	*	-	-
	CWD	50%	38%	40%	*	25%	*	-	-	-	*	31%	*	40%	-	*	44%	33%	-	-	-	-
	CWOD	80%	69%	86%	91%	80%	95%	-	*	-	*	82%	94%	-	86%	79%	82%	91%	-	*	-	-
	EL	70%	66%	69%	-	67%	*	-	-	-	-	70%	*	*	79%	69%	59%	80%	-	-	-	-
	Male	75%	65%	74%	83%	67%	90%	-	-	-	*	67%	93%	44%	82%	59%	74%	-	-	*	-	-
	Female	76%	66%	84%	86%	79%	88%	-	*	-	*	77%	95%	33%	91%	80%	-	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
Science	All Students	65%	54%	61%	77%	41%	92%	-	*	-	*	52%	79%	27%	68%	41%	60%	63%	-	*	-	-
	CWD	40%	33%	27%	*	13%	*	-	-	-	*	15%	*	27%	-	*	33%	17%	-	-	-	-
	CWOD	69%	57%	68%	91%	46%	100%	-	*	-	*	62%	77%	-	68%	46%	66%	70%	-	*	-	-
	EL	52%	49%	41%	-	37%	*	-	-	-	-	40%	*	*	46%	41%	35%	47%	-	-	-	-
	Male	67%	57%	60%	67%	47%	90%	-	-	-	*	48%	86%	33%	66%	35%	60%	-	-	*	-	-
	Female	63%	52%	63%	86%	33%	94%	-	*	-	*	57%	74%	17%	70%	47%	-	63%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	59%	55%	44%	89%	-	-	-	*	49%	73%	50%	61%	60%	57%	62%	-	-	-	-
	CWD	30%	24%	50%	*	*	*	-	-	-	-	40%	*	50%	-	-	40%	*	-	-	-	-
	CWOD	54%	44%	61%	50%	50%	87%	-	-	-	*	50%	74%	-	61%	60%	60%	61%	-	-	-	-
	EL	37%	36%	60%	-	60%	-	-	-	-	-	53%	*	-	60%	60%	50%	67%	-	-	-	-
	Male	49%	40%	57%	*	44%	83%	-	-	-	*	31%	86%	40%	60%	50%	57%	-	-	-	-	-
	Female	52%	43%	62%	57%	44%	92%	-	-	-	*	61%	63%	*	61%	67%	-	62%	-	-	-	-
Mathematics	All Students	42%	32%	38%	27%	28%	61%	-	-	-	*	26%	53%	38%	38%	40%	43%	33%	-	-	-	-
	CWD	27%	19%	38%	*	*	*	-	-	-	-	40%	*	38%	-	-	40%	*	-	-	-	-
	CWOD	45%	34%	38%	20%	31%	60%	-	-	-	*	24%	56%	-	38%	40%	44%	33%	-	-	-	-
	EL	35%	32%	40%	-	40%	-	-	-	-	-	29%	*	-	40%	40%	50%	33%	-	-	-	-
	Male	45%	35%	43%	*	33%	67%	-	-	-	*	31%	57%	40%	44%	50%	43%	-	-	-	-	-
	Female	39%	30%	33%	29%	22%	58%	-	-	-	*	22%	50%	*	33%	33%	-	33%	-	-	-	-
Grade 4																						
Reading	All Students	53%	45%	54%	38%	54%	69%	-	*	-	*	48%	65%	*	58%	52%	52%	57%	-	*	-	*
	CWD	29%	21%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	57%	48%	58%	38%	61%	69%	-	*	-	*	51%	68%	-	58%	57%	53%	63%	-	*	-	*
	EL	41%	40%	52%	-	57%	*	-	-	-	-	55%	*	*	57%	52%	50%	56%	-	*	-	-
	Male	51%	43%	52%	29%	47%	86%	-	-	-	-	45%	62%	*	53%	50%	52%	-	-	*	-	-
	Female	55%	46%	57%	50%	63%	50%	-	*	-	*	50%	70%	*	63%	56%	-	57%	-	-	-	*
Mathematics	All Students	42%	29%	22%	23%	17%	38%	-	*	-	*	13%	39%	*	24%	13%	21%	23%	-	*	-	*
	CWD	25%	18%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	45%	31%	24%	23%	19%	38%	-	*	-	*	14%	41%	-	24%	14%	22%	26%	-	*	-	*
	EL	34%	29%	13%	-	14%	*	-	-	-	-	15%	*	*	14%	13%	14%	11%	-	*	-	-
	Male	45%	32%	21%	14%	16%	43%	-	-	-	-	10%	38%	*	22%	14%	21%	-	-	*	-	-
	Female	38%	26%	23%	33%	19%	33%	-	*	-	*	15%	40%	*	26%	11%	-	23%	-	-	-	*
Grade 5																						
Reading	All Students	57%	49%	60%	85%	39%	88%	-	*	-	*	51%	79%	27%	67%	41%	53%	67%	-	*	-	-
	CWD	29%	22%	27%	*	0%	*	-	-	-	*	15%	*	27%	-	*	33%	17%	-	-	-	-
	CWOD	61%	52%	67%	91%	46%	95%	-	*	-	*	60%	77%	-	67%	46%	58%	74%	-	*	-	-
	EL	43%	44%	41%	-	37%	*	-	-	-	-	40%	*	*	46%	41%	29%	53%	-	-	-	-
	Male	53%	46%	53%	83%	37%	80%	-	-	-	*	42%	79%	33%	58%	29%	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
Reading	Female	60%	52%	67%	86%	42%	94%	-	*	-	*	60%	79%	17%	74%	53%	-	67%	-	-	-	-
Mathematics	All Students	47%	36%	43%	54%	24%	69%	-	*	-	*	29%	70%	27%	46%	19%	40%	45%	-	*	-	-
	CWD	25%	17%	27%	*	13%	*	-	-	-	*	15%	*	27%	-	*	33%	17%	-	-	-	-
	CWOD	50%	38%	46%	64%	26%	73%	-	*	-	*	32%	68%	-	46%	21%	42%	49%	-	*	-	-
	EL	38%	35%	19%	-	17%	*	-	-	-	-	17%	*	*	21%	19%	24%	13%	-	-	-	-
	Male	48%	37%	40%	33%	33%	60%	-	-	-	*	30%	64%	33%	42%	24%	40%	-	-	*	-	-
	Female	46%	35%	45%	71%	13%	75%	-	*	-	*	27%	74%	17%	49%	13%	-	45%	-	-	-	-
Science	All Students	38%	28%	31%	38%	17%	62%	-	*	-	*	17%	58%	13%	35%	16%	38%	24%	-	*	-	-
	CWD	23%	16%	13%	*	0%	*	-	-	-	*	0%	*	13%	-	*	11%	17%	-	-	-	-
	CWOD	40%	29%	35%	45%	20%	64%	-	*	-	*	22%	55%	-	35%	18%	45%	26%	-	*	-	-
	EL	24%	23%	16%	-	13%	*	-	-	-	-	13%	*	*	18%	16%	18%	13%	-	-	-	-
	Male	41%	31%	38%	33%	27%	80%	-	-	-	*	21%	79%	11%	45%	18%	38%	-	-	*	-	-
	Female	34%	24%	24%	43%	4%	50%	-	*	-	*	13%	42%	17%	26%	13%	-	24%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	43%	36%	28%	72%	-	-	-	*	33%	57%	25%	46%	35%	43%	44%	-	-	-	-
	CWD	12%	8%	25%	*	*	*	-	-	-	-	20%	*	25%	-	-	20%	*	-	-	-	-
	CWOD	32%	25%	46%	40%	31%	73%	-	-	-	*	35%	59%	-	46%	35%	48%	44%	-	-	-	-
	EL	19%	20%	35%	-	35%	-	-	-	-	-	29%	*	-	35%	35%	38%	33%	-	-	-	-
	Male	28%	21%	43%	*	33%	67%	-	-	-	*	25%	64%	20%	48%	38%	43%	-	-	-	-	-
	Female	31%	25%	44%	43%	22%	75%	-	-	-	*	39%	50%	*	44%	33%	-	44%	-	-	-	-
Mathematics	All Students	20%	14%	16%	9%	6%	39%	-	-	-	*	10%	23%	13%	16%	10%	20%	13%	-	-	-	-
	CWD	10%	6%	13%	*	*	*	-	-	-	-	20%	*	13%	-	-	20%	*	-	-	-	-
	CWOD	22%	15%	16%	10%	6%	40%	-	-	-	*	9%	26%	-	16%	10%	20%	14%	-	-	-	-
	EL	15%	15%	10%	-	10%	-	-	-	-	-	6%	*	-	10%	10%	25%	0%	-	-	-	-
	Male	23%	16%	20%	*	11%	50%	-	-	-	*	13%	29%	20%	20%	25%	20%	-	-	-	-	-
	Female	18%	12%	13%	14%	0%	33%	-	-	-	*	9%	19%	*	14%	0%	-	13%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	35%	38%	29%	54%	-	*	-	*	28%	48%	*	37%	26%	39%	30%	-	*	-	*
	CWD	10%	7%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	31%	24%	37%	38%	32%	54%	-	*	-	*	30%	50%	-	37%	29%	41%	33%	-	*	-	*
	EL	18%	18%	26%	-	29%	*	-	-	-	-	30%	*	*	29%	26%	36%	11%	-	*	-	-
	Male	26%	22%	39%	29%	32%	71%	-	-	-	-	30%	54%	*	41%	36%	39%	-	-	*	-	-
	Female	29%	22%	30%	50%	25%	33%	-	*	-	*	25%	40%	*	33%	11%	-	30%	-	-	-	*
Mathematics	All Students	22%	14%	14%	15%	17%	8%	-	*	-	*	10%	22%	*	15%	13%	15%	13%	-	*	-	*
	CWD	10%	6%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	25%	15%	15%	15%	19%	8%	-	*	-	*	11%	23%	-	15%	14%	16%	15%	-	*	-	*
	EL	16%	14%	13%	-	14%	*	-	-	-	-	15%	*	*	14%	13%	14%	11%	-	*	-	-
	Male	25%	16%	15%	14%	16%	14%	-	-	-	-	10%	23%	*	16%	14%	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
Mathematics	Female	19%	12%	13%	17%	19%	0%	-	*	-	*	10%	20%	*	15%	11%	-	13%	-	-	-	*
Grade 5																						
Reading	All Students	36%	29%	36%	54%	20%	58%	-	*	-	*	29%	52%	13%	41%	22%	30%	43%	-	*	-	-
	CWD	12%	10%	13%	*	0%	*	-	-	-	*	8%	*	13%	-	*	11%	17%	-	-	-	-
	CWOD	40%	32%	41%	64%	24%	64%	-	*	-	*	34%	52%	-	41%	25%	34%	47%	-	*	-	-
	EL	23%	25%	22%	-	23%	*	-	-	-	-	23%	*	*	25%	22%	18%	27%	-	-	-	-
	Male	32%	27%	30%	33%	17%	60%	-	-	-	*	21%	50%	11%	34%	18%	30%	-	-	*	-	-
	Female	39%	31%	43%	71%	25%	56%	-	*	-	*	37%	53%	17%	47%	27%	-	43%	-	-	-	-
Mathematics	All Students	24%	16%	18%	23%	13%	23%	-	*	-	*	14%	24%	7%	20%	9%	23%	12%	-	*	-	-
	CWD	9%	6%	7%	*	0%	*	-	-	-	*	8%	*	7%	-	*	11%	0%	-	-	-	-
	CWOD	26%	17%	20%	27%	15%	27%	-	*	-	*	16%	26%	-	20%	11%	26%	14%	-	*	-	-
	EL	17%	15%	9%	-	10%	*	-	-	-	-	10%	*	*	11%	9%	18%	0%	-	-	-	-
	Male	25%	17%	23%	17%	23%	20%	-	-	-	*	18%	36%	11%	26%	18%	23%	-	-	*	-	-
	Female	23%	14%	12%	29%	0%	25%	-	*	-	*	10%	16%	0%	14%	0%	-	12%	-	-	-	-
Science	All Students	17%	12%	17%	15%	7%	38%	-	*	-	*	6%	36%	7%	19%	6%	21%	12%	-	*	-	-
	CWD	9%	6%	7%	*	0%	*	-	-	-	*	0%	*	7%	-	*	11%	0%	-	-	-	-
	CWOD	19%	12%	19%	18%	9%	41%	-	*	-	*	8%	35%	-	19%	7%	24%	14%	-	*	-	-
	EL	9%	8%	6%	-	3%	*	-	-	-	-	3%	*	*	7%	6%	6%	7%	-	-	-	-
	Male	20%	14%	21%	17%	13%	50%	-	-	-	*	9%	50%	11%	24%	6%	21%	-	-	*	-	-
	Female	15%	10%	12%	14%	0%	31%	-	*	-	*	3%	26%	0%	14%	7%	-	12%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	72%	72%	62%	91%	-	80%	-	94%	63%	87%	39%	77%	62%	71%	73%	-	60%	-	*
	CWD	44%	36%	39%	50%	18%	72%	-	-	-	*	31%	71%	39%	-	19%	44%	33%	-	-	-	-
	CWOD	77%	70%	77%	75%	69%	93%	-	80%	-	92%	69%	88%	-	77%	66%	76%	77%	-	60%	-	*
	EL	59%	58%	62%	-	61%	70%	-	-	-	-	60%	78%	19%	66%	62%	60%	63%	-	*	-	-
	Male	71%	63%	71%	68%	63%	93%	-	-	-	100%	61%	90%	44%	76%	60%	71%	-	-	60%	-	-
	Female	75%	68%	73%	77%	60%	89%	-	80%	-	89%	65%	84%	33%	77%	63%	-	73%	-	-	-	*
Reading	All Students	74%	67%	80%	81%	71%	96%	-	*	-	100%	73%	92%	41%	86%	71%	78%	82%	-	*	-	*
	CWD	43%	35%	41%	*	13%	86%	-	-	-	*	33%	67%	41%	-	17%	47%	33%	-	-	-	-
	CWOD	78%	72%	86%	82%	80%	98%	-	*	-	100%	80%	94%	-	86%	75%	83%	88%	-	*	-	*
	EL	57%	57%	71%	-	70%	*	-	-	-	-	70%	75%	17%	75%	71%	72%	69%	-	*	-	-
	Male	70%	63%	78%	71%	72%	100%	-	-	-	*	70%	93%	47%	83%	72%	78%	-	-	*	-	-
	Female	78%	73%	82%	90%	71%	94%	-	*	-	*	77%	91%	33%	88%	69%	-	82%	-	-	-	*
Mathematics	All Students	71%	64%	68%	62%	62%	84%	-	*	-	86%	58%	85%	44%	71%	61%	69%	67%	-	*	-	*
	CWD	44%	36%	44%	*	25%	71%	-	-	-	*	38%	67%	44%	-	33%	47%	42%	-	-	-	-
	CWOD	75%	67%	71%	62%	67%	86%	-	*	-	83%	61%	86%	-	71%	64%	73%	70%	-	*	-	*
	EL	61%	61%	61%	-	62%	*	-	-	-	-	58%	88%	33%	64%	61%	59%	64%	-	*	-	-
	Male	71%	63%	69%	65%	63%	87%	-	-	-	*	58%	88%	47%	73%	59%	69%	-	-	*	-	-

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Mathematics	Female	71%	64%	67%	60%	60%	82%	-	*	-	*	58%	82%	42%	70%	64%	-	67%	-	-	-	*
Science	All Students	74%	66%	61%	77%	41%	92%	-	*	-	*	52%	79%	27%	68%	41%	60%	63%	-	*	-	-
	CWD	47%	38%	27%	*	13%	*	-	-	-	*	15%	*	27%	-	*	33%	17%	-	-	-	-
	CWOD	78%	69%	68%	91%	46%	100%	-	*	-	*	62%	77%	-	68%	46%	66%	70%	-	*	-	-
	EL	58%	56%	41%	-	37%	*	-	-	-	-	40%	*	*	46%	41%	35%	47%	-	-	-	-
	Male	74%	65%	60%	67%	47%	90%	-	-	-	*	48%	86%	33%	66%	35%	60%	-	-	*	-	-
	Female	75%	66%	63%	86%	33%	94%	-	*	-	*	57%	74%	17%	70%	47%	-	63%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	44%	46%	31%	70%	-	60%	-	56%	33%	63%	25%	47%	32%	43%	45%	-	20%	-	*
	CWD	23%	18%	25%	38%	3%	61%	-	-	-	*	15%	64%	25%	-	0%	28%	20%	-	-	-	-
	CWOD	50%	42%	47%	47%	35%	71%	-	60%	-	54%	36%	63%	-	47%	36%	46%	48%	-	20%	-	*
	EL	29%	30%	32%	-	32%	40%	-	-	-	-	30%	56%	0%	36%	32%	31%	34%	-	*	-	-
	Male	45%	38%	43%	38%	34%	71%	-	-	-	86%	30%	67%	28%	46%	31%	43%	-	-	20%	-	-
	Female	48%	41%	45%	53%	28%	69%	-	60%	-	33%	35%	61%	20%	48%	34%	-	45%	-	-	-	*
Reading	All Students	52%	45%	58%	59%	45%	84%	-	*	-	71%	49%	73%	30%	62%	49%	54%	63%	-	*	-	*
	CWD	24%	19%	30%	*	0%	71%	-	-	-	*	19%	67%	30%	-	0%	33%	25%	-	-	-	-
	CWOD	56%	48%	62%	59%	51%	86%	-	*	-	67%	55%	74%	-	62%	54%	57%	67%	-	*	-	*
	EL	31%	33%	49%	-	49%	*	-	-	-	-	48%	63%	0%	54%	49%	41%	58%	-	*	-	-
	Male	47%	41%	54%	53%	42%	83%	-	-	-	*	41%	76%	33%	57%	41%	54%	-	-	*	-	-
	Female	56%	49%	63%	65%	48%	85%	-	*	-	*	58%	71%	25%	67%	58%	-	63%	-	-	-	*
Mathematics	All Students	41%	33%	36%	35%	23%	60%	-	*	-	57%	23%	56%	26%	37%	23%	35%	36%	-	*	-	*
	CWD	22%	17%	26%	*	6%	57%	-	-	-	*	19%	50%	26%	-	0%	33%	17%	-	-	-	-
	CWOD	44%	35%	37%	35%	26%	60%	-	*	-	50%	24%	56%	-	37%	25%	36%	38%	-	*	-	*
	EL	29%	29%	23%	-	23%	*	-	-	-	-	19%	50%	0%	25%	23%	26%	19%	-	*	-	-
	Male	42%	34%	35%	24%	28%	57%	-	-	-	*	25%	54%	33%	36%	26%	35%	-	-	*	-	-
	Female	40%	33%	36%	45%	17%	62%	-	*	-	*	22%	58%	17%	38%	19%	-	36%	-	-	-	*
Science	All Students	46%	37%	31%	38%	17%	62%	-	*	-	*	17%	58%	13%	35%	16%	38%	24%	-	*	-	-
	CWD	23%	17%	13%	*	0%	*	-	-	-	*	0%	*	13%	-	*	11%	17%	-	-	-	-
	CWOD	49%	39%	35%	45%	20%	64%	-	*	-	*	22%	55%	-	35%	18%	45%	26%	-	*	-	-
	EL	25%	25%	16%	-	13%	*	-	-	-	-	13%	*	*	18%	16%	18%	13%	-	-	-	-
	Male	47%	37%	38%	33%	27%	80%	-	-	-	*	21%	79%	11%	45%	18%	38%	-	-	*	-	-
	Female	45%	36%	24%	43%	4%	50%	-	*	-	*	13%	42%	17%	26%	13%	-	24%	-	-	-	-
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%	17%	<b>25%</b>	28%	16%	42%	-	20%	-	38%	18%	38%	10%	28%	16%	27%	24%	-	20%	-	*
	CWD	9%	6%	<b>10%</b>	0%	0%	28%	-	-	-	*	7%	21%	10%	-	0%	13%	7%	-	-	-	-
	CWOD	24%	18%	<b>28%</b>	30%	19%	44%	-	20%	-	31%	20%	39%	-	28%	18%	29%	26%	-	20%	-	*
	EL	12%	12%	<b>16%</b>	-	17%	10%	-	-	-	-	16%	22%	0%	18%	16%	20%	13%	-	*	-	-
	Male	21%	16%	<b>27%</b>	20%	20%	46%	-	-	-	71%	18%	44%	13%	29%	20%	27%	-	-	20%	-	-
	Female	23%	18%	<b>24%</b>	34%	12%	39%	-	20%	-	11%	19%	32%	7%	26%	13%	-	24%	-	-	-	*
Reading	All Students	25%	20%	<b>38%</b>	43%	25%	61%	-	*	-	57%	30%	52%	15%	41%	27%	36%	40%	-	*	-	*
	CWD	9%	6%	<b>15%</b>	*	0%	43%	-	-	-	*	10%	33%	15%	-	0%	13%	17%	-	-	-	-
	CWOD	27%	21%	<b>41%</b>	47%	28%	64%	-	*	-	50%	33%	54%	-	41%	29%	40%	42%	-	*	-	*
	EL	13%	14%	<b>27%</b>	-	28%	*	-	-	-	-	27%	25%	0%	29%	27%	28%	25%	-	*	-	-
	Male	22%	17%	<b>36%</b>	29%	25%	65%	-	-	-	*	25%	56%	13%	40%	28%	36%	-	-	*	-	-
	Female	28%	22%	<b>40%</b>	55%	24%	59%	-	*	-	*	34%	49%	17%	42%	25%	-	40%	-	-	-	*
Mathematics	All Students	20%	14%	<b>16%</b>	16%	12%	25%	-	*	-	29%	12%	23%	7%	17%	11%	20%	13%	-	*	-	*
	CWD	9%	6%	<b>7%</b>	*	0%	14%	-	-	-	*	10%	0%	7%	-	0%	13%	0%	-	-	-	-
	CWOD	21%	16%	<b>17%</b>	18%	14%	26%	-	*	-	17%	12%	25%	-	17%	12%	21%	14%	-	*	-	*
	EL	12%	12%	<b>11%</b>	-	11%	*	-	-	-	-	10%	13%	0%	12%	11%	18%	3%	-	*	-	-
	Male	21%	15%	<b>20%</b>	12%	18%	26%	-	-	-	*	14%	29%	13%	21%	18%	20%	-	-	*	-	-
	Female	19%	13%	<b>13%</b>	20%	5%	24%	-	*	-	*	10%	18%	0%	14%	3%	-	13%	-	-	-	*
Science	All Students	20%	15%	<b>17%</b>	15%	7%	38%	-	*	-	*	6%	36%	7%	19%	6%	21%	12%	-	*	-	-
	CWD	8%	5%	<b>7%</b>	*	0%	*	-	-	-	*	0%	*	7%	-	*	11%	0%	-	-	-	-
	CWOD	22%	16%	<b>19%</b>	18%	9%	41%	-	*	-	*	8%	35%	-	19%	7%	24%	14%	-	*	-	-
	EL	7%	8%	<b>6%</b>	-	3%	*	-	-	-	-	3%	*	*	7%	6%	6%	7%	-	-	-	-
	Male	22%	15%	<b>21%</b>	17%	13%	50%	-	-	-	*	9%	50%	11%	24%	6%	21%	-	-	*	-	-
	Female	19%	14%	<b>12%</b>	14%	0%	31%	-	*	-	*	3%	26%	0%	14%	7%	-	12%	-	-	-	-

- 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	91	96	91	89	-	*	-	*	93	94	91
CWD	94	*	90	*	-	-	-	*	93	94	100
CWOD	90	95	91	88	-	*	-	*	93	-	90
EL ◇	91	-	93	*	-	-	-	-	94	100	91
Male	91	92	89	94	-	-	-	*	92	100	93
Female	91	100	93	85	-	*	-	*	93	88	89
<b>Mathematics</b>											
All Students	77	71	80	72	-	*	-	*	77	83	72
CWD	83	*	82	*	-	-	-	*	87	83	83
CWOD	76	73	80	69	-	*	-	*	75	-	71
EL ◇	72	-	76	*	-	-	-	-	74	83	72
Male	76	79	76	74	-	-	-	*	77	80	68
Female	77	63	87	71	-	*	-	*	77	88	78

- 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
137	37	27%

- 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	47	49	36	68	-	53	-	63	38	25	37
<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	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	Y	N	Y					N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	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	N	Y	N	Y					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%	-
	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%	-	-
	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%	-
	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%	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%	-
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
		100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	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%	-	-
	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%	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%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	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%	-
Mathematics	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	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%	-
	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
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	10	4	2	3	0	0	0	1	2		
	Female	3	1	1	1	0	0	0	0	0		
	Total	13	5	3	4	0	0	0	1	2		
<b>Out-of-School Suspensions</b>												
	Male	4	2	1	1	0	0	0	0	1		
	Female	2	1	0	1	0	0	0	0	0		
	Total	6	3	1	2	0	0	0	0	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		

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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	1	0	1	0	0	0	0	0	2		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	2		1
<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
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	13	6	6	1	-8	-8	-8	-8	3	2	-8
	Female	11	4	2	4	-8	-8	1	-8	2	-8	-8
	Total	24	10	8	5	-8	-8	1	-8	5	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	9.2	23.2%
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	0.5	1.3%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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%	11%	5%	*	17%	*	35%	16%	14%	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 and 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%	68%	62%	59%	63%	88%	*	*	-	*	63%	54%	46%	63%	75%	64%	60%	-	67%	-	-
	CWD	52%	42%	46%	38%	*	*	-	-	-	-	50%	*	46%	-	-	45%	*	-	*	-	-
	CWOD	80%	72%	63%	62%	64%	86%	*	*	-	*	65%	57%	-	63%	75%	68%	60%	-	*	-	-
	EL	66%	64%	75%	*	71%	*	*	-	-	-	72%	*	-	75%	75%	78%	74%	-	-	-	-
	Male	74%	64%	64%	61%	74%	*	-	-	-	*	65%	58%	45%	68%	78%	64%	-	-	*	-	-
	Female	78%	71%	60%	57%	56%	100%	*	*	-	*	62%	50%	*	60%	74%	-	60%	-	*	-	-
Mathematics	All Students	70%	61%	61%	55%	65%	88%	*	*	-	*	65%	42%	54%	62%	68%	67%	56%	-	83%	-	-
	CWD	46%	38%	54%	38%	*	*	-	-	-	-	60%	*	54%	-	-	45%	*	-	*	-	-
	CWOD	74%	64%	62%	57%	64%	86%	*	*	-	*	66%	43%	-	62%	68%	72%	54%	-	*	-	-
	EL	64%	61%	68%	*	63%	*	*	-	-	-	72%	*	-	68%	68%	89%	58%	-	-	-	-
	Male	72%	62%	67%	61%	84%	*	-	-	-	*	69%	58%	45%	72%	89%	67%	-	-	*	-	-
	Female	68%	59%	56%	49%	52%	100%	*	*	-	*	62%	25%	*	54%	58%	-	56%	-	*	-	-
Grade 4																						
Reading	All Students	76%	68%	62%	61%	66%	50%	-	*	*	*	61%	63%	20%	68%	63%	54%	69%	-	50%	-	*
	CWD	48%	39%	20%	33%	0%	*	-	-	-	*	20%	-	20%	-	*	29%	13%	-	*	-	-
	CWOD	81%	72%	68%	63%	77%	*	-	*	*	*	68%	63%	-	68%	68%	58%	78%	-	67%	-	*
	EL	66%	63%	63%	-	64%	*	-	-	-	-	59%	*	*	68%	63%	55%	69%	-	-	-	-
	Male	73%	64%	54%	53%	56%	*	-	*	*	-	54%	55%	29%	58%	55%	54%	-	-	50%	-	*
	Female	79%	72%	69%	68%	74%	*	-	-	-	*	67%	80%	13%	78%	69%	-	69%	-	*	-	-
Mathematics	All Students	68%	56%	31%	29%	43%	0%	-	*	*	*	33%	19%	20%	33%	54%	20%	43%	-	25%	-	*
	CWD	42%	32%	20%	33%	17%	*	-	-	-	*	20%	-	20%	-	*	43%	0%	-	*	-	-
	CWOD	73%	60%	33%	29%	46%	*	-	*	*	*	35%	19%	-	33%	59%	17%	49%	-	33%	-	*
	EL	63%	58%	54%	-	59%	*	-	-	-	-	55%	*	*	59%	54%	45%	62%	-	-	-	-
	Male	70%	58%	20%	16%	33%	*	-	*	*	-	24%	0%	43%	17%	45%	20%	-	-	17%	-	*
	Female	67%	55%	43%	45%	50%	*	-	-	-	*	41%	60%	0%	49%	62%	-	43%	-	*	-	-
Grade 5																						
Reading	All Students	80%	75%	77%	80%	74%	100%	-	*	-	57%	79%	71%	40%	79%	75%	75%	79%	-	67%	-	-
	CWD	50%	44%	40%	*	*	-	-	-	-	-	40%	-	40%	-	*	40%	-	-	*	-	-
	CWOD	85%	79%	79%	81%	78%	100%	-	*	-	57%	81%	71%	-	79%	78%	79%	79%	-	80%	-	-
	EL	71%	72%	75%	-	75%	-	-	-	-	-	75%	-	*	78%	75%	83%	67%	-	-	-	-
	Male	77%	72%	75%	71%	80%	*	-	-	-	*	80%	33%	40%	79%	83%	75%	-	-	*	-	-
	Female	83%	78%	79%	87%	70%	*	-	*	-	60%	77%	91%	-	79%	67%	-	79%	-	*	-	-
Mathematics	All Students	76%	65%	60%	54%	65%	80%	-	*	-	57%	62%	47%	40%	61%	71%	62%	58%	-	33%	-	-
	CWD	50%	38%	40%	*	*	-	-	-	-	-	40%	-	40%	-	*	40%	-	-	*	-	-
	CWOD	80%	69%	61%	54%	68%	80%	-	*	-	57%	63%	47%	-	61%	74%	64%	58%	-	40%	-	-
	EL	70%	66%	71%	-	71%	-	-	-	-	-	71%	-	*	74%	71%	83%	58%	-	-	-	-
	Male	75%	65%	62%	54%	70%	*	-	-	-	*	67%	17%	40%	64%	83%	62%	-	-	*	-	-
	Female	76%	66%	58%	55%	61%	*	-	*	-	40%	57%	64%	-	58%	58%	-	58%	-	*	-	-

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Science	All Students	65%	54%	48%	41%	53%	80%	-	*	-	-	57%	51%	35%	40%	49%	63%	56%	42%	-	33%	-	-
	CWD	40%	33%	40%	*	*	-	-	-	-	-	40%	-	40%	-	*	40%	-	-	-	*	-	-
	CWOD	69%	57%	49%	40%	55%	80%	-	*	-	-	57%	51%	35%	-	49%	65%	57%	42%	-	40%	-	-
	EL	52%	49%	63%	-	63%	-	-	-	-	-	63%	-	*	65%	63%	75%	50%	-	-	-	-	-
	Male	67%	57%	56%	43%	70%	*	-	-	-	*	61%	17%	40%	57%	75%	56%	-	-	*	-	-	-
	Female	63%	52%	42%	39%	39%	*	-	*	-	-	60%	41%	45%	-	42%	50%	-	42%	-	*	-	-
Grade 6																							
Reading	All Students	69%	68%	58%	53%	60%	*	-	*	*	*	56%	63%	18%	62%	76%	43%	71%	-	25%	-	*	
	CWD	38%	38%	18%	33%	*	-	-	-	*	-	22%	*	18%	-	*	17%	20%	-	-	-	-	-
	CWOD	74%	73%	62%	55%	68%	*	-	*	-	*	60%	68%	-	62%	80%	47%	76%	-	25%	-	*	
	EL	53%	61%	76%	*	71%	*	-	*	-	-	80%	*	*	80%	76%	44%	100%	-	-	-	-	-
	Male	66%	64%	43%	38%	43%	*	-	*	*	*	41%	50%	17%	47%	44%	43%	-	-	0%	-	*	
	Female	72%	72%	71%	69%	71%	*	-	-	-	*	69%	69%	20%	76%	100%	-	71%	-	*	-	-	-
Mathematics	All Students	72%	70%	49%	37%	66%	*	-	*	*	*	49%	48%	27%	51%	76%	49%	48%	-	13%	-	*	
	CWD	47%	47%	27%	17%	*	-	-	-	*	-	33%	*	27%	-	*	33%	20%	-	-	-	-	-
	CWOD	76%	74%	51%	39%	66%	*	-	*	-	*	51%	52%	-	51%	80%	51%	51%	-	13%	-	*	
	EL	61%	69%	76%	*	67%	*	-	*	-	-	80%	*	*	80%	76%	44%	92%	-	-	-	-	-
	Male	73%	70%	49%	43%	50%	*	-	*	*	*	51%	42%	33%	51%	44%	49%	-	-	0%	-	*	
	Female	72%	70%	48%	30%	73%	*	-	-	-	*	47%	54%	20%	51%	92%	-	48%	-	*	-	-	-
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	35%	36%	33%	38%	*	*	-	*	36%	33%	31%	36%	36%	41%	31%	-	33%	-	-	-
	CWD	30%	24%	31%	25%	*	*	-	-	-	-	30%	*	31%	-	-	27%	*	-	*	-	-	-
	CWOD	54%	44%	36%	37%	33%	29%	*	*	-	*	36%	33%	-	36%	36%	43%	30%	-	*	-	-	-
	EL	37%	36%	36%	*	33%	*	*	-	-	-	40%	*	-	36%	36%	56%	26%	-	-	-	-	-
	Male	49%	40%	41%	41%	42%	*	-	-	-	*	38%	50%	27%	43%	56%	41%	-	-	*	-	-	-
	Female	52%	43%	31%	29%	26%	40%	*	*	-	*	33%	17%	*	30%	26%	-	31%	-	*	-	-	-
Mathematics	All Students	42%	32%	32%	26%	37%	50%	*	*	-	*	35%	21%	23%	33%	32%	33%	32%	-	50%	-	-	-
	CWD	27%	19%	23%	13%	*	*	-	-	-	-	30%	*	23%	-	-	18%	*	-	*	-	-	-
	CWOD	45%	34%	33%	28%	38%	43%	*	*	-	*	35%	24%	-	33%	32%	36%	31%	-	*	-	-	-
	EL	35%	32%	32%	*	33%	*	*	-	-	-	32%	*	-	32%	32%	44%	26%	-	-	-	-	-
	Male	45%	35%	33%	24%	53%	*	-	-	-	*	35%	25%	18%	36%	44%	33%	-	-	*	-	-	-
	Female	39%	30%	32%	29%	26%	60%	*	*	-	*	35%	17%	*	31%	26%	-	32%	-	*	-	-	-
Grade 4																							
Reading	All Students	53%	45%	33%	32%	37%	33%	-	*	*	*	31%	44%	7%	37%	46%	15%	52%	-	25%	-	*	
	CWD	29%	21%	7%	17%	0%	*	-	-	-	*	7%	-	7%	-	*	14%	0%	-	*	-	-	-
	CWOD	57%	48%	37%	33%	43%	*	-	*	*	*	36%	44%	-	37%	50%	15%	60%	-	33%	-	*	
	EL	41%	40%	46%	-	45%	*	-	-	-	-	41%	*	*	50%	46%	27%	62%	-	-	-	-	-
	Male	51%	43%	15%	11%	17%	*	-	*	*	-	13%	27%	14%	15%	27%	15%	-	-	17%	-	*	*

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Reading	Female	55%	46%	52%	55%	52%	*	-	-	-	*	48%	80%	0%	60%	62%	-	52%	-	*	-	-
Mathematics	All Students	42%	29%	6%	4%	10%	0%	-	*	*	*	7%	0%	13%	5%	13%	3%	9%	-	0%	-	*
	CWD	25%	18%	13%	17%	17%	*	-	-	-	*	13%	-	13%	-	*	29%	0%	-	*	-	-
	CWOD	45%	31%	5%	3%	9%	*	-	*	*	*	6%	0%	-	5%	14%	0%	10%	-	0%	-	*
	EL	34%	29%	13%	-	14%	*	-	-	-	-	14%	*	*	14%	13%	0%	23%	-	-	-	-
	Male	45%	32%	3%	3%	6%	*	-	*	*	-	4%	0%	29%	0%	0%	3%	-	-	0%	-	*
	Female	38%	26%	9%	6%	14%	*	-	-	-	*	9%	0%	0%	10%	23%	-	9%	-	*	-	-
Grade 5																						
Reading	All Students	57%	49%	38%	37%	42%	40%	-	*	-	29%	40%	29%	40%	38%	50%	46%	32%	-	0%	-	-
	CWD	29%	22%	40%	*	*	-	-	-	-	-	40%	-	40%	-	*	40%	-	-	*	-	-
	CWOD	61%	52%	38%	37%	43%	40%	-	*	-	29%	40%	29%	-	38%	52%	47%	32%	-	0%	-	-
	EL	43%	44%	50%	-	50%	-	-	-	-	-	50%	-	*	52%	50%	67%	33%	-	-	-	-
	Male	53%	46%	46%	39%	55%	*	-	-	-	*	50%	17%	40%	47%	67%	46%	-	-	*	-	-
	Female	60%	52%	32%	35%	30%	*	-	*	-	20%	31%	36%	-	32%	33%	-	32%	-	*	-	-
Mathematics	All Students	47%	36%	29%	19%	42%	60%	-	*	-	14%	29%	29%	20%	29%	54%	31%	27%	-	17%	-	-
	CWD	25%	17%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	20%	-	-	*	-	-
	CWOD	50%	38%	29%	18%	45%	60%	-	*	-	14%	29%	29%	-	29%	57%	32%	27%	-	20%	-	-
	EL	38%	35%	54%	-	54%	-	-	-	-	-	54%	-	*	57%	54%	67%	42%	-	-	-	-
	Male	48%	37%	31%	14%	50%	*	-	-	-	*	33%	17%	20%	32%	67%	31%	-	-	*	-	-
	Female	46%	35%	27%	23%	35%	*	-	*	-	0%	25%	36%	-	27%	42%	-	27%	-	*	-	-
Science	All Students	38%	28%	25%	19%	33%	40%	-	*	-	14%	25%	24%	40%	24%	38%	35%	16%	-	0%	-	-
	CWD	23%	16%	40%	*	*	-	-	-	-	-	40%	-	40%	-	*	40%	-	-	*	-	-
	CWOD	40%	29%	24%	18%	33%	40%	-	*	-	14%	24%	24%	-	24%	39%	34%	16%	-	0%	-	-
	EL	24%	23%	38%	-	38%	-	-	-	-	-	38%	-	*	39%	38%	67%	8%	-	-	-	-
	Male	41%	31%	35%	21%	55%	*	-	-	-	*	37%	17%	40%	34%	67%	35%	-	-	*	-	-
	Female	34%	24%	16%	16%	13%	*	-	*	-	0%	14%	27%	-	16%	8%	-	16%	-	*	-	-
Grade 6																						
Reading	All Students	42%	42%	29%	27%	26%	*	-	*	*	*	26%	42%	9%	32%	33%	25%	34%	-	13%	-	*
	CWD	21%	20%	9%	17%	*	-	-	-	*	-	11%	*	9%	-	*	17%	0%	-	-	-	-
	CWOD	46%	45%	32%	28%	29%	*	-	*	-	*	27%	45%	-	32%	35%	26%	37%	-	13%	-	*
	EL	24%	34%	33%	*	24%	*	-	*	-	-	35%	*	*	35%	33%	22%	42%	-	-	-	-
	Male	40%	40%	25%	21%	21%	*	-	*	*	*	22%	33%	17%	26%	22%	25%	-	-	0%	-	*
	Female	45%	44%	34%	34%	29%	*	-	-	-	*	29%	46%	0%	37%	42%	-	34%	-	*	-	-
Mathematics	All Students	38%	37%	14%	7%	31%	*	-	*	*	*	15%	12%	18%	14%	29%	17%	12%	-	0%	-	*
	CWD	20%	21%	18%	17%	*	-	-	-	*	-	22%	*	18%	-	*	33%	0%	-	-	-	-
	CWOD	41%	40%	14%	6%	31%	*	-	*	-	*	14%	13%	-	14%	30%	15%	13%	-	0%	-	*
	EL	24%	35%	29%	*	33%	*	-	*	-	-	30%	*	*	30%	29%	22%	31%	-	-	-	-
	Male	40%	39%	17%	11%	36%	*	-	*	*	*	17%	17%	33%	15%	22%	17%	-	-	0%	-	*
	Female	36%	35%	12%	3%	27%	*	-	-	-	*	13%	8%	0%	13%	31%	-	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
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	19%	18%	17%	25%	*	*	-	*	21%	13%	23%	19%	25%	20%	18%	-	17%	-	-
	CWD	12%	8%	23%	25%	*	*	-	-	-	-	20%	*	23%	-	-	18%	*	-	*	-	-
	CWOD	32%	25%	19%	18%	19%	14%	*	*	-	*	21%	10%	-	19%	25%	21%	17%	-	*	-	-
	EL	19%	20%	25%	*	21%	*	*	-	-	-	28%	*	-	25%	25%	33%	21%	-	-	-	-
	Male	28%	21%	20%	24%	16%	*	-	-	-	*	21%	17%	18%	21%	33%	20%	-	-	*	-	-
	Female	31%	25%	18%	11%	19%	40%	*	*	-	*	20%	8%	*	17%	21%	-	18%	-	*	-	-
Mathematics	All Students	20%	14%	14%	14%	9%	50%	*	*	-	*	14%	13%	15%	14%	14%	14%	14%	-	0%	-	-
	CWD	10%	6%	15%	13%	*	*	-	-	-	-	20%	*	15%	-	-	9%	*	-	*	-	-
	CWOD	22%	15%	14%	15%	10%	43%	*	*	-	*	14%	14%	-	14%	14%	15%	13%	-	*	-	-
	EL	15%	15%	14%	*	13%	*	*	-	-	-	16%	*	-	14%	14%	22%	11%	-	-	-	-
	Male	23%	16%	14%	15%	11%	*	-	-	-	*	13%	17%	9%	15%	22%	14%	-	-	*	-	-
	Female	18%	12%	14%	14%	7%	60%	*	*	-	*	15%	8%	*	13%	11%	-	14%	-	*	-	-
Grade 4																						
Reading	All Students	28%	22%	15%	18%	15%	0%	-	*	*	*	16%	13%	7%	17%	21%	8%	22%	-	13%	-	*
	CWD	10%	7%	7%	17%	0%	*	-	-	-	*	7%	-	7%	-	*	14%	0%	-	*	-	-
	CWOD	31%	24%	17%	18%	17%	*	-	*	*	*	17%	13%	-	17%	23%	8%	26%	-	17%	-	*
	EL	18%	18%	21%	-	23%	*	-	-	-	-	18%	*	*	23%	21%	18%	23%	-	-	-	-
	Male	26%	22%	8%	8%	11%	*	-	*	*	-	6%	18%	14%	8%	18%	8%	-	-	17%	-	*
	Female	29%	22%	22%	29%	17%	*	-	-	-	*	24%	0%	0%	26%	23%	-	22%	-	*	-	-
Mathematics	All Students	22%	14%	1%	0%	3%	0%	-	*	*	*	1%	0%	0%	1%	4%	0%	2%	-	0%	-	*
	CWD	10%	6%	0%	0%	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	25%	15%	1%	0%	3%	*	-	*	*	*	1%	0%	-	1%	5%	0%	2%	-	0%	-	*
	EL	16%	14%	4%	-	5%	*	-	-	-	-	5%	*	*	5%	4%	0%	8%	-	-	-	-
	Male	25%	16%	0%	0%	0%	*	-	*	*	-	0%	0%	0%	0%	0%	0%	-	-	0%	-	*
	Female	19%	12%	2%	0%	5%	*	-	-	-	*	2%	0%	0%	2%	8%	-	2%	-	*	-	-
Grade 5																						
Reading	All Students	36%	29%	20%	17%	28%	0%	-	*	-	14%	21%	12%	20%	20%	29%	25%	16%	-	0%	-	-
	CWD	12%	10%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	20%	-	-	*	-	-
	CWOD	40%	32%	20%	18%	28%	0%	-	*	-	14%	22%	12%	-	20%	30%	26%	16%	-	0%	-	-
	EL	23%	25%	29%	-	29%	-	-	-	-	-	29%	-	*	30%	29%	50%	8%	-	-	-	-
	Male	32%	27%	25%	18%	40%	*	-	-	-	*	26%	17%	20%	26%	50%	25%	-	-	*	-	-
	Female	39%	31%	16%	16%	17%	*	-	*	-	20%	17%	9%	-	16%	8%	-	16%	-	*	-	-
Mathematics	All Students	24%	16%	11%	3%	19%	40%	-	*	-	0%	9%	18%	0%	11%	25%	13%	8%	-	0%	-	-
	CWD	9%	6%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	-	-	*	-	-
	CWOD	26%	17%	11%	4%	20%	40%	-	*	-	0%	10%	18%	-	11%	26%	15%	8%	-	0%	-	-
	EL	17%	15%	25%	-	25%	-	-	-	-	-	25%	-	*	26%	25%	33%	17%	-	-	-	-
	Male	25%	17%	13%	7%	25%	*	-	-	-	*	13%	17%	0%	15%	33%	13%	-	-	*	-	-

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					African	Hispanic	White	American	Asian	Pacific	Two	Econ	Non								Foster		
		State	District	Campus	American			Indian		Islander	or	Disadv	Econ	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
Mathematics	Female	23%	14%	8%	0%	13%	*	-	*	-	0%	6%	18%	-	8%	17%	-	8%	-	*	-	-	
Science	All Students	17%	12%	10%	5%	19%	0%	-	*	-	0%	9%	12%	20%	9%	17%	17%	3%	-	0%	-	-	
	CWD	9%	6%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	20%	-	-	*	-	-	
	CWOD	19%	12%	9%	5%	18%	0%	-	*	-	0%	9%	12%	-	9%	17%	17%	3%	-	0%	-	-	
	EL	9%	8%	17%	-	17%	-	-	-	-	-	17%	-	*	17%	17%	25%	8%	-	-	-	-	
	Male	20%	14%	17%	11%	30%	*	-	-	-	*	17%	17%	20%	17%	25%	17%	-	-	*	-	-	
	Female	15%	10%	3%	0%	9%	*	-	*	-	0%	2%	9%	-	3%	8%	-	3%	-	*	-	-	
Grade 6																							
Reading	All Students	23%	21%	12%	9%	17%	*	-	*	*	*	8%	25%	0%	13%	10%	11%	13%	-	0%	-	*	
	CWD	8%	7%	0%	0%	*	-	-	-	*	-	0%	*	0%	-	*	0%	0%	-	-	-	-	
	CWOD	25%	23%	13%	10%	19%	*	-	*	-	*	9%	27%	-	13%	10%	13%	14%	-	0%	-	*	
	EL	9%	15%	10%	*	12%	*	-	*	-	-	10%	*	*	10%	10%	11%	8%	-	-	-	-	
	Male	21%	19%	11%	6%	21%	*	-	*	*	*	10%	17%	0%	13%	11%	11%	-	-	0%	-	*	
	Female	25%	23%	13%	13%	14%	*	-	-	-	*	7%	31%	0%	14%	8%	-	13%	-	*	-	-	
Mathematics	All Students	16%	16%	4%	0%	11%	*	-	*	*	*	3%	4%	0%	4%	14%	4%	3%	-	0%	-	*	
	CWD	8%	9%	0%	0%	*	-	-	-	*	-	0%	*	0%	-	*	0%	0%	-	-	-	-	
	CWOD	17%	17%	4%	0%	13%	*	-	*	-	*	4%	4%	-	4%	15%	4%	4%	-	0%	-	*	
	EL	7%	14%	14%	*	17%	*	-	*	-	-	15%	*	*	15%	14%	11%	15%	-	-	-	-	
	Male	17%	18%	4%	0%	14%	*	-	*	*	*	2%	8%	0%	4%	11%	4%	-	-	0%	-	*	
	Female	14%	13%	3%	0%	9%	*	-	-	-	*	4%	0%	0%	4%	15%	-	3%	-	*	-	-	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	66%	57%	52%	62%	75%	*	67%	*	50%	58%	50%	33%	59%	69%	54%	58%	-	42%	-	*	
	CWD	44%	36%	33%	35%	31%	50%	-	-	*	*	34%	20%	33%	-	0%	38%	21%	-	36%	-	-	
	CWOD	77%	70%	59%	53%	65%	78%	*	67%	*	53%	60%	52%	-	59%	72%	57%	61%	-	43%	-	*	
	EL	59%	58%	69%	*	68%	75%	*	*	-	-	70%	58%	0%	72%	69%	68%	70%	-	-	-	-	
	Male	71%	63%	54%	49%	64%	64%	-	*	*	50%	57%	40%	38%	57%	68%	54%	-	-	24%	-	*	
	Female	75%	68%	58%	55%	60%	83%	*	60%	-	50%	58%	61%	21%	61%	70%	-	58%	-	64%	-	-	
Reading	All Students	74%	67%	65%	63%	66%	83%	*	*	*	47%	65%	63%	30%	68%	72%	59%	69%	-	50%	-	*	
	CWD	43%	35%	30%	36%	18%	*	-	-	*	*	31%	20%	30%	-	*	34%	20%	-	40%	-	-	
	CWOD	78%	72%	68%	65%	72%	85%	*	*	*	50%	69%	66%	-	68%	75%	63%	73%	-	52%	-	*	
	EL	57%	57%	72%	*	70%	83%	*	*	-	-	71%	83%	*	75%	72%	66%	77%	-	-	-	-	
	Male	70%	63%	59%	55%	65%	70%	-	*	*	40%	61%	51%	34%	63%	66%	59%	-	-	31%	-	*	
	Female	78%	73%	69%	70%	67%	92%	*	*	-	50%	68%	74%	20%	73%	77%	-	69%	-	75%	-	-	
Mathematics	All Students	71%	64%	51%	44%	60%	65%	*	*	*	47%	53%	41%	35%	52%	68%	49%	52%	-	36%	-	*	
	CWD	44%	36%	35%	32%	41%	*	-	-	*	*	37%	20%	35%	-	*	41%	20%	-	40%	-	-	
	CWOD	75%	67%	52%	45%	61%	70%	*	*	*	50%	54%	42%	-	52%	71%	51%	53%	-	35%	-	*	
	EL	61%	61%	68%	*	66%	67%	*	*	-	-	70%	33%	*	71%	68%	68%	68%	-	-	-	-	
	Male	71%	63%	49%	43%	61%	50%	-	*	*	60%	53%	32%	41%	51%	68%	49%	-	-	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
Mathematics	Female	71%	64%	52%	45%	59%	77%	*	*	-	40%	52%	50%	20%	53%	68%	-	52%	-	58%	-	-
Science	All Students	74%	66%	48%	41%	53%	80%	-	*	-	57%	51%	35%	40%	49%	63%	56%	42%	-	33%	-	-
	CWD	47%	38%	40%	*	*	-	-	-	-	-	40%	-	40%	-	*	40%	-	-	*	-	-
	CWOD	78%	69%	49%	40%	55%	80%	-	*	-	57%	51%	35%	-	49%	65%	57%	42%	-	40%	-	-
	EL	58%	56%	63%	-	63%	-	-	-	-	-	63%	-	*	65%	63%	75%	50%	-	-	-	-
	Male	74%	65%	56%	43%	70%	*	-	-	-	*	61%	17%	40%	57%	75%	56%	-	-	*	-	-
	Female	75%	66%	42%	39%	39%	*	-	*	-	-	60%	41%	45%	-	42%	50%	-	42%	-	*	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	27%	23%	33%	37%	*	44%	*	22%	27%	27%	20%	28%	37%	27%	27%	-	15%	-	*
	CWD	23%	18%	20%	22%	17%	33%	-	-	*	*	21%	10%	20%	-	0%	25%	7%	-	18%	-	-
	CWOD	50%	42%	28%	23%	34%	38%	*	44%	*	24%	28%	28%	-	28%	38%	27%	28%	-	14%	-	*
	EL	29%	30%	37%	*	37%	42%	*	*	-	-	38%	25%	0%	38%	37%	43%	32%	-	-	-	-
	Male	45%	38%	27%	21%	39%	27%	-	*	*	33%	28%	24%	25%	27%	43%	27%	-	-	9%	-	*
	Female	48%	41%	27%	26%	28%	45%	*	40%	-	17%	27%	29%	7%	28%	32%	-	27%	-	21%	-	-
Reading	All Students	52%	45%	34%	33%	35%	43%	*	*	*	27%	33%	38%	18%	36%	41%	32%	37%	-	18%	-	*
	CWD	24%	19%	18%	23%	12%	*	-	-	*	*	18%	20%	18%	-	*	24%	7%	-	20%	-	-
	CWOD	56%	48%	36%	34%	37%	45%	*	*	*	29%	35%	39%	-	36%	43%	33%	38%	-	17%	-	*
	EL	31%	33%	41%	*	39%	67%	*	*	-	-	42%	33%	*	43%	41%	44%	39%	-	-	-	-
	Male	47%	41%	32%	28%	35%	40%	-	*	*	40%	31%	34%	24%	33%	44%	32%	-	-	13%	-	*
	Female	56%	49%	37%	38%	34%	46%	*	*	-	20%	36%	41%	7%	38%	39%	-	37%	-	25%	-	-
Mathematics	All Students	41%	33%	21%	14%	30%	30%	*	*	*	20%	22%	16%	19%	21%	32%	21%	21%	-	14%	-	*
	CWD	22%	17%	19%	18%	18%	*	-	-	*	*	21%	0%	19%	-	*	24%	7%	-	20%	-	-
	CWOD	44%	35%	21%	14%	32%	30%	*	*	*	21%	22%	17%	-	21%	34%	21%	22%	-	13%	-	*
	EL	29%	29%	32%	*	35%	17%	*	*	-	-	33%	17%	*	34%	32%	35%	30%	-	-	-	-
	Male	42%	34%	21%	13%	37%	20%	-	*	*	20%	22%	15%	24%	21%	35%	21%	-	-	6%	-	*
	Female	40%	33%	21%	15%	26%	38%	*	*	-	20%	21%	18%	7%	22%	30%	-	21%	-	25%	-	-
Science	All Students	46%	37%	25%	19%	33%	40%	-	*	-	14%	25%	24%	40%	24%	38%	35%	16%	-	0%	-	-
	CWD	23%	17%	40%	*	*	-	-	-	-	-	40%	-	40%	-	*	40%	-	-	*	-	-
	CWOD	49%	39%	24%	18%	33%	40%	-	*	-	14%	24%	24%	-	24%	39%	34%	16%	-	0%	-	-
	EL	25%	25%	38%	-	38%	-	-	-	-	-	38%	-	*	39%	38%	67%	8%	-	-	-	-
	Male	47%	37%	35%	21%	55%	*	-	-	-	*	37%	17%	40%	34%	67%	35%	-	-	*	-	-
	Female	45%	36%	16%	16%	13%	*	-	*	-	0%	14%	27%	-	16%	8%	-	16%	-	*	-	-
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%	17%	12%	10%	15%	18%	*	11%	*	3%	12%	12%	9%	12%	18%	13%	11%	-	3%	-	*
	CWD	9%	6%	9%	9%	6%	33%	-	-	*	*	9%	10%	9%	-	0%	10%	7%	-	0%	-	-
	CWOD	24%	18%	12%	10%	16%	16%	*	11%	*	3%	12%	13%	-	12%	19%	13%	11%	-	4%	-	*
	EL	12%	12%	18%	*	18%	17%	*	*	-	-	19%	8%	0%	19%	18%	24%	14%	-	-	-	-
	Male	21%	16%	13%	10%	19%	9%	-	*	*	0%	12%	14%	10%	13%	24%	13%	-	-	3%	-	*
	Female	23%	18%	11%	9%	12%	24%	*	20%	-	4%	11%	11%	7%	11%	14%	-	11%	-	4%	-	-
Reading	All Students	25%	20%	17%	16%	19%	13%	*	*	*	7%	17%	16%	11%	17%	22%	16%	17%	-	7%	-	*
	CWD	9%	6%	11%	14%	6%	*	-	-	*	*	10%	20%	11%	-	*	14%	7%	-	0%	-	-
	CWOD	27%	21%	17%	16%	21%	10%	*	*	*	7%	18%	16%	-	17%	23%	17%	18%	-	9%	-	*
	EL	13%	14%	22%	*	22%	17%	*	*	-	-	22%	17%	*	23%	22%	29%	16%	-	-	-	-
	Male	22%	17%	16%	14%	23%	10%	-	*	*	0%	16%	17%	14%	17%	29%	16%	-	-	6%	-	*
	Female	28%	22%	17%	17%	17%	15%	*	*	-	10%	18%	15%	7%	18%	16%	-	17%	-	8%	-	-
Mathematics	All Students	20%	14%	8%	5%	10%	26%	*	*	*	0%	7%	9%	5%	8%	15%	8%	7%	-	0%	-	*
	CWD	9%	6%	5%	5%	0%	*	-	-	*	*	5%	0%	5%	-	*	3%	7%	-	0%	-	-
	CWOD	21%	16%	8%	5%	11%	25%	*	*	*	0%	8%	9%	-	8%	15%	9%	7%	-	0%	-	*
	EL	12%	12%	15%	*	15%	17%	*	*	-	-	16%	0%	*	15%	15%	18%	13%	-	-	-	-
	Male	21%	15%	8%	6%	13%	10%	-	*	*	0%	7%	10%	3%	9%	18%	8%	-	-	0%	-	*
	Female	19%	13%	7%	4%	9%	38%	*	*	-	0%	7%	8%	7%	7%	13%	-	7%	-	0%	-	-
Science	All Students	20%	15%	10%	5%	19%	0%	-	*	-	0%	9%	12%	20%	9%	17%	17%	3%	-	0%	-	-
	CWD	8%	5%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	20%	-	-	*	-	-
	CWOD	22%	16%	9%	5%	18%	0%	-	*	-	0%	9%	12%	-	9%	17%	17%	3%	-	0%	-	-
	EL	7%	8%	17%	-	17%	-	-	-	-	-	17%	-	*	17%	17%	25%	8%	-	-	-	-
	Male	22%	15%	17%	11%	30%	*	-	-	-	*	17%	17%	20%	17%	25%	17%	-	-	*	-	-
	Female	19%	14%	3%	0%	9%	*	-	*	-	0%	2%	9%	-	3%	8%	-	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)

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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	80	85	77	61	-	*	-	67	80	67	81
CWD	67	73	55	*	-	-	-	*	65	67	*
CWOD	81	86	80	58	-	*	-	63	82	-	84
EL ◇	81	*	81	*	-	*	-	-	81	*	81
Male	74	79	71	58	-	*	-	*	76	46	76
Female	84	89	81	63	-	-	-	71	83	91	85
<b>Mathematics</b>											
All Students	70	64	78	54	-	*	-	89	71	57	75
CWD	57	56	59	*	-	-	-	*	55	57	*
CWOD	71	65	80	50	-	*	-	100	72	-	76
EL ◇	75	*	76	*	-	*	-	-	76	*	75
Male	64	62	73	17	-	*	-	*	67	54	74
Female	74	66	81	81	-	*	-	86	74	60	75

- 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
195	25	13%

- 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	32	28	37	43	*	41	*	27	32	21	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)

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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	Y	N						Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	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	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%
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	98%	99%	99%	100%	*	100%	*	89%	99%	98%	99%	98%	99%	99%	98%	-
	CWD	99%	100%	97%	100%	-	-	*	*	99%	100%	99%	-	100%	100%	97%	-
	CWOD	98%	99%	99%	100%	*	100%	*	89%	99%	98%	-	98%	99%	99%	98%	-
	EL	99%	*	99%	100%	*	*	-	-	99%	100%	100%	99%	99%	99%	98%	-
	Male	99%	99%	99%	100%	-	*	*	83%	99%	100%	100%	99%	99%	99%	-	-
	Female	98%	98%	98%	100%	*	100%	-	92%	98%	96%	97%	98%	98%	-	98%	-
<b>Reading</b>	All Students	98%	98%	99%	100%	*	*	*	93%	99%	96%	100%	98%	100%	99%	98%	-
	CWD	100%	100%	100%	*	-	-	*	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	98%	98%	99%	100%	*	*	*	93%	99%	96%	-	98%	100%	99%	98%	-
	EL	100%	*	100%	100%	*	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	99%	100%	100%	-	*	*	80%	98%	100%	100%	99%	100%	99%	-	-
	Female	98%	97%	99%	100%	*	*	-	100%	99%	93%	100%	98%	100%	-	98%	-
<b>Mathematics</b>	All Students	98%	99%	98%	100%	*	*	*	87%	98%	99%	98%	98%	97%	99%	98%	-
		98%	99%	98%	100%	*	*	*	87%	98%	99%	98%	98%	97%	99%	98%	-
	CWD	98%	100%	94%	*	-	-	*	*	97%	100%	98%	-	*	100%	93%	-
		98%	100%	94%	*	-	-	*	*	97%	100%	98%	-	*	100%	93%	-
	CWOD	98%	99%	98%	100%	*	*	*	86%	98%	99%	-	98%	97%	99%	98%	-
		98%	99%	98%	100%	*	*	*	86%	98%	99%	-	98%	97%	99%	98%	-
	EL	97%	*	97%	100%	*	*	-	-	97%	100%	*	97%	97%	98%	97%	-
		97%	*	97%	100%	*	*	-	-	97%	100%	*	97%	97%	98%	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	Male	99%	100%	99%	100%	-	*	*	80%	99%	100%	100%	99%	98%	99%	-	-
		99%	100%	99%	100%	-	*	*	80%	99%	100%	100%	99%	98%	99%	-	-
	Female	98%	98%	97%	100%	*	*	-	90%	98%	98%	93%	98%	97%	-	98%	-
		98%	98%	97%	100%	*	*	-	90%	98%	98%	93%	98%	97%	-	98%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	2%	1%	1%	0%	*	0%	*	11%	1%	2%	1%	2%	1%	1%	2%	-
	CWD	1%	0%	3%	0%	-	-	*	*	1%	0%	1%	-	0%	0%	3%	-
	CWOD	2%	1%	1%	0%	*	0%	*	11%	1%	2%	-	2%	1%	1%	2%	-
	EL	1%	*	1%	0%	*	*	-	-	1%	0%	0%	1%	1%	1%	2%	-
	Male	1%	1%	1%	0%	-	*	*	17%	1%	0%	0%	1%	1%	1%	-	-
	Female	2%	2%	2%	0%	*	0%	-	8%	2%	4%	3%	2%	2%	-	2%	-
Reading	All Students	2%	2%	1%	0%	*	*	*	7%	1%	4%	0%	2%	0%	1%	2%	-
	CWD	0%	0%	0%	*	-	-	*	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	2%	2%	1%	0%	*	*	*	7%	1%	4%	-	2%	0%	1%	2%	-
	EL	0%	*	0%	0%	*	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	1%	0%	0%	-	*	*	20%	2%	0%	0%	1%	0%	1%	-	-
	Female	2%	3%	1%	0%	*	*	-	0%	1%	7%	0%	2%	0%	-	2%	-
Mathematics	All Students	2%	1%	2%	0%	*	*	*	13%	2%	1%	2%	2%	3%	1%	2%	-
	CWD	2%	0%	6%	*	-	-	*	*	3%	0%	2%	-	*	0%	7%	-
	CWOD	2%	1%	2%	0%	*	*	*	14%	2%	1%	-	2%	3%	1%	2%	-
	EL	3%	*	3%	0%	*	*	-	-	3%	0%	*	3%	3%	2%	3%	-
	Male	1%	0%	1%	0%	-	*	*	20%	1%	0%	0%	1%	2%	1%	-	-
	Female	2%	2%	3%	0%	*	*	-	10%	2%	2%	7%	2%	3%	-	2%	-
Science	All Students	1%	0%	0%	0%	-	*	-	14%	1%	0%	0%	1%	0%	0%	2%	-
	CWD	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	-	-
	CWOD	1%	0%	0%	0%	-	*	-	14%	1%	0%	-	1%	0%	0%	2%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	2%	0%	0%	*	-	*	-	20%	2%	0%	-	2%	0%	-	2%	-

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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	33	31	1	0	0	0	0	1	0		
	Female	10	8	1	0	0	0	0	1	0		
	Total	43	39	2	0	0	0	0	2	0		
<b>Out-of-School Suspensions</b>												
	Male	21	16	3	1	0	0	0	1	2		
	Female	8	7	1	0	0	0	0	0	2		
	Total	29	23	4	1	0	0	0	1	4		
<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	7	6	1	0	0	0	0	0	0		2
	Female	1	1	0	0	0	0	0	0	0		0
	Total	8	7	1	0	0	0	0	0	0		2
<b>Out-of-School Suspensions</b>												
	Male	11	7	3	0	0	0	0	1	0		4
	Female	0	0	0	0	0	0	0	0	0		0
	Total	11	7	3	0	0	0	0	1	0		4
<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	79	40	22	10	-8	1	2	4	13	7	-8
	Female	72	29	22	10	2	-8	-8	9	10	4	-8
	Total	151	69	44	20	2	1	2	13	23	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	1
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	42	18	19	4	0	0	0	1	13	5
	Female	47	21	18	5	0	0	0	3	12	1
	Total	89	39	37	9	0	0	0	4	25	6
<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	4.7	8.2%
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%	48	1%	*	1%
Mathematics	6,587	2%	48	1%	*	1%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	2%
Mathematics	6,408	2%	49	1%	*	1%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	1%
Mathematics	6,205	2%	32	1%	*	1%
Science	6,200	2%	32	1%	*	1%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	*	2%
Mathematics	6,177	2%	59	1%	*	2%
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	14	1%
Reading	48,805	1%	354	1%	7	1%
Mathematics	43,293	1%	319	1%	6	1%
Science	17,856	1%	118	1%	*	1%

- Indicates there are no students in the group.

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

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	46%	47%	44%	28%	*	31%	*	60%	47%	42%	31%

- Indicates there are no students in the group.

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

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

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 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 and 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%	68%	63%	47%	72%	60%	-	79%	-	*	58%	82%	54%	65%	71%	60%	67%	-	*	-	-	
	CWD	52%	42%	54%	43%	*	*	-	*	-	-	50%	*	54%	-	*	38%	80%	-	*	-	-	
	CWOD	80%	72%	65%	48%	74%	*	-	77%	-	*	60%	81%	-	65%	71%	64%	65%	-	-	-	-	
	EL	66%	64%	71%	*	68%	*	-	70%	-	-	67%	100%	*	71%	71%	71%	71%	-	-	-	-	
	Male	74%	64%	60%	47%	67%	*	-	80%	-	*	56%	80%	38%	64%	71%	60%	-	-	*	-	-	
	Female	78%	71%	67%	47%	79%	*	-	78%	-	*	61%	83%	80%	65%	71%	-	67%	-	-	-	-	
Mathematics	All Students	70%	61%	51%	32%	63%	60%	-	64%	-	*	48%	64%	38%	53%	66%	60%	42%	-	*	-	-	
	CWD	46%	38%	38%	43%	*	*	-	*	-	-	33%	*	38%	-	*	50%	20%	-	*	-	-	
	CWOD	74%	64%	53%	30%	64%	*	-	69%	-	*	51%	62%	-	53%	66%	62%	44%	-	-	-	-	
	EL	64%	61%	66%	*	68%	*	-	50%	-	-	61%	100%	*	66%	66%	79%	47%	-	-	-	-	
	Male	72%	62%	60%	35%	78%	*	-	60%	-	*	58%	70%	50%	62%	79%	60%	-	-	*	-	-	
	Female	68%	59%	42%	29%	42%	*	-	67%	-	*	36%	58%	20%	44%	47%	-	42%	-	-	-	-	
Grade 4																							
Reading	All Students	76%	68%	57%	56%	52%	*	-	100%	-	-	54%	69%	38%	59%	66%	56%	57%	-	-	-	-	
	CWD	48%	39%	38%	60%	*	*	-	-	-	-	38%	-	38%	-	*	50%	*	-	-	-	-	
	CWOD	81%	72%	59%	55%	55%	*	-	100%	-	-	56%	69%	-	59%	68%	58%	60%	-	-	-	-	
	EL	66%	63%	66%	*	61%	*	-	*	-	-	65%	*	*	68%	66%	61%	73%	-	-	-	-	
	Male	73%	64%	56%	63%	47%	*	-	*	-	-	58%	50%	50%	58%	61%	56%	-	-	-	-	-	
	Female	79%	72%	57%	47%	56%	*	-	*	-	-	50%	86%	*	60%	73%	-	57%	-	-	-	-	
Mathematics	All Students	68%	56%	64%	56%	70%	*	-	100%	-	-	63%	69%	38%	68%	76%	72%	57%	-	-	-	-	
	CWD	42%	32%	38%	60%	*	*	-	-	-	-	38%	-	38%	-	*	50%	*	-	-	-	-	
	CWOD	73%	60%	68%	55%	74%	*	-	100%	-	-	67%	69%	-	68%	79%	76%	60%	-	-	-	-	
	EL	63%	58%	76%	*	74%	*	-	*	-	-	73%	*	*	79%	76%	78%	73%	-	-	-	-	
	Male	70%	58%	72%	68%	76%	*	-	*	-	-	73%	67%	50%	76%	78%	72%	-	-	-	-	-	
	Female	67%	55%	57%	41%	63%	*	-	*	-	-	53%	71%	*	60%	73%	-	57%	-	-	-	-	
Grade 5																							
Reading	All Students	80%	75%	64%	45%	70%	*	-	100%	-	*	57%	86%	17%	71%	76%	61%	68%	-	*	*	-	
	CWD	50%	44%	17%	14%	*	*	-	-	-	-	18%	*	17%	-	*	13%	*	-	-	*	-	
	CWOD	85%	79%	71%	54%	74%	*	-	100%	-	*	64%	90%	-	71%	80%	70%	72%	-	*	-	-	
	EL	71%	72%	76%	*	75%	*	-	100%	-	-	74%	86%	*	80%	76%	76%	76%	-	*	-	-	
	Male	77%	72%	61%	35%	68%	*	-	100%	-	*	57%	78%	13%	70%	76%	61%	-	-	*	-	-	
	Female	83%	78%	68%	56%	72%	*	-	*	-	*	57%	92%	*	72%	76%	-	68%	-	*	*	-	
Mathematics	All Students	76%	65%	51%	24%	63%	*	-	88%	-	*	46%	67%	17%	56%	71%	47%	55%	-	*	*	-	
	CWD	50%	38%	17%	0%	*	*	-	-	-	-	18%	*	17%	-	*	25%	*	-	-	*	-	
	CWOD	80%	69%	56%	31%	64%	*	-	88%	-	*	51%	70%	-	56%	74%	51%	61%	-	*	-	-	
	EL	70%	66%	71%	*	71%	*	-	86%	-	-	71%	71%	*	74%	71%	67%	76%	-	*	-	-	
	Male	75%	65%	47%	12%	64%	*	-	80%	-	*	48%	44%	25%	51%	67%	47%	-	-	*	-	-	
	Female	76%	66%	55%	38%	61%	*	-	*	-	*	43%	83%	*	61%	76%	-	55%	-	*	*	-	

Texas Education Agency  
2022 Federal Report Card  
MCNUTT EL (220901165) - ARLINGTON ISD - TARRANT 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%	54%	43%	18%	47%	*	-	88%	-	*	40%	52%	42%	43%	58%	43%	43%	-	*	*	-	
	CWD	40%	33%	42%	43%	*	*	-	-	-	-	45%	*	42%	-	*	25%	*	-	-	*	-	
	CWOD	69%	57%	43%	12%	46%	*	-	88%	-	*	39%	55%	-	43%	60%	47%	39%	-	*	-	-	
	EL	52%	49%	58%	*	50%	*	-	86%	-	-	55%	71%	*	60%	58%	57%	59%	-	*	-	-	
	Male	67%	57%	43%	6%	52%	*	-	80%	-	*	40%	56%	25%	47%	57%	43%	-	-	*	-	-	
	Female	63%	52%	43%	31%	39%	*	-	*	-	*	39%	50%	*	39%	59%	-	43%	-	*	*	-	
Grade 6																							
Reading	All Students	69%	68%	68%	63%	71%	*	-	88%	-	*	70%	60%	20%	75%	68%	63%	74%	-	*	*	*	
	CWD	38%	38%	20%	*	17%	-	-	-	-	*	17%	*	20%	-	*	29%	*	-	-	-	-	
	CWOD	74%	73%	75%	66%	83%	*	-	88%	-	*	75%	73%	-	75%	76%	70%	79%	-	*	*	*	
	EL	53%	61%	68%	*	63%	*	-	83%	-	-	68%	*	*	76%	68%	60%	77%	-	-	-	-	
	Male	66%	64%	63%	53%	59%	*	-	*	-	-	67%	43%	29%	70%	60%	63%	-	-	-	-	*	
	Female	72%	72%	74%	72%	83%	-	-	*	-	*	74%	75%	*	79%	77%	-	74%	-	*	*	-	
Mathematics	All Students	72%	70%	51%	37%	54%	*	-	100%	-	*	54%	40%	0%	58%	68%	50%	52%	-	*	*	*	
	CWD	47%	47%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	76%	74%	58%	41%	66%	*	-	100%	-	*	59%	55%	-	58%	76%	61%	56%	-	*	*	*	
	EL	61%	69%	68%	*	63%	*	-	100%	-	-	68%	*	*	76%	68%	60%	77%	-	-	-	-	
	Male	73%	70%	50%	41%	47%	*	-	*	-	-	55%	29%	0%	61%	60%	50%	-	-	-	-	*	
	Female	72%	70%	52%	33%	61%	-	-	*	-	*	53%	50%	*	56%	77%	-	52%	-	*	*	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	41%	34%	21%	37%	20%	-	64%	-	*	29%	50%	38%	33%	41%	38%	29%	-	*	-	-	
	CWD	30%	24%	38%	43%	*	*	-	*	-	-	33%	*	38%	-	*	38%	40%	-	*	-	-	
	CWOD	54%	44%	33%	15%	38%	*	-	62%	-	*	28%	48%	-	33%	39%	38%	28%	-	-	-	-	
	EL	37%	36%	41%	*	39%	*	-	50%	-	-	39%	60%	*	39%	41%	42%	41%	-	-	-	-	
	Male	49%	40%	38%	24%	44%	*	-	60%	-	*	35%	50%	38%	38%	42%	38%	-	-	*	-	-	
	Female	52%	43%	29%	18%	26%	*	-	67%	-	*	22%	50%	40%	28%	41%	-	29%	-	-	-	-	
Mathematics	All Students	42%	32%	27%	21%	26%	40%	-	43%	-	*	25%	32%	31%	26%	32%	32%	21%	-	*	-	-	
	CWD	27%	19%	31%	43%	*	*	-	*	-	-	25%	*	31%	-	*	38%	20%	-	*	-	-	
	CWOD	45%	34%	26%	15%	26%	*	-	46%	-	*	25%	29%	-	26%	32%	31%	21%	-	-	-	-	
	EL	35%	32%	32%	*	32%	*	-	30%	-	-	33%	20%	*	32%	32%	42%	18%	-	-	-	-	
	Male	45%	35%	32%	24%	37%	*	-	40%	-	*	33%	30%	38%	31%	42%	32%	-	-	*	-	-	
	Female	39%	30%	21%	18%	11%	*	-	44%	-	*	17%	33%	20%	21%	18%	-	21%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	45%	34%	33%	30%	*	-	60%	-	-	35%	31%	38%	34%	41%	33%	35%	-	-	-	-	
	CWD	29%	21%	38%	60%	*	*	-	-	-	-	38%	-	38%	-	*	50%	*	-	-	-	-	
	CWOD	57%	48%	34%	29%	32%	*	-	60%	-	-	35%	31%	-	34%	43%	30%	37%	-	-	-	-	
	EL	41%	40%	41%	*	35%	*	-	*	-	-	38%	*	*	43%	41%	28%	64%	-	-	-	-	
	Male	51%	43%	33%	47%	18%	*	-	*	-	-	30%	50%	50%	30%	28%	33%	-	-	-	-	-	

Texas Education Agency  
2022 Federal Report Card  
MCNUTT EL (220901165) - ARLINGTON ISD - TARRANT 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%	46%	35%	18%	44%	*	-	*	-	-	40%	14%	*	37%	64%	-	35%	-	-	-	-
Mathematics	All Students	42%	29%	30%	22%	33%	*	-	60%	-	-	32%	23%	25%	31%	41%	31%	30%	-	-	-	-
	CWD	25%	18%	25%	40%	*	*	-	-	-	-	25%	-	25%	-	*	33%	*	-	-	-	-
	CWOD	45%	31%	31%	19%	35%	*	-	60%	-	-	33%	23%	-	31%	43%	30%	31%	-	-	-	-
	EL	34%	29%	41%	*	39%	*	-	*	-	-	38%	*	*	43%	41%	33%	55%	-	-	-	-
	Male	45%	32%	31%	26%	35%	*	-	*	-	-	30%	33%	33%	30%	33%	31%	-	-	-	-	-
	Female	38%	26%	30%	18%	31%	*	-	*	-	-	33%	14%	*	31%	55%	-	30%	-	-	-	-
Grade 5																						
Reading	All Students	57%	49%	38%	15%	47%	*	-	75%	-	*	31%	62%	17%	42%	50%	37%	40%	-	*	*	-
	CWD	29%	22%	17%	14%	*	*	-	-	-	-	18%	*	17%	-	*	13%	*	-	-	*	-
	CWOD	61%	52%	42%	15%	49%	*	-	75%	-	*	34%	65%	-	42%	51%	42%	42%	-	*	-	-
	EL	43%	44%	50%	*	50%	*	-	71%	-	-	45%	71%	*	51%	50%	48%	53%	-	*	-	-
	Male	53%	46%	37%	12%	48%	*	-	60%	-	*	33%	56%	13%	42%	48%	37%	-	-	*	-	-
	Female	60%	52%	40%	19%	44%	*	-	*	-	*	29%	67%	*	42%	53%	-	40%	-	*	*	-
Mathematics	All Students	47%	36%	19%	3%	21%	*	-	50%	-	*	13%	38%	0%	22%	26%	22%	15%	-	*	*	-
	CWD	25%	17%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	*	-
	CWOD	50%	38%	22%	4%	23%	*	-	50%	-	*	15%	40%	-	22%	29%	26%	17%	-	*	-	-
	EL	38%	35%	26%	*	25%	*	-	43%	-	-	23%	43%	*	29%	26%	29%	24%	-	*	-	-
	Male	48%	37%	22%	6%	24%	*	-	60%	-	*	17%	44%	0%	26%	29%	22%	-	-	*	-	-
	Female	46%	35%	15%	0%	17%	*	-	*	-	*	7%	33%	*	17%	24%	-	15%	-	*	*	-
Science	All Students	38%	28%	12%	12%	9%	*	-	38%	-	*	14%	5%	33%	9%	11%	16%	8%	-	*	*	-
	CWD	23%	16%	33%	43%	*	*	-	-	-	-	36%	*	33%	-	*	13%	*	-	-	*	-
	CWOD	40%	29%	9%	4%	8%	*	-	38%	-	*	10%	5%	-	9%	11%	16%	0%	-	*	-	-
	EL	24%	23%	11%	*	7%	*	-	29%	-	-	10%	14%	*	11%	11%	19%	0%	-	*	-	-
	Male	41%	31%	16%	6%	16%	*	-	60%	-	*	17%	11%	13%	16%	19%	16%	-	-	*	-	-
	Female	34%	24%	8%	19%	0%	*	-	*	-	*	11%	0%	*	0%	0%	-	8%	-	*	*	-
Grade 6																						
Reading	All Students	42%	42%	34%	29%	31%	*	-	75%	-	*	39%	13%	10%	38%	39%	38%	31%	-	*	*	*
	CWD	21%	20%	10%	*	0%	-	-	-	-	*	17%	*	10%	-	*	14%	*	-	-	-	-
	CWOD	46%	45%	38%	28%	38%	*	-	75%	-	*	41%	18%	-	38%	44%	42%	33%	-	*	*	*
	EL	24%	34%	39%	*	32%	*	-	67%	-	-	40%	*	*	44%	39%	40%	38%	-	-	-	-
	Male	40%	40%	38%	41%	18%	*	-	*	-	-	45%	0%	14%	42%	40%	38%	-	-	-	-	*
	Female	45%	44%	31%	17%	44%	-	-	*	-	*	32%	25%	*	33%	38%	-	31%	-	*	*	-
Mathematics	All Students	38%	37%	23%	11%	26%	*	-	75%	-	*	25%	13%	0%	26%	39%	20%	26%	-	*	*	*
	CWD	20%	21%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	41%	40%	26%	13%	31%	*	-	75%	-	*	28%	18%	-	26%	44%	24%	28%	-	*	*	*
	EL	24%	35%	39%	*	37%	*	-	67%	-	-	40%	*	*	44%	39%	27%	54%	-	-	-	-
	Male	40%	39%	20%	12%	18%	*	-	*	-	-	24%	0%	0%	24%	27%	20%	-	-	-	-	*
	Female	36%	35%	26%	11%	33%	-	-	*	-	*	26%	25%	*	28%	54%	-	26%	-	*	*	-

Texas Education Agency  
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MCNUTT EL (220901165) - ARLINGTON ISD - TARRANT 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 3																						
Reading	All Students	29%	23%	16%	3%	15%	20%	-	50%	-	*	16%	14%	0%	18%	27%	15%	17%	-	*	-	-
	CWD	12%	8%	0%	0%	*	*	-	*	-	-	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	32%	25%	18%	4%	17%	*	-	54%	-	*	19%	14%	-	18%	29%	18%	19%	-	-	-	-
	EL	19%	20%	27%	*	21%	*	-	40%	-	-	25%	40%	*	29%	27%	25%	29%	-	-	-	-
	Male	28%	21%	15%	0%	19%	*	-	40%	-	*	16%	10%	0%	18%	25%	15%	-	-	*	-	-
	Female	31%	25%	17%	6%	11%	*	-	56%	-	*	17%	17%	0%	19%	29%	-	17%	-	-	-	-
Mathematics	All Students	20%	14%	11%	6%	11%	40%	-	14%	-	*	10%	14%	15%	10%	12%	11%	10%	-	*	-	-
	CWD	10%	6%	15%	29%	*	*	-	*	-	-	8%	*	15%	-	*	13%	20%	-	*	-	-
	CWOD	22%	15%	10%	0%	12%	*	-	15%	-	*	10%	10%	-	10%	13%	11%	9%	-	-	-	-
	EL	15%	15%	12%	*	14%	*	-	0%	-	-	14%	0%	*	13%	12%	17%	6%	-	-	-	-
	Male	23%	16%	11%	6%	15%	*	-	0%	-	*	14%	0%	13%	11%	17%	11%	-	-	*	-	-
	Female	18%	12%	10%	6%	5%	*	-	22%	-	*	6%	25%	20%	9%	6%	-	10%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	14%	14%	12%	*	-	40%	-	-	14%	15%	13%	15%	24%	15%	14%	-	-	-	-
	CWD	10%	7%	13%	20%	*	*	-	-	-	-	13%	-	13%	-	*	17%	*	-	-	-	-
	CWOD	31%	24%	15%	13%	13%	*	-	40%	-	-	15%	15%	-	15%	25%	15%	14%	-	-	-	-
	EL	18%	18%	24%	*	17%	*	-	*	-	-	23%	*	*	25%	24%	17%	36%	-	-	-	-
	Male	26%	22%	15%	21%	12%	*	-	*	-	-	12%	33%	17%	15%	17%	15%	-	-	-	-	-
	Female	29%	22%	14%	6%	13%	*	-	*	-	-	17%	0%	*	14%	36%	-	14%	-	-	-	-
Mathematics	All Students	22%	14%	14%	6%	15%	*	-	60%	-	-	13%	23%	0%	16%	24%	10%	19%	-	-	-	-
	CWD	10%	6%	0%	0%	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	15%	16%	6%	16%	*	-	60%	-	-	15%	23%	-	16%	25%	12%	20%	-	-	-	-
	EL	16%	14%	24%	*	17%	*	-	*	-	-	19%	*	*	25%	24%	17%	36%	-	-	-	-
	Male	25%	16%	10%	5%	12%	*	-	*	-	-	6%	33%	0%	12%	17%	10%	-	-	-	-	-
	Female	19%	12%	19%	6%	19%	*	-	*	-	-	20%	14%	*	20%	36%	-	19%	-	-	-	-
Grade 5																						
Reading	All Students	36%	29%	18%	6%	23%	*	-	38%	-	*	14%	29%	8%	19%	26%	18%	18%	-	*	*	-
	CWD	12%	10%	8%	0%	*	*	-	-	-	-	9%	*	8%	-	*	13%	*	-	-	*	-
	CWOD	40%	32%	19%	8%	23%	*	-	38%	-	*	15%	30%	-	19%	26%	19%	19%	-	*	-	-
	EL	23%	25%	26%	*	29%	*	-	29%	-	-	26%	29%	*	26%	26%	29%	24%	-	*	-	-
	Male	32%	27%	18%	6%	24%	*	-	40%	-	*	17%	22%	13%	19%	29%	18%	-	-	*	-	-
	Female	39%	31%	18%	6%	22%	*	-	*	-	*	11%	33%	*	19%	24%	-	18%	-	*	*	-
Mathematics	All Students	24%	16%	5%	3%	2%	*	-	38%	-	*	6%	5%	0%	6%	8%	8%	3%	-	*	*	-
	CWD	9%	6%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	*	-
	CWOD	26%	17%	6%	4%	3%	*	-	38%	-	*	7%	5%	-	6%	9%	9%	3%	-	*	-	-
	EL	17%	15%	8%	*	4%	*	-	29%	-	-	6%	14%	*	9%	8%	10%	6%	-	*	-	-
	Male	25%	17%	8%	6%	4%	*	-	40%	-	*	7%	11%	0%	9%	10%	8%	-	-	*	-	-



Texas Education Agency  
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MCNUTT EL (220901165) - ARLINGTON ISD - TARRANT 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%	14%	3%	0%	0%	*	-	*	-	*	4%	0%	*	3%	6%	-	3%	-	*	*	-
Science	All Students	17%	12%	3%	3%	2%	*	-	13%	-	*	3%	5%	0%	4%	3%	6%	0%	-	*	*	-
	CWD	9%	6%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	*	-
	CWOD	19%	12%	4%	4%	3%	*	-	13%	-	*	3%	5%	-	4%	3%	7%	0%	-	*	-	-
	EL	9%	8%	3%	*	4%	*	-	0%	-	-	0%	14%	*	3%	3%	5%	0%	-	*	-	-
	Male	20%	14%	6%	6%	4%	*	-	20%	-	*	5%	11%	0%	7%	5%	6%	-	-	*	-	-
	Female	15%	10%	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-	0%	-	*	*	-
Grade 6																						
Reading	All Students	23%	21%	15%	17%	9%	*	-	25%	-	*	15%	13%	10%	15%	14%	13%	17%	-	*	*	*
	CWD	8%	7%	10%	*	0%	-	-	-	-	*	17%	*	10%	-	*	14%	*	-	-	-	-
	CWOD	25%	23%	15%	16%	10%	*	-	25%	-	*	15%	18%	-	15%	16%	12%	18%	-	*	*	*
	EL	9%	15%	14%	*	16%	*	-	0%	-	-	12%	*	*	16%	14%	7%	23%	-	-	-	-
	Male	21%	19%	13%	18%	0%	*	-	*	-	-	15%	0%	14%	12%	7%	13%	-	-	-	-	*
	Female	25%	23%	17%	17%	17%	-	-	*	-	*	15%	25%	*	18%	23%	-	17%	-	*	*	-
Mathematics	All Students	16%	16%	10%	3%	11%	*	-	38%	-	*	10%	7%	0%	11%	21%	13%	7%	-	*	*	*
	CWD	8%	9%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	17%	11%	3%	14%	*	-	38%	-	*	11%	9%	-	11%	24%	15%	8%	-	*	*	*
	EL	7%	14%	21%	*	21%	*	-	33%	-	-	24%	*	*	24%	21%	27%	15%	-	-	-	-
	Male	17%	18%	13%	6%	12%	*	-	*	-	-	15%	0%	0%	15%	27%	13%	-	-	-	-	*
	Female	14%	13%	7%	0%	11%	-	-	*	-	*	6%	13%	*	8%	15%	-	7%	-	*	*	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	66%	57%	42%	62%	60%	-	86%	-	59%	54%	66%	30%	61%	69%	57%	57%	-	40%	60%	*
	CWD	44%	36%	30%	33%	28%	14%	-	*	-	*	31%	23%	30%	-	30%	30%	28%	-	*	*	-
	CWOD	77%	70%	61%	44%	66%	74%	-	87%	-	67%	58%	70%	-	61%	72%	62%	60%	-	25%	*	*
	EL	59%	58%	69%	82%	66%	43%	-	82%	-	-	67%	81%	30%	72%	69%	68%	69%	-	*	-	-
	Male	71%	63%	57%	41%	63%	67%	-	86%	-	40%	56%	59%	30%	62%	68%	57%	-	-	40%	-	*
	Female	75%	68%	57%	44%	62%	44%	-	85%	-	67%	52%	72%	28%	60%	69%	-	57%	-	40%	60%	-
Reading	All Students	74%	67%	63%	53%	67%	62%	-	89%	-	57%	60%	76%	33%	67%	71%	60%	66%	-	*	*	*
	CWD	43%	35%	33%	36%	25%	*	-	*	-	*	32%	33%	33%	-	30%	31%	36%	-	*	*	-
	CWOD	78%	72%	67%	56%	72%	70%	-	88%	-	67%	64%	80%	-	67%	74%	66%	69%	-	*	*	*
	EL	57%	57%	71%	80%	67%	50%	-	85%	-	-	69%	83%	30%	74%	71%	68%	74%	-	*	-	-
	Male	70%	63%	60%	50%	62%	67%	-	94%	-	*	59%	66%	31%	66%	68%	60%	-	-	*	-	*
	Female	78%	73%	66%	56%	73%	*	-	84%	-	60%	61%	85%	36%	69%	74%	-	66%	-	*	*	-
Mathematics	All Students	71%	64%	54%	38%	62%	54%	-	83%	-	43%	52%	61%	23%	58%	70%	57%	51%	-	*	*	*
	CWD	44%	36%	23%	27%	25%	*	-	*	-	*	24%	17%	23%	-	30%	31%	7%	-	*	*	-
	CWOD	75%	67%	58%	40%	67%	70%	-	85%	-	50%	57%	65%	-	58%	73%	62%	55%	-	*	*	*
	EL	61%	61%	70%	80%	69%	33%	-	78%	-	-	68%	83%	30%	73%	70%	72%	67%	-	*	-	-
	Male	71%	63%	57%	40%	67%	56%	-	81%	-	*	58%	53%	31%	62%	72%	57%	-	-	*	-	*

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Mathematics	Female	71%	64%	51%	35%	56%	*	-	84%	-	60%	46%	67%	7%	55%	67%	-	51%	-	*	*	-
Science	All Students	74%	66%	43%	18%	47%	*	-	88%	-	*	40%	52%	42%	43%	58%	43%	43%	-	*	*	-
	CWD	47%	38%	42%	43%	*	*	-	-	-	-	45%	*	42%	-	*	25%	*	-	-	*	-
	CWOD	78%	69%	43%	12%	46%	*	-	88%	-	*	39%	55%	-	43%	60%	47%	39%	-	*	-	-
	EL	58%	56%	58%	*	50%	*	-	86%	-	-	55%	71%	*	60%	58%	57%	59%	-	*	-	-
	Male	74%	65%	43%	6%	52%	*	-	80%	-	*	40%	56%	25%	47%	57%	43%	-	-	*	-	-
	Female	75%	66%	43%	31%	39%	*	-	*	-	*	39%	50%	*	39%	59%	-	43%	-	*	*	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	28%	19%	29%	27%	-	59%	-	29%	27%	31%	21%	29%	35%	29%	26%	-	40%	60%	*
	CWD	23%	18%	21%	31%	11%	0%	-	*	-	*	22%	15%	21%	-	17%	21%	22%	-	*	*	-
	CWOD	50%	42%	29%	16%	31%	35%	-	59%	-	33%	28%	33%	-	29%	37%	31%	26%	-	25%	*	*
	EL	29%	30%	35%	9%	33%	21%	-	52%	-	-	34%	44%	17%	37%	35%	34%	36%	-	*	-	-
	Male	45%	38%	29%	22%	30%	24%	-	62%	-	20%	29%	32%	21%	31%	34%	29%	-	-	40%	-	*
	Female	48%	41%	26%	15%	28%	33%	-	56%	-	33%	24%	31%	22%	26%	36%	-	26%	-	40%	60%	-
Reading	All Students	52%	45%	35%	25%	37%	31%	-	69%	-	43%	33%	42%	26%	36%	43%	37%	34%	-	*	*	*
	CWD	24%	19%	26%	36%	13%	*	-	*	-	*	27%	17%	26%	-	30%	28%	21%	-	*	*	-
	CWOD	56%	48%	36%	22%	40%	40%	-	68%	-	50%	34%	45%	-	36%	44%	38%	35%	-	*	*	*
	EL	31%	33%	43%	20%	40%	33%	-	63%	-	-	41%	61%	30%	44%	43%	40%	48%	-	*	-	-
	Male	47%	41%	37%	31%	35%	33%	-	69%	-	*	36%	41%	28%	38%	40%	37%	-	-	*	-	*
	Female	56%	49%	34%	18%	39%	*	-	68%	-	40%	30%	44%	21%	35%	48%	-	34%	-	*	*	-
Mathematics	All Students	41%	33%	25%	14%	26%	31%	-	54%	-	29%	24%	28%	14%	26%	34%	26%	23%	-	*	*	*
	CWD	22%	17%	14%	23%	6%	*	-	*	-	*	14%	17%	14%	-	10%	17%	7%	-	*	*	-
	CWOD	44%	35%	26%	13%	28%	40%	-	56%	-	33%	25%	29%	-	26%	36%	28%	24%	-	*	*	*
	EL	29%	29%	34%	0%	33%	17%	-	48%	-	-	33%	39%	10%	36%	34%	33%	34%	-	*	-	-
	Male	42%	34%	26%	17%	29%	22%	-	56%	-	*	26%	28%	17%	28%	33%	26%	-	-	*	-	*
	Female	40%	33%	23%	12%	23%	*	-	53%	-	40%	21%	28%	7%	24%	34%	-	23%	-	*	*	-
Science	All Students	46%	37%	12%	12%	9%	*	-	38%	-	*	14%	5%	33%	9%	11%	16%	8%	-	*	*	-
	CWD	23%	17%	33%	43%	*	*	-	-	-	-	36%	*	33%	-	*	13%	*	-	-	*	-
	CWOD	49%	39%	9%	4%	8%	*	-	38%	-	*	10%	5%	-	9%	11%	16%	0%	-	*	-	-
	EL	25%	25%	11%	*	7%	*	-	29%	-	-	10%	14%	*	11%	11%	19%	0%	-	*	-	-
	Male	47%	37%	16%	6%	16%	*	-	60%	-	*	17%	11%	13%	16%	19%	16%	-	-	*	-	-
	Female	45%	36%	8%	19%	0%	*	-	*	-	*	11%	0%	*	0%	0%	-	8%	-	*	*	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	12%	7%	11%	17%	-	33%	-	6%	11%	13%	5%	13%	17%	12%	11%	-	20%	0%	*
	CWD	9%	6%	5%	8%	3%	0%	-	*	-	*	5%	8%	5%	-	4%	6%	3%	-	*	*	-
	CWOD	24%	18%	13%	7%	12%	22%	-	34%	-	7%	12%	14%	-	13%	18%	13%	12%	-	13%	*	*
	EL	12%	12%	17%	9%	16%	21%	-	25%	-	-	16%	23%	4%	18%	17%	17%	18%	-	*	-	-
	Male	21%	16%	12%	8%	12%	14%	-	30%	-	0%	12%	12%	6%	13%	17%	12%	-	-	20%	-	*
	Female	23%	18%	11%	5%	11%	22%	-	37%	-	8%	11%	14%	3%	12%	18%	-	11%	-	20%	0%	-
Reading	All Students	25%	20%	16%	10%	15%	15%	-	40%	-	14%	15%	18%	7%	17%	24%	15%	16%	-	*	*	*
	CWD	9%	6%	7%	9%	6%	*	-	*	-	*	8%	0%	7%	-	10%	10%	0%	-	*	*	-
	CWOD	27%	21%	17%	10%	16%	20%	-	41%	-	17%	16%	20%	-	17%	25%	16%	18%	-	*	*	*
	EL	13%	14%	24%	20%	21%	33%	-	30%	-	-	22%	33%	10%	25%	24%	21%	28%	-	*	-	-
	Male	22%	17%	15%	11%	15%	22%	-	31%	-	*	15%	16%	10%	16%	21%	15%	-	-	*	-	*
	Female	28%	22%	16%	9%	15%	*	-	47%	-	20%	15%	21%	0%	18%	28%	-	16%	-	*	*	-
Mathematics	All Students	20%	14%	10%	4%	10%	23%	-	31%	-	0%	10%	11%	5%	11%	15%	10%	10%	-	*	*	*
	CWD	9%	6%	5%	9%	0%	*	-	*	-	*	3%	17%	5%	-	0%	3%	7%	-	*	*	-
	CWOD	21%	16%	11%	3%	11%	30%	-	32%	-	0%	11%	11%	-	11%	17%	12%	10%	-	*	*	*
	EL	12%	12%	15%	0%	13%	17%	-	26%	-	-	15%	17%	0%	17%	15%	17%	14%	-	*	-	-
	Male	21%	15%	10%	6%	10%	11%	-	31%	-	*	11%	9%	3%	12%	17%	10%	-	-	*	-	*
	Female	19%	13%	10%	3%	8%	*	-	32%	-	0%	9%	13%	7%	10%	14%	-	10%	-	*	*	-
Science	All Students	20%	15%	3%	3%	2%	*	-	13%	-	*	3%	5%	0%	4%	3%	6%	0%	-	*	*	-
	CWD	8%	5%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	*	-
	CWOD	22%	16%	4%	4%	3%	*	-	13%	-	*	3%	5%	-	4%	3%	7%	0%	-	*	-	-
	EL	7%	8%	3%	*	4%	*	-	0%	-	-	0%	14%	*	3%	3%	5%	0%	-	*	-	-
	Male	22%	15%	6%	6%	4%	*	-	20%	-	*	5%	11%	0%	7%	5%	6%	-	-	*	-	-
	Female	19%	14%	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.

### 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	75	77	100	-	95	-	*	77	47	78
CWD	47	29	50	*	-	-	-	-	40	47	50
CWOD	82	79	80	100	-	95	-	*	81	-	80
EL ◇	78	*	71	*	-	94	-	-	76	50	78
Male	74	72	68	100	-	90	-	*	72	47	70
Female	85	78	86	*	-	100	-	*	82	*	87
<b>Mathematics</b>											
All Students	78	72	82	63	-	88	-	*	78	65	84
CWD	65	57	73	*	-	-	-	-	63	65	57
CWOD	79	73	83	67	-	88	-	*	80	-	86
EL ◇	84	*	86	*	-	85	-	-	85	57	84
Male	80	72	86	67	-	90	-	*	81	69	85
Female	76	72	77	*	-	85	-	*	76	*	81

- 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
224	34	15%

- 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	32	23	34	35	-	59	-	31	31	19	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	N	N	Y			N			Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	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	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
<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											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%	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%	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%	-
	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%	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%	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%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	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%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	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%	-	-
	Female	0%	0%	0%	*	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	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%	-
Science	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	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%	-



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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	20	8	3	5	1	1	0	2	6		
	Female	8	5	2	0	0	1	0	0	2		
	Total	28	13	5	5	1	2	0	2	8		
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	2	2	0	0	0	0	0	0	0		
	Total	2	2	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	5	3	2	0	0	0	0	0	1		1
	Female	1	1	0	0	0	0	0	0	0		0
	Total	6	4	2	0	0	0	0	0	1		1
<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	34	12	10	5	1	2	-8	4	8	6	-8
	Female	26	9	9	6	-8	2	-8	-8	10	2	-8
	Total	60	21	19	11	1	4	-8	4	18	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	48	12	27	2	0	6	0	1	24	0
	Female	37	10	20	3	0	4	0	0	13	2
	Total	85	22	47	5	0	10	0	1	37	2
<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	2.8	6.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	2.4%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	5	5%
Mathematics	6,587	2%	48	1%	5	5%
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	*	4%
Mathematics	6,408	2%	49	1%	*	4%
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	*	4%
Mathematics	6,205	2%	32	1%	*	4%
Science	6,200	2%	32	1%	*	4%
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	1%	-	-
Science	5,796	1%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	28	4%
Reading	48,805	1%	354	1%	12	3%
Mathematics	43,293	1%	319	1%	12	3%
Science	17,856	1%	118	1%	*	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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	31%	41%	26%	28%	20%	17%	-	27%	33%	39%	23%

- 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 and 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%	68%	89%	70%	92%	100%	-	*	*	100%	92%	85%	*	89%	80%	81%	100%	-	-	*	-
	CWD	52%	42%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	*	-
	CWOD	80%	72%	89%	70%	92%	*	-	*	*	100%	91%	83%	-	89%	80%	79%	100%	-	-	-	-
	EL	66%	64%	80%	-	*	-	-	*	-	-	80%	-	-	80%	80%	*	*	-	-	-	-
	Male	74%	64%	81%	57%	80%	100%	-	-	-	*	86%	71%	*	79%	*	81%	-	-	-	*	-
	Female	78%	71%	100%	*	100%	*	-	*	*	*	100%	100%	-	100%	*	-	100%	-	-	-	-
Mathematics	All Students	70%	61%	81%	70%	83%	83%	-	*	*	86%	83%	77%	*	83%	80%	76%	88%	-	-	*	-
	CWD	46%	38%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	*	-
	CWOD	74%	64%	83%	70%	83%	*	-	*	*	86%	83%	83%	-	83%	80%	79%	88%	-	-	-	-
	EL	64%	61%	80%	-	*	-	-	*	-	-	80%	-	-	80%	80%	*	*	-	-	-	-
	Male	72%	62%	76%	57%	80%	80%	-	-	-	*	86%	57%	*	79%	*	76%	-	-	-	*	-
	Female	68%	59%	88%	*	86%	*	-	*	*	*	80%	100%	-	88%	*	-	88%	-	-	-	-
Grade 4																						
Reading	All Students	76%	68%	68%	67%	67%	*	-	*	*	-	71%	63%	0%	89%	50%	60%	73%	-	-	-	*
	CWD	48%	39%	0%	*	*	-	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	81%	72%	89%	*	83%	*	-	-	*	-	92%	83%	-	89%	83%	100%	85%	-	-	-	*
	EL	66%	63%	50%	-	56%	-	-	*	-	-	43%	*	*	83%	50%	*	57%	-	-	-	-
	Male	73%	64%	60%	*	80%	*	-	*	-	-	71%	*	*	100%	*	60%	-	-	-	-	-
	Female	79%	72%	73%	*	60%	*	-	-	*	-	70%	80%	*	85%	57%	-	73%	-	-	-	*
Mathematics	All Students	68%	56%	32%	17%	33%	*	-	*	*	-	29%	38%	0%	42%	20%	30%	33%	-	-	-	*
	CWD	42%	32%	0%	*	*	-	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	73%	60%	42%	*	42%	*	-	-	*	-	38%	50%	-	42%	33%	50%	38%	-	-	-	*
	EL	63%	58%	20%	-	22%	-	-	*	-	-	29%	*	*	33%	20%	*	14%	-	-	-	-
	Male	70%	58%	30%	*	60%	*	-	*	-	-	29%	*	*	50%	*	30%	-	-	-	-	-
	Female	67%	55%	33%	*	20%	*	-	-	*	-	30%	40%	*	38%	14%	-	33%	-	-	-	*
Grade 5																						
Reading	All Students	80%	75%	86%	*	81%	*	-	-	-	-	90%	*	*	95%	78%	75%	100%	-	-	-	-
	CWD	50%	44%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	85%	79%	95%	*	92%	*	-	-	-	-	100%	*	-	95%	100%	89%	100%	-	-	-	-
	EL	71%	72%	78%	*	75%	-	-	-	-	-	78%	-	*	100%	78%	*	100%	-	-	-	-
	Male	77%	72%	75%	-	70%	*	-	-	-	-	80%	*	*	89%	*	75%	-	-	-	-	-
	Female	83%	78%	100%	*	100%	*	-	-	-	-	100%	-	-	100%	100%	-	100%	-	-	-	-
Mathematics	All Students	76%	65%	95%	*	94%	*	-	-	-	-	95%	*	*	100%	89%	92%	100%	-	-	-	-
	CWD	50%	38%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	80%	69%	100%	*	100%	*	-	-	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-
	EL	70%	66%	89%	*	88%	-	-	-	-	-	89%	-	*	100%	89%	*	100%	-	-	-	-
	Male	75%	65%	92%	-	90%	*	-	-	-	-	90%	*	*	100%	*	92%	-	-	-	-	-
	Female	76%	66%	100%	*	100%	*	-	-	-	-	100%	-	-	100%	100%	-	100%	-	-	-	-

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Science	All Students	65%	54%	86%	*	81%	*	-	-	-	-	85%	*	*	89%	78%	83%	90%	-	-	-	-
	CWD	40%	33%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	69%	57%	89%	*	85%	*	-	-	-	-	88%	*	-	89%	83%	89%	90%	-	-	-	-
	EL	52%	49%	78%	*	75%	-	-	-	-	-	78%	-	*	83%	78%	*	80%	-	-	-	-
	Male	67%	57%	83%	-	80%	*	-	-	-	-	80%	*	*	89%	*	83%	-	-	-	-	-
	Female	63%	52%	90%	*	83%	*	-	-	-	-	90%	-	-	90%	80%	-	90%	-	-	-	-
Grade 6																						
Reading	All Students	69%	68%	83%	80%	82%	*	-	-	-	*	78%	100%	57%	91%	73%	79%	88%	-	-	-	-
	CWD	38%	38%	57%	*	*	-	-	-	-	*	40%	*	57%	-	*	*	*	-	-	-	-
	CWOD	74%	73%	91%	*	89%	*	-	-	-	*	89%	100%	-	91%	83%	90%	92%	-	-	-	-
	EL	53%	61%	73%	-	73%	-	-	-	-	-	73%	-	*	83%	73%	67%	78%	-	-	-	-
	Male	66%	64%	79%	*	83%	-	-	-	-	-	73%	*	*	90%	67%	79%	-	-	-	-	-
	Female	72%	72%	88%	*	80%	*	-	-	-	*	83%	*	*	92%	78%	-	88%	-	-	-	-
Mathematics	All Students	72%	70%	77%	80%	73%	*	-	-	-	*	78%	71%	57%	83%	80%	64%	88%	-	-	-	-
	CWD	47%	47%	57%	*	*	-	-	-	-	*	60%	*	57%	-	*	*	*	-	-	-	-
	CWOD	76%	74%	83%	*	78%	*	-	-	-	*	83%	80%	-	83%	83%	80%	85%	-	-	-	-
	EL	61%	69%	80%	-	80%	-	-	-	-	-	80%	-	*	83%	80%	67%	89%	-	-	-	-
	Male	73%	70%	64%	*	67%	-	-	-	-	-	73%	*	*	80%	67%	64%	-	-	-	-	-
	Female	72%	70%	88%	*	80%	*	-	-	-	*	83%	*	*	85%	89%	-	88%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	41%	62%	50%	50%	83%	-	*	*	71%	63%	62%	*	63%	40%	67%	56%	-	-	*	-
	CWD	30%	24%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	*	-
	CWOD	54%	44%	63%	50%	50%	*	-	*	*	71%	61%	67%	-	63%	40%	68%	56%	-	-	-	-
	EL	37%	36%	40%	-	*	-	-	*	-	-	40%	-	-	40%	40%	*	*	-	-	-	-
	Male	49%	40%	67%	43%	60%	80%	-	-	-	*	71%	57%	*	68%	*	67%	-	-	-	*	-
	Female	52%	43%	56%	*	43%	*	-	*	*	*	50%	67%	-	56%	*	-	56%	-	-	-	-
Mathematics	All Students	42%	32%	54%	50%	42%	83%	-	*	*	57%	50%	62%	*	54%	40%	67%	38%	-	-	*	-
	CWD	27%	19%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	*	-
	CWOD	45%	34%	54%	50%	42%	*	-	*	*	57%	48%	67%	-	54%	40%	68%	38%	-	-	-	-
	EL	35%	32%	40%	-	*	-	-	*	-	-	40%	-	-	40%	40%	*	*	-	-	-	-
	Male	45%	35%	67%	29%	80%	80%	-	-	-	*	71%	57%	*	68%	*	67%	-	-	-	*	-
	Female	39%	30%	38%	*	14%	*	-	*	*	*	20%	67%	-	38%	*	-	38%	-	-	-	-
Grade 4																						
Reading	All Students	53%	45%	44%	33%	47%	*	-	*	*	-	47%	38%	0%	58%	30%	40%	47%	-	-	-	*
	CWD	29%	21%	0%	*	*	-	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	57%	48%	58%	*	58%	*	-	-	*	-	62%	50%	-	58%	50%	67%	54%	-	-	-	*
	EL	41%	40%	30%	-	33%	-	-	*	-	-	29%	*	*	50%	30%	*	29%	-	-	-	-
	Male	51%	43%	40%	*	60%	*	-	*	-	-	43%	*	*	67%	*	40%	-	-	-	-	-

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Reading	Female	55%	46%	47%	*	40%	*	-	-	*	-	50%	40%	*	54%	29%	-	47%	-	-	-	*
Mathematics	All Students	42%	29%	16%	0%	20%	*	-	*	*	-	12%	25%	0%	21%	10%	30%	7%	-	-	-	*
	CWD	25%	18%	0%	*	*	-	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	45%	31%	21%	*	25%	*	-	-	*	-	15%	33%	-	21%	17%	50%	8%	-	-	-	*
	EL	34%	29%	10%	-	11%	-	-	*	-	-	14%	*	*	17%	10%	*	0%	-	-	-	-
	Male	45%	32%	30%	*	60%	*	-	*	-	-	29%	*	*	50%	*	30%	-	-	-	-	-
	Female	38%	26%	7%	*	0%	*	-	-	*	-	0%	20%	*	8%	0%	-	7%	-	-	-	*
Grade 5																						
Reading	All Students	57%	49%	73%	*	69%	*	-	-	-	-	75%	*	*	79%	78%	58%	90%	-	-	-	-
	CWD	29%	22%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	61%	52%	79%	*	77%	*	-	-	-	-	82%	*	-	79%	100%	67%	90%	-	-	-	-
	EL	43%	44%	78%	*	75%	-	-	-	-	-	78%	-	*	100%	78%	*	100%	-	-	-	-
	Male	53%	46%	58%	-	50%	*	-	-	-	-	60%	*	*	67%	*	58%	-	-	-	-	-
	Female	60%	52%	90%	*	100%	*	-	-	-	-	90%	-	-	90%	100%	-	90%	-	-	-	-
Mathematics	All Students	47%	36%	64%	*	69%	*	-	-	-	-	60%	*	*	68%	67%	58%	70%	-	-	-	-
	CWD	25%	17%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	50%	38%	68%	*	77%	*	-	-	-	-	65%	*	-	68%	83%	67%	70%	-	-	-	-
	EL	38%	35%	67%	*	63%	-	-	-	-	-	67%	-	*	83%	67%	*	80%	-	-	-	-
	Male	48%	37%	58%	-	60%	*	-	-	-	-	50%	*	*	67%	*	58%	-	-	-	-	-
	Female	46%	35%	70%	*	83%	*	-	-	-	-	70%	-	-	70%	80%	-	70%	-	-	-	-
Science	All Students	38%	28%	50%	*	50%	*	-	-	-	-	50%	*	*	58%	33%	58%	40%	-	-	-	-
	CWD	23%	16%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	40%	29%	58%	*	62%	*	-	-	-	-	59%	*	-	58%	50%	78%	40%	-	-	-	-
	EL	24%	23%	33%	*	38%	-	-	-	-	-	33%	-	*	50%	33%	*	40%	-	-	-	-
	Male	41%	31%	58%	-	50%	*	-	-	-	-	60%	*	*	78%	*	58%	-	-	-	-	-
	Female	34%	24%	40%	*	50%	*	-	-	-	-	40%	-	-	40%	40%	-	40%	-	-	-	-
Grade 6																						
Reading	All Students	42%	42%	37%	20%	36%	*	-	-	-	*	35%	43%	14%	43%	33%	36%	38%	-	-	-	-
	CWD	21%	20%	14%	*	*	-	-	-	-	*	20%	*	14%	-	*	*	*	-	-	-	-
	CWOD	46%	45%	43%	*	39%	*	-	-	-	*	39%	60%	-	43%	33%	40%	46%	-	-	-	-
	EL	24%	34%	33%	-	33%	-	-	-	-	-	33%	-	*	33%	33%	33%	33%	-	-	-	-
	Male	40%	40%	36%	*	42%	-	-	-	-	-	36%	*	*	40%	33%	36%	-	-	-	-	-
	Female	45%	44%	38%	*	30%	*	-	-	-	*	33%	*	*	46%	33%	-	38%	-	-	-	-
Mathematics	All Students	38%	37%	43%	40%	41%	*	-	-	-	*	43%	43%	14%	52%	40%	43%	44%	-	-	-	-
	CWD	20%	21%	14%	*	*	-	-	-	-	*	20%	*	14%	-	*	*	*	-	-	-	-
	CWOD	41%	40%	52%	*	44%	*	-	-	-	*	50%	60%	-	52%	42%	50%	54%	-	-	-	-
	EL	24%	35%	40%	-	40%	-	-	-	-	-	40%	-	*	42%	40%	33%	44%	-	-	-	-
	Male	40%	39%	43%	*	42%	-	-	-	-	-	45%	*	*	50%	33%	43%	-	-	-	-	-
	Female	36%	35%	44%	*	40%	*	-	-	-	*	42%	*	*	54%	44%	-	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
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	23%	43%	40%	17%	83%	-	*	*	57%	33%	62%	*	43%	20%	52%	31%	-	-	*	-
	CWD	12%	8%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	*
	CWOD	32%	25%	43%	40%	17%	*	-	*	*	57%	30%	67%	-	43%	20%	53%	31%	-	-	-	-
	EL	19%	20%	20%	-	*	-	-	*	-	-	20%	-	-	20%	20%	*	*	-	-	-	-
	Male	28%	21%	52%	29%	40%	80%	-	-	-	*	50%	57%	*	53%	*	52%	-	-	-	-	*
	Female	31%	25%	31%	*	0%	*	-	*	*	*	10%	67%	-	31%	*	-	31%	-	-	-	-
Mathematics	All Students	20%	14%	32%	40%	17%	17%	-	*	*	57%	25%	46%	*	34%	20%	43%	19%	-	-	*	-
	CWD	10%	6%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	*
	CWOD	22%	15%	34%	40%	17%	*	-	*	*	57%	26%	50%	-	34%	20%	47%	19%	-	-	-	-
	EL	15%	15%	20%	-	*	-	-	*	-	-	20%	-	-	20%	20%	*	*	-	-	-	-
	Male	23%	16%	43%	29%	40%	20%	-	-	-	*	36%	57%	*	47%	*	43%	-	-	-	-	*
	Female	18%	12%	19%	*	0%	*	-	*	*	*	10%	33%	-	19%	*	-	19%	-	-	-	-
Grade 4																						
Reading	All Students	28%	22%	12%	0%	20%	*	-	*	*	-	18%	0%	0%	16%	10%	10%	13%	-	-	-	*
	CWD	10%	7%	0%	*	*	-	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	31%	24%	16%	*	25%	*	-	-	*	-	23%	0%	-	16%	17%	17%	15%	-	-	-	*
	EL	18%	18%	10%	-	11%	-	-	*	-	-	14%	*	*	17%	10%	*	14%	-	-	-	-
	Male	26%	22%	10%	*	20%	*	-	*	-	-	14%	*	*	17%	*	10%	-	-	-	-	-
	Female	29%	22%	13%	*	20%	*	-	-	*	-	20%	0%	*	15%	14%	-	13%	-	-	-	*
Mathematics	All Students	22%	14%	8%	0%	7%	*	-	*	*	-	6%	13%	0%	11%	0%	10%	7%	-	-	-	*
	CWD	10%	6%	0%	*	*	-	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	25%	15%	11%	*	8%	*	-	-	*	-	8%	17%	-	11%	0%	17%	8%	-	-	-	*
	EL	16%	14%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	25%	16%	10%	*	20%	*	-	*	-	-	14%	*	*	17%	*	10%	-	-	-	-	-
	Female	19%	12%	7%	*	0%	*	-	-	*	-	0%	20%	*	8%	0%	-	7%	-	-	-	*
Grade 5																						
Reading	All Students	36%	29%	41%	*	31%	*	-	-	-	-	45%	*	*	47%	33%	42%	40%	-	-	-	-
	CWD	12%	10%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	40%	32%	47%	*	38%	*	-	-	-	-	53%	*	-	47%	50%	56%	40%	-	-	-	-
	EL	23%	25%	33%	*	25%	-	-	-	-	-	33%	-	*	50%	33%	*	40%	-	-	-	-
	Male	32%	27%	42%	-	30%	*	-	-	-	-	50%	*	*	56%	*	42%	-	-	-	-	-
	Female	39%	31%	40%	*	33%	*	-	-	-	-	40%	-	-	40%	40%	-	40%	-	-	-	-
Mathematics	All Students	24%	16%	36%	*	38%	*	-	-	-	-	35%	*	*	37%	33%	42%	30%	-	-	-	-
	CWD	9%	6%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	26%	17%	37%	*	38%	*	-	-	-	-	35%	*	-	37%	33%	44%	30%	-	-	-	-
	EL	17%	15%	33%	*	38%	-	-	-	-	-	33%	-	*	33%	33%	*	20%	-	-	-	-
	Male	25%	17%	42%	-	40%	*	-	-	-	-	40%	*	*	44%	*	42%	-	-	-	-	-

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Mathematics	Female	23%	14%	30%	*	33%	*	-	-	-	-	30%	-	-	30%	20%	-	30%	-	-	-	-
Science	All Students	17%	12%	14%	*	13%	*	-	-	-	-	15%	*	*	16%	0%	17%	10%	-	-	-	-
	CWD	9%	6%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	19%	12%	16%	*	15%	*	-	-	-	-	18%	*	-	16%	0%	22%	10%	-	-	-	-
	EL	9%	8%	0%	*	0%	-	-	-	-	-	0%	-	*	0%	0%	*	0%	-	-	-	-
	Male	20%	14%	17%	-	10%	*	-	-	-	-	20%	*	*	22%	*	17%	-	-	-	-	-
	Female	15%	10%	10%	*	17%	*	-	-	-	-	10%	-	-	10%	0%	-	10%	-	-	-	-
<b>Grade 6</b>																						
Reading	All Students	23%	21%	20%	20%	14%	*	-	-	-	*	17%	29%	14%	22%	13%	14%	25%	-	-	-	-
	CWD	8%	7%	14%	*	*	-	-	-	-	*	20%	*	14%	-	*	*	*	-	-	-	-
	CWOD	25%	23%	22%	*	11%	*	-	-	-	*	17%	40%	-	22%	8%	10%	31%	-	-	-	-
	EL	9%	15%	13%	-	13%	-	-	-	-	-	13%	-	*	8%	13%	17%	11%	-	-	-	-
	Male	21%	19%	14%	*	17%	-	-	-	-	-	18%	*	*	10%	17%	14%	-	-	-	-	-
	Female	25%	23%	25%	*	10%	*	-	-	-	*	17%	*	*	31%	11%	-	25%	-	-	-	-
Mathematics	All Students	16%	16%	17%	20%	9%	*	-	-	-	*	13%	29%	0%	22%	7%	7%	25%	-	-	-	-
	CWD	8%	9%	0%	*	*	-	-	-	-	*	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	17%	17%	22%	*	11%	*	-	-	-	*	17%	40%	-	22%	8%	10%	31%	-	-	-	-
	EL	7%	14%	7%	-	7%	-	-	-	-	-	7%	-	*	8%	7%	0%	11%	-	-	-	-
	Male	17%	18%	7%	*	8%	-	-	-	-	-	9%	*	*	10%	0%	7%	-	-	-	-	-
	Female	14%	13%	25%	*	10%	*	-	-	-	*	17%	*	*	31%	11%	-	25%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	66%	78%	71%	76%	93%	-	*	*	94%	79%	74%	41%	85%	69%	73%	83%	-	-	*	*
	CWD	44%	36%	41%	25%	39%	*	-	*	-	*	41%	40%	41%	-	35%	38%	50%	-	-	*	-
	CWOD	77%	70%	85%	79%	83%	96%	-	*	*	94%	86%	81%	-	85%	81%	84%	86%	-	-	-	*
	EL	59%	58%	69%	*	69%	-	-	*	-	-	72%	33%	35%	81%	69%	59%	75%	-	-	-	-
	Male	71%	63%	73%	46%	77%	89%	-	*	-	100%	77%	63%	38%	84%	59%	73%	-	-	-	*	-
	Female	75%	68%	83%	93%	75%	100%	-	*	*	90%	82%	87%	50%	86%	75%	-	83%	-	-	-	*
Reading	All Students	74%	67%	82%	75%	80%	100%	-	*	*	100%	83%	80%	39%	91%	69%	75%	89%	-	-	*	*
	CWD	43%	35%	39%	*	30%	*	-	*	-	*	31%	60%	39%	-	20%	38%	40%	-	-	*	-
	CWOD	78%	72%	91%	85%	89%	100%	-	*	*	100%	93%	84%	-	91%	86%	86%	94%	-	-	-	*
	EL	57%	57%	69%	*	69%	-	-	*	-	-	69%	*	20%	86%	69%	50%	80%	-	-	-	-
	Male	70%	63%	75%	50%	78%	100%	-	*	-	*	79%	67%	38%	86%	50%	75%	-	-	-	*	-
	Female	78%	73%	89%	100%	82%	*	-	*	*	100%	88%	93%	40%	94%	80%	-	89%	-	-	-	*
Mathematics	All Students	71%	64%	72%	63%	71%	83%	-	*	*	89%	74%	67%	39%	78%	67%	68%	75%	-	-	*	*
	CWD	44%	36%	39%	*	40%	*	-	*	-	*	46%	20%	39%	-	40%	31%	60%	-	-	*	-
	CWOD	75%	67%	78%	70%	76%	90%	-	*	*	88%	79%	76%	-	78%	76%	80%	77%	-	-	-	*
	EL	61%	61%	67%	*	67%	-	-	*	-	-	72%	*	40%	76%	67%	64%	68%	-	-	-	-
	Male	71%	63%	68%	42%	75%	75%	-	*	-	*	74%	53%	31%	80%	64%	68%	-	-	-	*	-



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Mathematics	Female	71%	64%	75%	83%	67%	*	-	*	*	80%	74%	80%	60%	77%	68%	-	75%	-	-	-	*
Science	All Students	74%	66%	86%	*	81%	*	-	-	-	-	85%	*	*	89%	78%	83%	90%	-	-	-	-
	CWD	47%	38%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	78%	69%	89%	*	85%	*	-	-	-	-	88%	*	-	89%	83%	89%	90%	-	-	-	-
	EL	58%	56%	78%	*	75%	-	-	-	-	-	78%	-	*	83%	78%	*	80%	-	-	-	-
	Male	74%	65%	83%	-	80%	*	-	-	-	-	80%	*	*	89%	*	83%	-	-	-	-	-
	Female	75%	66%	90%	*	83%	*	-	-	-	-	90%	-	-	90%	80%	-	90%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	39%	49%	35%	47%	81%	-	*	*	61%	49%	50%	15%	55%	40%	53%	45%	-	-	*	*
	CWD	23%	18%	15%	0%	17%	*	-	*	-	*	21%	0%	15%	-	17%	21%	0%	-	-	*	-
	CWOD	50%	42%	55%	42%	52%	87%	-	*	*	69%	54%	60%	-	55%	48%	63%	49%	-	-	-	*
	EL	29%	30%	40%	*	39%	-	-	*	-	-	42%	17%	17%	48%	40%	38%	42%	-	-	-	-
	Male	45%	38%	53%	25%	53%	78%	-	*	-	100%	54%	50%	21%	63%	38%	53%	-	-	-	*	-
	Female	48%	41%	45%	44%	40%	89%	-	*	*	30%	44%	50%	0%	49%	42%	-	45%	-	-	-	*
Reading	All Students	52%	45%	54%	42%	49%	83%	-	*	*	67%	55%	50%	17%	60%	44%	53%	54%	-	-	*	*
	CWD	24%	19%	17%	*	20%	*	-	*	-	*	23%	0%	17%	-	20%	23%	0%	-	-	*	-
	CWOD	56%	48%	60%	50%	55%	90%	-	*	*	75%	61%	60%	-	60%	52%	61%	60%	-	-	-	*
	EL	31%	33%	44%	*	42%	-	-	*	-	-	44%	*	20%	52%	44%	36%	48%	-	-	-	-
	Male	47%	41%	53%	25%	50%	88%	-	*	-	*	55%	47%	23%	61%	36%	53%	-	-	-	*	-
	Female	56%	49%	54%	58%	48%	*	-	*	*	40%	55%	53%	0%	60%	48%	-	54%	-	-	-	*
Mathematics	All Students	41%	33%	45%	33%	43%	75%	-	*	*	56%	43%	50%	17%	50%	38%	53%	37%	-	-	*	*
	CWD	22%	17%	17%	*	20%	*	-	*	-	*	23%	0%	17%	-	20%	23%	0%	-	-	*	-
	CWOD	44%	35%	50%	40%	47%	80%	-	*	*	63%	46%	60%	-	50%	45%	61%	40%	-	-	-	*
	EL	29%	29%	38%	*	36%	-	-	*	-	-	42%	*	20%	45%	38%	43%	36%	-	-	-	-
	Male	42%	34%	53%	25%	56%	63%	-	*	-	*	52%	53%	23%	61%	43%	53%	-	-	-	*	-
	Female	40%	33%	37%	42%	30%	*	-	*	*	20%	33%	47%	0%	40%	36%	-	37%	-	-	-	*
Science	All Students	46%	37%	50%	*	50%	*	-	-	-	-	50%	*	*	58%	33%	58%	40%	-	-	-	-
	CWD	23%	17%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	49%	39%	58%	*	62%	*	-	-	-	-	59%	*	-	58%	50%	78%	40%	-	-	-	-
	EL	25%	25%	33%	*	38%	-	-	-	-	-	33%	-	*	50%	33%	*	40%	-	-	-	-
	Male	47%	37%	58%	-	50%	*	-	-	-	-	60%	*	*	78%	*	58%	-	-	-	-	-
	Female	45%	36%	40%	*	50%	*	-	-	-	-	40%	-	-	40%	40%	-	40%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	17%	26%	22%	18%	56%	-	*	*	56%	23%	32%	8%	29%	14%	29%	22%	-	-	*	*
	CWD	9%	6%	8%	0%	9%	*	-	*	-	*	10%	0%	8%	-	9%	10%	0%	-	-	*	-
	CWOD	24%	18%	29%	26%	20%	61%	-	*	*	63%	26%	38%	-	29%	16%	35%	24%	-	-	-	*
	EL	12%	12%	14%	*	11%	-	-	*	-	-	15%	0%	9%	16%	14%	13%	15%	-	-	-	-
	Male	21%	16%	29%	17%	23%	50%	-	*	-	88%	30%	28%	10%	35%	13%	29%	-	-	-	*	-
	Female	23%	18%	22%	26%	13%	67%	-	*	*	30%	17%	37%	0%	24%	15%	-	22%	-	-	-	*
Reading	All Students	25%	20%	30%	25%	20%	75%	-	*	*	56%	29%	33%	11%	33%	18%	33%	26%	-	-	*	*
	CWD	9%	6%	11%	*	10%	*	-	*	-	*	15%	0%	11%	-	10%	15%	0%	-	-	*	-
	CWOD	27%	21%	33%	30%	22%	80%	-	*	*	63%	31%	40%	-	33%	21%	39%	29%	-	-	-	*
	EL	13%	14%	18%	*	14%	-	-	*	-	-	19%	*	10%	21%	18%	14%	20%	-	-	-	-
	Male	22%	17%	33%	17%	25%	75%	-	*	-	*	36%	27%	15%	39%	14%	33%	-	-	-	*	-
	Female	28%	22%	26%	33%	15%	*	-	*	*	40%	21%	40%	0%	29%	20%	-	26%	-	-	-	*
Mathematics	All Students	20%	14%	24%	21%	17%	42%	-	*	*	56%	20%	33%	6%	27%	13%	28%	19%	-	-	*	*
	CWD	9%	6%	6%	*	10%	*	-	*	-	*	8%	0%	6%	-	10%	8%	0%	-	-	*	-
	CWOD	21%	16%	27%	25%	18%	50%	-	*	*	63%	23%	40%	-	27%	14%	34%	21%	-	-	-	*
	EL	12%	12%	13%	*	11%	-	-	*	-	-	14%	*	10%	14%	13%	14%	12%	-	-	-	-
	Male	21%	15%	28%	17%	25%	25%	-	*	-	*	26%	33%	8%	34%	14%	28%	-	-	-	*	-
	Female	19%	13%	19%	25%	9%	*	-	*	*	20%	14%	33%	0%	21%	12%	-	19%	-	-	-	*
Science	All Students	20%	15%	14%	*	13%	*	-	-	-	-	15%	*	*	16%	0%	17%	10%	-	-	-	-
	CWD	8%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	22%	16%	16%	*	15%	*	-	-	-	-	18%	*	-	16%	0%	22%	10%	-	-	-	-
	EL	7%	8%	0%	*	0%	-	-	-	-	-	0%	-	*	0%	0%	*	0%	-	-	-	-
	Male	22%	15%	17%	-	10%	*	-	-	-	-	20%	*	*	22%	*	17%	-	-	-	-	-
	Female	19%	14%	10%	*	17%	*	-	-	-	-	10%	-	-	10%	0%	-	10%	-	-	-	-

- 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	73	73	71	83	-	*	*	*	77	56	64
CWD	56	*	50	-	-	*	-	*	50	56	40
CWOD	78	72	77	83	-	-	*	*	85	-	75
EL ◇	64	*	65	-	-	*	-	-	67	40	64
Male	72	60	74	*	-	*	-	-	73	55	62
Female	74	81	69	*	-	-	*	*	81	60	66
<b>Mathematics</b>											
All Students	67	68	64	83	-	*	*	*	71	78	68
CWD	78	*	70	-	-	*	-	*	83	78	80
CWOD	64	55	62	83	-	-	*	*	67	-	63
EL ◇	68	*	66	-	-	*	-	-	72	80	68
Male	80	80	80	*	-	*	-	-	83	91	92
Female	58	61	48	*	-	-	*	*	61	50	53

- 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
97	15	15%

- 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	51	43	47	77	-	*	*	70	50	21	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)

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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						Y		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						Y		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		Y						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											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%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</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%	-
	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%	-
	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%	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%	-	-
	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%	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%	-	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%	-
Mathematics	All Students	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-
	CWOD	0%	*	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	-	-	-	0%	-	*	0%	0%	*	0%	-
	Male	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
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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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.7	24.8%
Teachers Teaching with Emergency or Provisional Credentials	2.8	8.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.6	10.9%

- Indicates there are no data available in the group.

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

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

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

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	48	1%	-	-
Mathematics	6,587	2%	48	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	50	1%	-	-
Mathematics	6,408	2%	49	1%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	32	1%	-	-
Mathematics	6,205	2%	32	1%	-	-
Science	6,200	2%	32	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	59	1%	-	-
Mathematics	6,177	2%	59	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	46	1%	-	-
Mathematics	6,120	2%	46	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	49	1%	-	-
Mathematics	5,803	2%	50	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%	50	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	35	1%	-	-
English II	5,490	1%	35	1%	-	-
Algebra I	5,993	1%	35	1%	-	-
Biology	5,860	1%	36	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	791	1%	-	-
Reading	48,805	1%	354	1%	-	-
Mathematics	43,293	1%	319	1%	-	-
Science	17,856	1%	118	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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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: 2019 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: 2019 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: 2019 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	17%	16%	20%	13%	-	0%	*	15%	21%	13%	18%

- Indicates there are no students in the group.

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