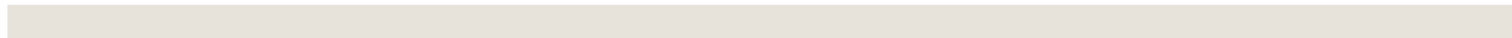


Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

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

| State ESSA Goals (HS/K-12 & AEA) | | | | | | | | | | |
|----------------------------------|--------------|--|--|--|--|--|--|--|--|--|
| | All Students | | | | | | | | | |
| | | | | | | | | | | |



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| State ESSA Goals (Middle Schools) | | | | | | | | | | |
|-----------------------------------|--------------|------------------|----------|-------|-----------------|--|--|--|--|--|
| | All Students | African American | Hispanic | White | American Indian | | | | | |
| [Redacted] | | | | | | | | | | |



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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.

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| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|--------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|----|
| Male | 80 | - | 80 | - | 86 | - | - | - | 78 | 83 | 74 |
| Female | 88 | - | 89 | - | 79 | - | * | - | 88 | 100 | 90 |

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

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

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL | Homeless | Foster Care |
|---|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|----|----------|-------------|
| | | | | | | | | | | | | € | € |
| Federal Graduation Rates | | | | | | | | | | | | | |
| 4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022 | | | | | | | | | | | | | |

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

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

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|--|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|----|
| Student Success (Student Achievement Domain Score: | | | | | | | | | | | |
| | | | | | | | | | | | |

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| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities | Students with Disabilities (Section 504) |
|-------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|----------------------------|--|
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| Expulsions | | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| School-Related Arrests | | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| Referrals to Law Enforcement | | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| All Students | | | | | | | | | | | | |
| Chronic Absenteeism | | | | | | | | | | | | |
| | Male | 182 | -8 | 164 | 1 | 17 | -8 | -8 | -8 | 71 | 23 | 24 |
| | Female | 130 | -8 | 119 | -8 | 10 | -8 | -8 | 1 | 41 | 10 | 15 |
| | Total | 312 | -8 | 283 | 1 | 27 | -8 | -8 | 1 | | | |

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| | Total |
|--|-------|
| | |



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

| | All School | |
|---|------------|---------|
| | Number | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders | 10.6 | 8.8% |
| Teachers Teaching with Emergency or Provisional Credentials | 4.8 | 4.1% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 8.7 | 7.5% |

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2024.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2022-23 school year.

| | State Number of ALT2 | State Rate of ALT2 | District Number of ALT2 | District Rate of ALT2 | Campus Number of ALT2 | Campus Rate of ALT2 |
|-------------|----------------------|--------------------|-------------------------|-----------------------|-----------------------|---------------------|
| Grade 3 | | | | | | |
| Reading | 7,391 | 2% | 28 | 3% | - | - |
| Mathematics | 7,386 | 2% | 28 | 3% | - | - |
| Grade 4 | | | | | | |
| Reading | 7,296 | 2% | 28 | 3% | - | - |
| Mathematics | 7,293 | 2% | 28 | 3% | - | - |
| Grade 5 | | | | | | |
| Reading | 6,823 | 2% | 20 | 2% | - | - |
| Mathematics | 6,825 | 2% | 20 | 2% | - | - |
| Science | 6,820 | 2% | 20 | 2% | - | - |
| Grade 6 | | | | | | |
| Reading | 6,480 | 2% | 27 | 3% | - | - |
| Mathematics | 6,481 | 2% | 27 | 3% | - | - |
| Grade 7 | | | | | | |
| Reading | 6,309 | 2% | 12 | 1% | - | - |
| Mathematics | 6,300 | 2% | 12 | 1% | - | - |
| Grade 8 | | | | | | |

State Level:
2022 NAEP Participation Rates for Students with

|--|--|--|--|