





Texas Education Agency  
 2023 Federal Report Card  
 MEMORIAL J H (159901042) - EAGLE PASS ISD - MAVERICK COUNTY

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

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.

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

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

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	61%	58%	54%	-	55%	-	26%	-	-	-	51%	74%	27%	57%	41%	58%	50%	47%	-	-	*
	CWD	37%	32%	27%	-	26%	-	*	-	-	-	28%	*	27%	-	21%	23%	33%	*	-	-	-
	CWOD	66%	60%	57%	-	58%	-	24%	-	-	-	54%	75%	-	57%	44%	62%	52%	50%	-	-	*
	EL	47%	42%	41%	-	41%	-	*	-	-	-	40%	52%	21%	44%	41%	42%	39%	33%	-	-	-
	Male	62%	60%	58%	-	58%	-	38%	-	-	-	54%	83%	23%	62%	42%	58%	-	50%	-	-	-
	Female	60%	55%	50%	-	52%	-	18%	-	-	-	49%	64%	33%	52%	39%	-	50%	43%	-	-	*
Grade 8																						
Reading	All Students	82%	79%	77%	-	77%	*	67%	-	*	-	76%	86%	44%	82%	62%	74%	80%	66%	*	-	*
	CWD	51%	48%	44%	-	44%	*	-	-	-	-	42%	57%	44%	-	39%	41%	52%	17%	-	-	-
	CWOD	86%	83%	82%	-	83%	*	67%	-	*	-	81%	91%	-	82%	69%	81%	83%	77%	*	-	*
	EL	68%	63%	62%	-	62%	*	83%	-	-	-	62%	64%	39%	69%	62%	56%	71%	59%	*	-	-
	Male	78%	75%	74%	-	74%	*	75%	-	-	-	73%	88%	41%	81%	56%	74%	-	64%	*	-	-
	Female	86%	83%	80%	-	81%	*	57%	-	*	-	79%	89%	52%	83%	71%	-	80%	71%	*	-	*
Mathematics	All Students	<b>74%</b>	<b>74%</b>	<b>72%</b>	-	<b>73%</b>	*	<b>57%</b>	-	*	-	<b>71%</b>	<b>88%</b>	<b>42%</b>	<b>77%</b>	<b>59%</b>	<b>68%</b>	<b>78%</b>				











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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	60	-	60	*	75	-	-	-	58	47	47
Female	68	-	69	-	49	-	*	-	67	70	59

- Indicates there are no students in the group.

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

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

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

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

- Indicates there are no students in the group.

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

€ Ever in grades 9-12.

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

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELP3.61 24 j -0000 0.0808 0.855 0.894 rg 0.808 0.855 0.894 RG 0.14 w [2023

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





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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	1%	-	0%	*	10%	-	*	-	1%	0%	0%	1%	0%	1%	1%	0%
	CWD	0%	-	0%	*	*	-	-	-	0%	0%	0%	-	0%	0%	0%	0%
	CWOD	1%	-	0%	*	10%	-	*	-	1%	0%	-	1%	0%	1%	1%	0%
	EL	0%	-	0%	*	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	1%	-	0%	*	6%	-	-	-	1%	0%	0%	1%	0%	1%	-	0%
	Female	1%	-	0%	*	12%	-	*	-	1%	0%	0%	1%	0%	-	1%	0%
Mathematics	All Students	1%	-	1%	*	10%	-	*	-	1%	0%	0%	1%	1%	1%	1%	0%
	CWD	0%	-	0%	*	*	-	-	-	0%	0%	0%	-	0%	0%	0%	0%
	CWOD	<b>1%</b>	-	1%	*	10%											

- j D d5d 1 J1 j B Td (\*)Tj ET 0.808 0.855 0.894 rg 0.808 0.855 0.894 407.52 e 38

\*







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	Total
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations	

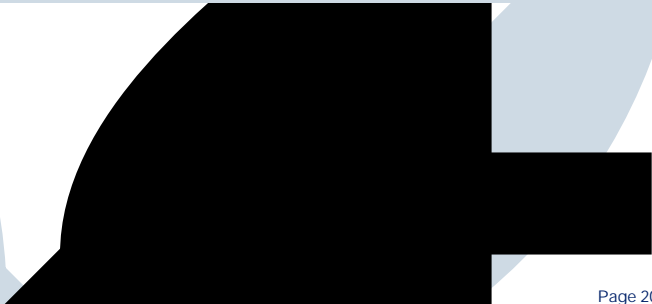
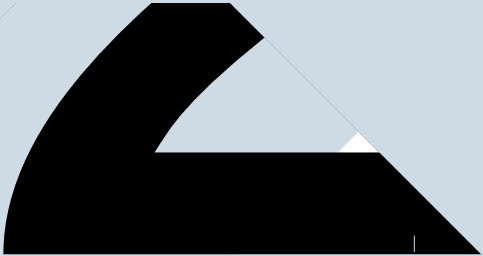
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This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.9	9.9%
Teachers Teaching with Emergency or Provisional Credentials	1.9	3.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.1	3.7%

2%

		Number of ALT2	of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
	Grade 8						





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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability;