

Texas Education Agency
2022 Federal Report Card
 RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) (014801) - BELL 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)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	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%

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).

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

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

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

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

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

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

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(bb) the methodology by which the State differentiates all such schools. 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 20	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																					
End of Course																					

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

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Algebra I	All Students	42%	37%	2%	2%	2%	4%	-	-	*	0%	2%	6%	2%	2%	1%	2%	3%	-	0%	-	*	
	CWD	19%	17%	2%	5%	0%	0%	-	-	*	0%	2%	0%	2%	-	0%	3%	0%	-	-	-	*	
	CWOD	45%	40%	2%	1%	2%	5%	-	-	*	0%	2%	6%	-	2%	1%	2%	3%	-	0%	-	-	
	EL	28%	24%	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	2%	0%	-	*	-	-	
	Male	40%	35%	2%	2%	2%	1%	-	-	*	0%	2%	4%	3%	2%	2%	2%	-	-	*	-	-	
	Female	45%	39%	3%	2%	2%	7%	-	-	*	0%	2%	9%	0%	3%	0%	-	3%	-	0%	-	*	
Biology	All Students	54%	53%	8%	4%	7%	14%	-	-	*	11%	8%	10%	4%	9%	3%	7%	8%	-	33%	-	*	
	CWD	25%	25%	4%	5%	0%	11%	-	-	*	0%	5%	0%	4%	-	0%	8%	0%	-	*	-	*	
	CWOD	57%	58%	9%	4%	8%	15%	-	-	*	18%	8%	11%	-	9%	3%	7%	10%	-	40%	-	*	
	EL	26%	27%	3%	*	3%	-	-	-	-	-	3%	0%	0%	3%	3%	2%	4%	-	*	-	-	
	Male	52%	52%	7%	8%	5%	13%	-	-	*	0%	7%	8%	8%	7%	2%	7%	-	-	*	-	*	
	Female	56%	55%	8%	2%	9%	15%	-	-	*	15%	8%	11%	0%	10%	4%	-	8%	-	20%	-	*	
STAAR Percent at Masters Grade Level																							
End of Course																							
English I	All Students	10%	10%	0%	1%	0%	0%	*	*	40%	0%	0%	0%	2%	0%	0%	1%	0%	-	0%	*	*	
	CWD	4%	4%	2%	3%	0%	0%	-	-	*	*	2%	0%	2%	-	0%	3%	0%	-	-	-	*	
	CWOD	11%	10%	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-	0%	*	*	
	EL	1%	1%	0%	*	0%	-	-	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	8%	7%	1%	1%	0%	0%	-	*	*	*	*	1%	0%	3%	0%	0%	1%	-	-	*	*	*
	Female	13%	12%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-	*	-	*
English II	All Students	9%	7%	0%	2%	0%	2%	*	*	*	0%	0%	1%	2%	0%	0%	1%	0%	-	0%	*	*	
	CWD	5%	5%	2%	4%	0%	6%	*	-	-	*	2%	0%	2%	-	0%	4%	0%	-	*	*	-	
	CWOD	9%	8%	0%	1%	0%	1%	*	*	*	0%	0%	1%	-	0%	0%	0%	0%	-	0%	-	*	
	EL	1%	1%	0%	-	0%	-	-	*	*	*	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	7%	6%	1%	1%	0%	3%	*	*	*	0%	1%	0%	4%	0%	0%	1%	-	-	*	-	-	*
	Female	11%	9%	0%	2%	0%	0%	*	-	*	0%	0%	3%	0%	0%	0%	0%	-	0%	-	0%	*	*
Algebra I	All Students	26%	22%	1%	1%	1%	0%	-	-	*	0%	1%	1%	2%	0%	0%	1%	1%	-	0%	-	*	
	CWD	8%	7%	2%	5%	0%	0%	-	-	*	0%	2%	0%	2%	-	0%	3%	0%	-	-	-	*	
	CWOD	29%	24%	0%	0%	1%	0%	-	-	*	0%	0%	2%	-	0%	0%	0%	1%	-	0%	-	-	
	EL	14%	12%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-	
	Male	25%	21%	1%	2%	0%	0%	-	-	*	0%	1%	4%	3%	0%	0%	1%	-	-	*	-	-	
	Female	28%	23%	1%	0%	1%	0%	-	-	*	0%	1%	0%	0%	1%	0%	-	1%	-	0%	-	*	
Biology	All Students	21%	21%	1%	1%	1%	1%	-	-	*	0%	1%	0%	3%	0%	0%	1%	1%	-	0%	-	*	
	CWD	7%	8%	3%	5%	0%	6%	-	-	*	0%	3%	0%	3%	-	0%	6%	0%	-	*	-	*	
	CWOD	22%	22%	0%	0%	1%	0%	-	-	*	0%	0%	0%	-	0%	0%	0%	1%	-	0%	-	*	
	EL	5%	5%	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-	
	Male	21%	21%	1%	2%	0%	2%	-	-	*	0%	1%	0%	6%	0%	0%	1%	-	-	*	-	*	
	Female	21%	20%	1%	0%	1%	0%	-	-	*	0%	1%	0%	0%	1%	0%	-	1%	-	0%	-	*	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							

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

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Reading	All Students	52%	50%	12%	7%	11%	17%	40%	*	43%	20%	11%	15%	4%	13%	3%	9%	15%	-	7%	*	33%
	CWD	24%	23%	4%	6%	4%	3%	*	-	*	0%	4%	8%	4%	-	0%	7%	1%	-	*	*	*
	CWOD	56%	54%	13%	7%	12%	19%	*	*	33%	25%	12%	16%	-	13%	4%	9%	17%	-	8%	*	40%
	EL	31%	29%	3%	*	4%	-	-	*	*	-	4%	0%	0%	4%	3%	2%	5%	-	*	-	-
	Male	47%	46%	9%	5%	9%	12%	*	*	*	0%	9%	10%	7%	9%	2%	9%	-	-	17%	*	*
	Female	56%	55%	15%	10%	13%	24%	*	*	*	29%	14%	25%	1%	17%	5%	-	15%	-	0%	*	*
Mathematics	All Students	41%	36%	2%	2%	2%	4%	-	-	*	0%	2%	6%	2%	2%	1%	2%	3%	-	0%	-	*
	CWD	22%	20%	2%	5%	0%	0%	-	-	*	0%	2%	0%	2%	-	0%	3%	0%	-	-	-	*
	CWOD	44%	39%	2%	1%	2%	5%	-	-	*	0%	2%	6%	-	2%	1%	2%	3%	-	0%	-	-
	EL	29%	26%	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	2%	0%	-	*	-	-
	Male	42%	37%	2%	2%	2%	1%	-	-	*	0%	2%	3%	3%	2%	2%	2%	-	-	*	-	-
	Female	40%	35%	3%	2%	2%	7%	-	-	*	0%	2%	9%	0%	3%	0%	-	3%	-	0%	-	*
Science	All Students	46%	44%	8%	4%	7%	14%	-	-	*	11%	8%	10%	4%	9%	3%	7%	8%	-	33%	-	*
	CWD	23%	22%	4%	5%	0%	11%	-	-	*	0%	5%	0%	4%	-	0%	8%	0%	-	*	-	*
	CWOD	49%	47%	9%	4%	8%	15%	-	-	*	18%	8%	11%	-	9%	3%	7%	10%	-	40%	-	*
	EL	25%	24%	3%	*	3%	-	-	-	-	-	3%	0%	0%	3%	3%	2%	4%	-	*	-	-
	Male	47%	45%	7%	8%	5%	13%	-	-	*	0%	7%	8%	8%	7%	2%	7%	-	-	*	-	*
	Female	45%	43%	8%	2%	9%	15%	-	-	*	15%	8%	11%	0%	10%	4%	-	8%	-	20%	-	*
SAT/ACT All Subjects	All Students	64%	56%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	43%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	56%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	18%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	60%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	60%	52%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	20%	1%	1%	0%	1%	0%	*	36%	0%	1%	1%	2%	0%	0%	1%	0%	-	0%	*	0%
	CWD	9%	8%	2%	4%	0%	3%	*	-	*	0%	2%	0%	2%	-	0%	4%	0%	-	*	*	*
	CWOD	24%	22%	0%	0%	0%	0%	0%	*	13%	0%	0%	1%	-	0%	0%	0%	0%	-	0%	*	0%
	EL	12%	10%	0%	*	0%	-	-	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	21%	19%	1%	1%	0%	1%	*	*	67%	0%	1%	1%	4%	0%	0%	1%	-	-	0%	*	*
	Female	23%	21%	0%	0%	0%	0%	*	*	0%	0%	0%	1%	0%	0%	0%	-	0%	-	0%	*	0%
Reading	All Students	25%	23%	0%	1%	0%	1%	0%	*	29%	0%	0%	1%	2%	0%	0%	1%	0%	-	0%	*	0%
	CWD	9%	8%	2%	4%	0%	3%	*	-	*	0%	2%	0%	2%	-	0%	3%	0%	-	*	*	*
	CWOD	27%	25%	0%	0%	0%	0%	*	*	17%	0%	0%	1%	-	0%	0%	0%	0%	-	0%	*	0%
	EL	13%	12%	0%	*	0%	-	-	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	22%	20%	1%	1%	0%	1%	*	*	*	0%	1%	0%	3%	0%	0%	1%	-	-	0%	*	*
	Female	28%	26%	0%	1%	0%	0%	*	*	*	0%	0%	1%	0%	0%	0%	-	0%	-	0%	*	*

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		State	Region 20	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%	16%	1%	1%	1%	0%	-	-	*	0%	1%	1%	2%	0%	0%	1%	1%	-	0%	-	*	
	CWD	9%	8%	2%	5%	0%	0%	-	-	*	0%	2%	0%	2%	-	0%	3%	0%	-	-	-	*	
	CWOD	21%	18%	0%	0%	1%	0%	-	-	*	0%	0%	2%	-	0%	0%	0%	1%	-	0%	-	-	
	EL	12%	10%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	21%	17%	1%	2%	0%	0%	-	-	*	0%	1%	3%	3%	0%	0%	1%	-	-	*	-	-	
	Female	19%	15%	1%	0%	1%	0%	-	-	*	0%	1%	0%	0%	1%	0%	-	1%	-	0%	-	-	*
Science	All Students	20%	19%	1%	1%	1%	1%	-	-	*	0%	1%	0%	3%	0%	0%	1%	1%	-	0%	-	*	
	CWD	8%	8%	3%	5%	0%	6%	-	-	*	0%	3%	0%	3%	-	0%	6%	0%	-	*	-	*	
	CWOD	22%	21%	0%	0%	1%	0%	-	-	*	0%	0%	0%	-	0%	0%	0%	1%	-	0%	-	*	
	EL	7%	7%	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	22%	20%	1%	2%	0%	2%	-	-	*	0%	1%	0%	6%	0%	0%	1%	-	-	*	-	-	*
	Female	19%	18%	1%	0%	1%	0%	-	-	*	0%	1%	0%	0%	1%	0%	-	1%	-	0%	-	-	*
SAT/ACT All Subjects	All Students	13%	7%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-	
	CWD	11%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	13%	7%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-	
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	17%	9%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	
	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
Academic Growth Score											
Reading											
All Students	51	40	52	50	*	-	-	*	50	22	45
CWD	22	*	20	*	-	-	-	-	23	22	*
CWOD	56	50	57	53	*	-	-	*	55	-	44
EL ◇	45	-	47	-	-	-	-	-	47	*	45
Male	49	*	53	33	-	-	-	*	48	31	56
Female	54	33	52	65	*	-	-	*	52	10	40

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	12	11	8	26	-	-	*	*	10	13	4
CWD	13	*	4	*	-	-	-	*	10	13	*
CWOD	11	8	9	24	-	-	*	*	10	-	5
EL ◇	4	-	4	-	-	-	-	-	5	*	4
Male	7	14	6	8	-	-	-	-	8	18	3
Female	15	8	11	42	-	-	*	*	11	8	6

- 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 ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	17.5%	12.1%	16.1%	26.1%	*	*	*	14.3%	14.2%	19.4%	8.8%	11.7%	16.7%
CWD	19.4%	13.0%	22.6%	20.0%	-	*	-	*	15.5%	19.4%	11.1%	28.6%	*
CWOD	17.2%	11.9%	15.4%	26.8%	*	*	*	15.8%	14.1%	-	8.5%	9.4%	18.2%
EL ◇	8.8%	*	8.0%	-	-	*	*	-	9.3%	11.1%	8.8%	14.3%	-
Male	12.4%	8.6%	11.8%	16.5%	-	*	*	9.1%	8.0%	16.9%	3.9%	10.2%	*
Female	22.7%	15.5%	20.3%	37.8%	*	*	*	20.0%	20.0%	24.3%	15.0%	13.1%	11.1%

- 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
151	10	7%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	14	10	13	17	*	*	54	19	13	7	8
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	12%	3%	14%	11%	*	*	20%	10%	12%	33%	13%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (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
Mathematics											
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
English Learner Language Proficiency Status											
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
Federal Graduation Status^Δ											
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; 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
Participation Rate																	
All Subjects	All Students	90%	88%	91%	91%	67%	*	100%	86%	90%	90%	90%	90%	91%	91%	90%	-
	CWD	90%	88%	91%	89%	*	-	*	84%	89%	96%	90%	-	86%	93%	85%	-
	CWOD	90%	88%	91%	91%	60%	*	100%	87%	90%	89%	-	90%	91%	90%	90%	-
	EL	91%	80%	90%	-	-	*	*	*	91%	89%	86%	91%	91%	91%	90%	-
	Male	91%	91%	91%	90%	*	*	100%	77%	91%	90%	93%	90%	91%	91%	-	-
	Female	90%	85%	90%	92%	*	*	100%	91%	89%	93%	85%	90%	90%	-	90%	-
Reading	All Students	89%	84%	90%	88%	80%	*	100%	88%	89%	86%	88%	89%	92%	89%	89%	-
	CWD	88%	85%	91%	80%	*	-	*	83%	87%	92%	88%	-	95%	93%	80%	-
	CWOD	89%	84%	90%	90%	*	*	100%	88%	89%	85%	-	89%	91%	89%	90%	-
	EL	92%	*	92%	-	-	*	*	*	92%	90%	95%	91%	92%	90%	93%	-
	Male	89%	86%	91%	88%	*	*	*	78%	89%	88%	93%	89%	90%	89%	-	-
	Female	89%	82%	90%	89%	*	*	*	91%	89%	88%	80%	90%	93%	-	89%	-
Mathematics	All Students	92%	92%	92%	91%	-	-	*	83%	92%	92%	95%	91%	89%	93%	90%	-
	CWD	95%	100%	93%	96%	-	-	*	83%	94%	100%	95%	-	75%	97%	91%	-
	CWOD	91%	91%	92%	90%	-	-	*	82%	91%	91%	-	91%	90%	92%	90%	-
	EL	89%	-	89%	-	-	-	-	-	90%	78%	75%	90%	89%	95%	80%	-
	Male	93%	100%	93%	90%	-	-	*	75%	93%	90%	97%	92%	95%	93%	-	-
	Female	90%	83%	91%	93%	-	-	*	91%	89%	97%	91%	90%	80%	-	90%	-
Science	All Students	92%	93%	91%	95%	*	-	*	89%	91%	99%	89%	92%	89%	91%	92%	-
	CWD	89%	82%	88%	100%	-	-	*	86%	88%	100%	89%	-	71%	87%	90%	-
	CWOD	92%	96%	91%	94%	*	-	*	91%	91%	98%	-	92%	90%	92%	93%	-
	EL	89%	*	89%	-	-	-	-	-	88%	100%	71%	90%	89%	86%	92%	-
	Male	91%	95%	90%	93%	*	-	*	80%	90%	100%	87%	92%	86%	91%	-	-
	Female	92%	92%	91%	98%	-	-	*	92%	91%	100%	90%	93%	92%	-	92%	-
SAT/ACT All Subjects	All Students	9%	*	18%	0%	-	-	-	*	10%	*	-	9%	-	8%	9%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	9%	*	18%	0%	-	-	-	*	10%	*	-	9%	-	8%	9%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	8%	-	20%	0%	-	-	-	*	10%	*	-	8%	-	8%	-	-
	Female	9%	*	17%	*	-	-	-	-	9%	-	-	9%	-	-	9%	-
Non-Participation Rate																	

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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
All Subjects	All Students	10%	12%	9%	9%	33%	*	0%	14%	10%	10%	10%	10%	9%	9%	10%	-
	CWD	10%	12%	9%	11%	*	-	*	16%	11%	4%	10%	-	14%	7%	15%	-
	CWOD	10%	12%	9%	9%	40%	*	0%	13%	10%	11%	-	10%	9%	10%	10%	-
	EL	9%	20%	10%	-	-	*	*	*	9%	11%	14%	9%	9%	9%	10%	-
	Male	9%	9%	9%	10%	*	*	0%	23%	9%	10%	7%	10%	9%	9%	-	-
	Female	10%	15%	10%	8%	*	*	0%	9%	11%	7%	15%	10%	10%	-	10%	-
Reading	All Students	11%	16%	10%	12%	20%	*	0%	12%	11%	14%	12%	11%	8%	11%	11%	-
	CWD	12%	15%	9%	20%	*	-	*	17%	13%	8%	12%	-	5%	7%	20%	-
	CWOD	11%	16%	10%	10%	*	*	0%	12%	11%	15%	-	11%	9%	11%	10%	-
	EL	8%	*	8%	-	-	*	*	*	8%	10%	5%	9%	8%	10%	7%	-
	Male	11%	14%	9%	12%	*	*	*	22%	11%	12%	7%	11%	10%	11%	-	-
	Female	11%	18%	10%	11%	*	*	*	9%	11%	12%	20%	10%	7%	-	11%	-
Mathematics	All Students	8%	8%	8%	9%	-	-	*	17%	8%	8%	5%	9%	11%	7%	10%	-
	CWD	5%	0%	7%	4%	-	-	*	17%	6%	0%	5%	-	25%	3%	9%	-
	CWOD	9%	9%	8%	10%	-	-	*	18%	9%	9%	-	9%	10%	8%	10%	-
	EL	11%	-	11%	-	-	-	-	-	10%	22%	25%	10%	11%	5%	20%	-
	Male	7%	0%	7%	10%	-	-	*	25%	7%	10%	3%	8%	5%	7%	-	-
	Female	10%	17%	9%	7%	-	-	*	9%	11%	3%	9%	10%	20%	-	10%	-
Science	All Students	8%	7%	9%	5%	*	-	*	11%	9%	1%	11%	8%	11%	9%	8%	-
	CWD	11%	18%	12%	0%	-	-	*	14%	12%	0%	11%	-	29%	13%	10%	-
	CWOD	8%	4%	9%	6%	*	-	*	9%	9%	2%	-	8%	10%	8%	7%	-
	EL	11%	*	11%	-	-	-	-	-	12%	0%	29%	10%	11%	14%	8%	-
	Male	9%	5%	10%	7%	*	-	*	20%	10%	0%	13%	8%	14%	9%	-	-
	Female	8%	8%	9%	2%	-	-	*	8%	9%	0%	10%	7%	8%	-	8%	-
SAT/ACT All Subjects	All Students	91%	*	82%	100%	-	-	-	*	90%	*	-	91%	-	92%	91%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	91%	*	82%	100%	-	-	-	*	90%	*	-	91%	-	92%	91%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	92%	-	80%	100%	-	-	-	*	90%	*	-	92%	-	92%	-	-
	Female	91%	*	83%	*	-	-	-	-	91%	-	-	91%	-	-	91%	-

- 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)
Students Without Disabilities												
In-School Suspensions												
	Male	19	6	10	3	0	0	0	0	4		
	Female	9	1	6	2	0	0	0	0	0		
	Total	28	7	16	5	0	0	0	0	4		
Out-of-School Suspensions												
	Male	175	43	103	25	1	0	0	3	7		
	Female	132	52	58	17	0	0	0	5	7		
	Total	307	95	161	42	1	0	0	8	14		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	20	4	11	3	0	1	0	1	0		
	Female	11	1	5	4	0	0	0	1	1		
	Total	31	5	16	7	0	1	0	2	1		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	1	0	1	0	0	0	0	0	0		
	Female	1	0	0	1	0	0	0	0	0		
	Total	2	0	1	1	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	4	2	1	0	0	1	0	0	0		
	Female	3	0	2	1	0	0	0	0	0		
	Total	7	2	3	1	0	1	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	5	2	1	2	0	0	0	0	2		2
	Female	4	1	2	1	0	0	0	0	1		0
	Total	9	3	3	3	0	0	0	0	3		2
Out-of-School Suspensions												
	Male	58	21	23	10	2	0	0	2	4		14
	Female	21	8	9	2	0	0	0	2	1		8
	Total	79	29	32	12	2	0	0	4	5		22
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	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
All Students												
Chronic Absenteeism												
	Male	1,291	191	864	213	3	2	4	14	74	171	-
	Female	1,386	211	903	231	6	7	4	24	71	115	-
	Total	2,677	402	1,767	444	9	9	8	38	145	286	-

											Total
Incidents of Violence											
Incidents of rape or attempted rape											0
Incidents of sexual assault (other than rape)											0
Incidents of robbery with a weapon											0

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	Total
Incidents of robbery 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	49
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
Allegations of Harassment or bullying	
On the basis of sex	1
On the basis of race	1
On the basis of disability	0
On the basis of sexual orientation	1
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
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	6	0	5	1	0	0	0	0	0	0
	Female	6	0	5	1	0	0	0	0	0	0
	Total	12	0	10	2	0	0	0	0	0	0

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- Indicates there are no data available in the group.
 - 3 Indicates skip logic failure.
 - 8 Indicates ED Facts missing data.
 - 9 Indicates not applicable / skipped.
 - 11 Indicates suppressed data at the campus/district level.
- 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	12.3	17.4%	12.3	17.9%		
Teachers Teaching with Emergency or Provisional Credentials	0.0	-	0.0	-		
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-	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.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$985	\$190	\$795	\$985			
Food services		\$109		\$0	\$0	\$59	\$50	\$109
Instruction		\$5,196	\$4,200	\$0	\$4,200	\$407	\$589	\$996
Support services, general administration		\$159		\$159	\$159			
Support services, instructional staff		\$487	\$269	\$3	\$272	\$40	\$174	\$215
Support services, operation and maintenance of plant		\$1,611	\$1,462	\$128	\$1,590	\$6	\$14	\$21
Support services, pupils		\$673	\$584		\$584	\$15	\$74	\$89
Support services, school administration		\$1,132	\$1,130		\$1,130	\$1	\$0	\$2
Support services, student transportation		\$2	\$2		\$2			
Total	1,590	\$10,354	\$7,838	\$1,085	\$8,923	\$528	\$903	\$1,431

Note: Downloadable PDF and Excel files are available.

Blank cell indicates there are no data available in the group.
 Due to rounding, numbers may not add up precisely to the totals.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	Region 20 Number of ALT2	Region 20 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	6,584	2%	579	2%	-	-
Mathematics	6,587	2%	579	2%	-	-
Grade 4						
Reading	6,404	2%	622	2%	-	-
Mathematics	6,408	2%	622	2%	-	-
Grade 5						
Reading	6,204	2%	578	2%	-	-
Mathematics	6,205	2%	578	2%	-	-
Science	6,200	2%	578	2%	-	-
Grade 6						
Reading	6,181	2%	540	2%	-	-
Mathematics	6,177	2%	540	2%	-	-
Grade 7						
Reading	6,130	1%	586	2%	-	-
Mathematics	6,120	2%	583	2%	-	-
Grade 8						
Reading	5,794	1%	542	1%	-	-
Mathematics	5,803	2%	542	2%	-	-
Science	5,796	1%	542	1%	-	-
End of Course						
English I	6,009	1%	582	1%	*	0%
English II	5,490	1%	522	1%	*	0%
Algebra I	5,993	1%	574	1%	*	0%
Biology	5,860	1%	544	1%	*	0%
All Grades						
All Subjects	109,954	1%	10,233	1%	9	0%
Reading	48,805	1%	4,551	1%	*	0%
Mathematics	43,293	1%	4,018	2%	*	0%
Science	17,856	1%	1,664	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 2022 National Assessment of Educational Progress, compared to the national average of such results.

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

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	7%	*	7%	8%	-	-	-	*	6%	*	*
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	78%	75%	81%	69%	100%	60%	46%	78%	79%	76%	77%

- 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)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	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%

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).

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

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

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

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

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

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

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(bb) the methodology by which the State differentiates all such schools. 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%	22%	26%	14%	25%	38%	*	*	*	67%	30%	0%	6%	33%	43%	23%	33%	-	*	-	*		
	CWD	29%	9%	6%	0%	0%	*	-	-	-	*	6%	*	6%	-	-	10%	0%	-	-	-	-	*	
	CWOD	68%	25%	33%	17%	38%	33%	*	*	*	*	37%	0%	-	33%	43%	26%	45%	-	*	-	-	-	
	EL	38%	15%	43%	*	*	-	-	*	*	*	-	50%	*	-	43%	43%	50%	*	-	-	-	-	-
	Male	58%	19%	23%	13%	25%	29%	-	-	*	*	25%	*	10%	26%	50%	23%	-	-	-	-	-	-	-
	Female	70%	27%	33%	14%	25%	*	*	*	*	*	*	37%	*	0%	45%	*	-	33%	-	*	-	-	*
English II	All Students	71%	32%	31%	33%	27%	20%	*	-	*	50%	34%	13%	20%	34%	0%	29%	36%	-	*	-	-	-	
	CWD	33%	9%	20%	23%	14%	20%	-	-	-	*	22%	*	20%	-	-	25%	10%	-	*	-	-	-	
	CWOD	76%	35%	34%	35%	31%	20%	*	-	*	60%	39%	15%	-	34%	0%	30%	46%	-	*	-	-	-	
	EL	43%	14%	0%	-	*	-	-	-	-	*	-	*	-	0%	0%	0%	-	-	-	-	-	-	-
	Male	65%	25%	29%	30%	27%	17%	-	-	*	*	29%	25%	25%	30%	0%	29%	-	-	-	-	-	-	-
	Female	77%	39%	36%	35%	25%	*	*	-	*	*	39%	*	10%	46%	-	-	36%	-	*	-	-	-	-
Algebra I	All Students	74%	24%	24%	21%	29%	29%	-	-	-	25%	23%	33%	13%	27%	*	26%	23%	-	*	-	-	*	
	CWD	46%	16%	13%	0%	*	*	-	-	-	*	13%	-	13%	-	-	13%	14%	-	-	-	-	*	
	CWOD	78%	25%	27%	26%	30%	20%	-	-	-	40%	26%	33%	-	27%	*	30%	25%	-	*	-	-	-	-
	EL	64%	22%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-	-
	Male	71%	20%	26%	22%	25%	33%	-	-	-	*	22%	*	13%	30%	*	26%	-	-	-	-	-	-	-
	Female	78%	29%	23%	17%	33%	*	-	-	-	*	24%	*	14%	25%	-	-	23%	-	*	-	-	-	*
Biology	All Students	82%	42%	36%	21%	57%	50%	-	-	-	33%	36%	33%	23%	39%	*	39%	31%	-	*	-	-	*	
	CWD	57%	23%	23%	0%	*	*	-	-	-	*	17%	*	23%	-	-	29%	17%	-	-	-	-	-	*
	CWOD	86%	45%	39%	27%	55%	40%	-	-	-	*	42%	25%	-	39%	*	43%	33%	-	*	-	-	-	-
	EL	66%	33%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-	-
	Male	80%	39%	39%	33%	57%	*	-	-	-	*	38%	*	29%	43%	*	39%	-	-	-	-	-	-	-
	Female	85%	45%	31%	7%	57%	*	-	-	-	*	35%	*	17%	33%	-	-	31%	-	*	-	-	-	*
STAAR Percent at Meets Grade Level or Above																								
End of Course																								
English I	All Students	46%	8%	9%	5%	15%	0%	*	*	*	17%	10%	0%	0%	12%	14%	7%	13%	-	*	-	-	*	
	CWD	17%	4%	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	-	0%	0%	-	-	-	-	-	*
	CWOD	50%	9%	12%	7%	23%	0%	*	*	*	*	13%	0%	-	12%	14%	9%	18%	-	*	-	-	-	-
	EL	19%	2%	14%	*	*	-	-	*	*	*	-	17%	*	-	14%	14%	17%	*	-	-	-	-	-
	Male	40%	6%	7%	4%	17%	0%	-	-	*	*	8%	*	0%	9%	17%	7%	-	-	-	-	-	-	-
	Female	53%	11%	13%	7%	13%	*	*	*	*	*	15%	*	0%	18%	*	-	13%	-	*	-	-	-	*
English II	All Students	54%	15%	10%	14%	0%	10%	*	-	*	0%	11%	0%	4%	11%	0%	5%	17%	-	*	-	-	-	
	CWD	21%	5%	4%	8%	0%	0%	-	-	-	*	4%	*	4%	-	-	6%	0%	-	*	-	-	-	-
	CWOD	59%	16%	11%	16%	0%	20%	*	-	*	0%	14%	0%	-	11%	0%	5%	23%	-	*	-	-	-	-
	EL	22%	5%	0%	-	*	-	-	-	-	*	-	*	-	0%	0%	0%	-	-	-	-	-	-	-
	Male	48%	11%	5%	9%	0%	0%	-	-	*	*	6%	0%	6%	5%	0%	5%	-	-	-	-	-	-	-
	Female	62%	18%	17%	24%	0%	*	*	-	*	*	18%	*	0%	23%	-	-	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			
Algebra I	All Students	42%	2%	2%	3%	0%	0%	-	-	-	0%	2%	0%	0%	2%	*	0%	5%	-	*	-	*			
	CWD	19%	2%	0%	0%	*	*	-	-	-	*	0%	-	0%	-	-	0%	0%	-	-	-	-	*		
	CWOD	45%	2%	2%	4%	0%	0%	-	-	-	0%	3%	0%	-	2%	*	0%	6%	-	*	-	-	-		
	EL	28%	1%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-	-	
	Male	40%	2%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	*	0%	-	-	-	-	-	-	-	
	Female	45%	3%	5%	8%	0%	*	-	-	-	*	5%	*	0%	6%	-	-	5%	-	*	-	-	-	*	
Biology	All Students	54%	8%	11%	7%	7%	33%	-	-	-	17%	11%	11%	8%	11%	*	11%	12%	-	*	-	-	*		
	CWD	25%	4%	8%	0%	*	*	-	-	-	*	8%	*	8%	-	-	14%	0%	-	-	-	-	-	*	
	CWOD	57%	9%	11%	9%	9%	20%	-	-	-	*	11%	13%	-	11%	*	10%	14%	-	*	-	-	-	-	
	EL	26%	3%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-	-	-
	Male	52%	7%	11%	13%	0%	*	-	-	-	*	8%	*	14%	10%	*	11%	-	-	-	-	-	-	-	-
	Female	56%	8%	12%	0%	14%	*	-	-	-	*	13%	*	0%	14%	-	-	12%	-	*	-	-	-	-	*
STAAR Percent at Masters Grade Level																									
End of Course																									
English I	All Students	10%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-	*	-	-	*		
	CWD	4%	2%	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	-	0%	0%	-	-	-	-	-	*	
	CWOD	11%	0%	0%	0%	0%	0%	*	*	*	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-	-	-	
	EL	1%	0%	0%	*	*	-	-	*	*	*	-	0%	*	-	0%	0%	0%	*	-	-	-	-	-	-
	Male	8%	1%	0%	0%	0%	0%	-	-	*	*	0%	*	0%	0%	0%	0%	0%	-	-	-	-	-	-	-
	Female	13%	0%	0%	0%	0%	*	*	*	*	*	0%	*	0%	0%	*	-	0%	-	*	-	-	-	-	*
English II	All Students	9%	0%	1%	2%	0%	0%	*	-	*	0%	1%	0%	4%	0%	0%	2%	0%	-	*	-	-	-	-	
	CWD	5%	2%	4%	8%	0%	0%	-	-	-	*	4%	*	4%	-	-	6%	0%	-	*	-	-	-	-	
	CWOD	9%	0%	0%	0%	0%	0%	*	-	*	0%	0%	0%	-	0%	0%	0%	0%	-	*	-	-	-	-	
	EL	1%	0%	0%	-	*	-	-	-	*	*	-	*	-	0%	0%	0%	-	-	-	-	-	-	-	-
	Male	7%	1%	2%	3%	0%	0%	-	-	*	*	2%	0%	6%	0%	0%	2%	-	-	-	-	-	-	-	-
	Female	11%	0%	0%	0%	0%	*	*	-	*	*	0%	*	0%	0%	-	-	0%	-	*	-	-	-	-	-
Algebra I	All Students	26%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	*	0%	0%	-	*	-	-	-	*	
	CWD	8%	2%	0%	0%	*	*	-	-	-	*	0%	-	0%	-	-	0%	0%	-	-	-	-	-	-	*
	CWOD	29%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	-	0%	*	0%	0%	-	*	-	-	-	-	-
	EL	14%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-	-	-
	Male	25%	1%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	*	0%	-	-	-	-	-	-	-	-
	Female	28%	1%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	-	-	0%	-	*	-	-	-	-	-
Biology	All Students	21%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	*	0%	0%	-	*	-	-	-	-	*
	CWD	7%	3%	0%	0%	*	*	-	-	-	*	0%	*	0%	-	-	0%	0%	-	-	-	-	-	-	-
	CWOD	22%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-	-	-	-
	EL	5%	0%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-	-	-
	Male	21%	1%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	*	0%	-	-	-	-	-	-	-	-
	Female	21%	1%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	-	-	0%	-	*	-	-	-	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
All Subjects	All Students	73%	29%	30%	23%	34%	33%	*	*	*	44%	31%	19%	16%	34%	33%	29%	32%	-	30%	-	*	
	CWD	44%	14%	16%	9%	19%	40%	-	-	-	0%	16%	20%	16%	-	-	21%	10%	-	*	-	*	
	CWOD	77%	32%	34%	27%	40%	30%	*	*	*	61%	36%	18%	-	34%	33%	31%	40%	-	33%	-	-	
	EL	59%	21%	33%	*	38%	-	-	*	*	*	-	38%	*	-	33%	33%	35%	*	-	-	-	-
	Male	71%	25%	29%	25%	33%	32%	-	-	*	*	30%	28%	33%	21%	31%	35%	29%	-	-	-	-	-
	Female	75%	35%	32%	20%	36%	38%	*	*	*	*	50%	35%	0%	10%	40%	*	-	32%	-	30%	-	*
Reading	All Students	74%	27%	29%	25%	27%	28%	*	*	*	58%	32%	9%	14%	34%	25%	26%	35%	-	33%	-	*	
	CWD	43%	9%	14%	16%	7%	29%	-	-	-	*	16%	*	14%	-	-	20%	6%	-	*	-	*	
	CWOD	78%	30%	34%	27%	36%	27%	*	*	*	78%	38%	11%	-	34%	25%	28%	46%	-	40%	-	-	
	EL	57%	15%	25%	*	29%	-	-	*	*	*	-	30%	*	-	25%	25%	27%	*	-	-	-	-
	Male	70%	22%	26%	23%	27%	23%	-	-	*	*	27%	17%	20%	28%	27%	26%	-	-	-	-	-	-
	Female	78%	33%	35%	27%	25%	40%	*	*	*	*	63%	39%	0%	6%	46%	*	-	35%	-	33%	-	*
Mathematics	All Students	71%	24%	24%	21%	29%	29%	-	-	-	25%	23%	33%	13%	27%	*	26%	23%	-	*	-	*	
	CWD	44%	16%	13%	0%	*	*	-	-	-	*	13%	-	13%	-	-	13%	14%	-	-	-	*	
	CWOD	75%	25%	27%	26%	30%	20%	-	-	-	40%	26%	33%	-	27%	*	30%	25%	-	*	-	-	
	EL	61%	22%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Male	71%	20%	26%	22%	25%	33%	-	-	-	*	22%	*	13%	30%	*	26%	-	-	-	-	-	-
	Female	71%	29%	23%	17%	33%	*	-	-	-	*	24%	*	14%	25%	-	-	23%	-	*	-	*	
Science	All Students	74%	42%	36%	21%	57%	50%	-	-	-	33%	36%	33%	23%	39%	*	39%	31%	-	*	-	*	
	CWD	47%	23%	23%	0%	*	*	-	-	-	*	17%	*	23%	-	-	29%	17%	-	-	-	*	
	CWOD	78%	45%	39%	27%	55%	40%	-	-	-	*	42%	25%	-	39%	*	43%	33%	-	*	-	-	
	EL	58%	33%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	Male	74%	39%	39%	33%	57%	*	-	-	-	*	38%	*	29%	43%	*	39%	-	-	-	-	-	-
	Female	75%	45%	31%	7%	57%	*	-	-	-	*	35%	*	17%	33%	-	-	31%	-	*	-	*	
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	8%	8%	9%	6%	10%	*	*	*	8%	9%	3%	3%	10%	6%	6%	12%	-	0%	-	*	
	CWD	23%	4%	3%	3%	0%	10%	-	-	-	0%	3%	0%	3%	-	-	5%	0%	-	*	-	*	
	CWOD	50%	9%	10%	10%	8%	10%	*	*	*	11%	11%	3%	-	10%	6%	6%	17%	-	0%	-	-	
	EL	29%	3%	6%	*	8%	-	-	*	*	*	-	6%	*	-	6%	6%	6%	*	-	-	-	-
	Male	45%	7%	6%	7%	5%	5%	-	-	*	*	0%	6%	6%	5%	6%	6%	6%	-	-	-	-	-
	Female	48%	10%	12%	11%	7%	25%	*	*	*	*	13%	14%	0%	0%	17%	*	-	12%	-	0%	-	*
Reading	All Students	52%	12%	9%	11%	7%	6%	*	*	*	8%	11%	0%	2%	12%	8%	6%	15%	-	0%	-	*	
	CWD	24%	4%	2%	5%	0%	0%	-	-	-	*	3%	*	2%	-	-	4%	0%	-	*	-	*	
	CWOD	56%	13%	12%	12%	11%	9%	*	*	*	11%	14%	0%	-	12%	8%	7%	21%	-	0%	-	-	
	EL	31%	3%	8%	*	14%	-	-	*	*	*	-	10%	*	-	8%	8%	9%	*	-	-	-	-
	Male	47%	9%	6%	7%	8%	0%	-	-	*	*	7%	0%	4%	7%	9%	6%	-	-	-	-	-	-
	Female	56%	15%	15%	17%	6%	20%	*	*	*	*	13%	17%	0%	0%	21%	*	-	15%	-	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	41%	2%	2%	3%	0%	0%	-	-	-	0%	2%	0%	0%	2%	*	0%	5%	-	*	-	*	
	CWD	22%	2%	0%	0%	*	*	-	-	-	*	0%	-	0%	-	-	0%	0%	-	-	-	-	*
	CWOD	44%	2%	2%	4%	0%	0%	-	-	-	0%	3%	0%	-	2%	*	0%	6%	-	*	-	-	-
	EL	29%	1%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Male	42%	2%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	*	0%	-	-	-	-	-	-
	Female	40%	3%	5%	8%	0%	*	-	-	-	*	5%	*	0%	6%	-	-	5%	-	*	-	-	*
Science	All Students	46%	8%	11%	7%	7%	33%	-	-	-	17%	11%	11%	8%	11%	*	11%	12%	-	*	-	*	
	CWD	23%	4%	8%	0%	*	*	-	-	-	*	8%	*	8%	-	-	14%	0%	-	-	-	-	*
	CWOD	49%	9%	11%	9%	9%	20%	-	-	-	*	11%	13%	-	11%	*	10%	14%	-	*	-	-	-
	EL	25%	3%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	Male	47%	7%	11%	13%	0%	*	-	-	-	*	8%	*	14%	10%	*	11%	-	-	-	-	-	-
	Female	45%	8%	12%	0%	14%	*	-	-	-	*	13%	*	0%	14%	-	-	12%	-	*	-	-	*
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	22%	1%	0%	1%	0%	0%	*	*	*	0%	0%	0%	1%	0%	0%	1%	0%	-	0%	-	*	
	CWD	9%	2%	1%	3%	0%	0%	-	-	-	0%	2%	0%	1%	-	-	3%	0%	-	*	-	*	
	CWOD	24%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-	0%	-	-	
	EL	12%	0%	0%	*	0%	-	-	*	*	-	0%	*	-	0%	0%	0%	*	-	-	-	-	
	Male	21%	1%	1%	1%	0%	0%	-	-	*	0%	1%	0%	3%	0%	0%	1%	-	-	-	-	-	
	Female	23%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	*	-	0%	-	0%	-	-	
Reading	All Students	25%	0%	1%	1%	0%	0%	*	*	*	0%	1%	0%	2%	0%	0%	1%	0%	-	0%	-	*	
	CWD	9%	2%	2%	5%	0%	0%	-	-	-	*	3%	*	2%	-	-	4%	0%	-	*	-	*	
	CWOD	27%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-	0%	-	-	
	EL	13%	0%	0%	*	0%	-	-	*	*	-	0%	*	-	0%	0%	0%	*	-	-	-	-	
	Male	22%	1%	1%	2%	0%	0%	-	-	*	*	1%	0%	4%	0%	0%	1%	-	-	-	-	-	
	Female	28%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	*	-	0%	-	0%	-	-	
Mathematics	All Students	20%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	*	0%	0%	-	*	-	*	
	CWD	9%	2%	0%	0%	*	*	-	-	-	*	0%	-	0%	-	-	0%	0%	-	-	-	-	
	CWOD	21%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	-	0%	*	0%	0%	-	*	-	-	
	EL	12%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	
	Male	21%	1%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	*	0%	-	-	-	-	-	
	Female	19%	1%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	-	-	0%	-	*	-	-	
Science	All Students	20%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	*	0%	0%	-	*	-	*	
	CWD	8%	3%	0%	0%	*	*	-	-	-	*	0%	*	0%	-	-	0%	0%	-	-	-	-	
	CWOD	22%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-	
	EL	7%	0%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Male	22%	1%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	*	0%	-	-	-	-	-	
	Female	19%	1%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	-	-	0%	-	*	-	-	

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	33	*	*	*	*	-	-	*	38	*	*
CWD	*	*	*	*	-	-	-	-	*	*	-
CWOD	60	*	*	-	*	-	-	*	60	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	40	*	*	*	-	-	-	*	*	*	*
Female	*	*	*	-	*	-	-	*	*	*	-
Mathematics											
All Students	6	*	*	*	-	-	-	*	6	*	*
CWD	*	*	-	-	-	-	-	*	*	*	-
CWOD	7	*	*	*	-	-	-	-	7	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	10	*	*	*	-	-	-	-	10	-	*
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 ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	19.6%	21.3%	7.7%	50.0%	-	*	*	0.0%	14.9%	21.1%	*	0.0%	*
CWD	21.1%	25.0%	*	*	-	-	-	-	14.3%	21.1%	-	*	*

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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
CWOD	19.2%	20.0%	9.1%	57.1%	-	*	*	0.0%	15.0%	-	*	0.0%	-
EL	*	-	*	-	-	-	*	-	*	-	*	-	-
Male	20.4%	24.0%	8.3%	33.3%	-	*	*	*	18.4%	9.1%	*	*	*
Female	18.6%	18.2%	7.1%	*	-	-	*	*	11.1%	37.5%	*	0.0%	-

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

Part (iv): English Language Proficiency

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	14	12	13	19	*	*	*	18	14	7	13
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	3%	4%	0%	10%	*	-	*	*	5%	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 (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (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	
Mathematics											
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		
English Learner Language Proficiency Status											
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											
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	N	N						N		

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

	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Participation Rate																	
All Subjects	All Students	89%	88%	95%	74%	*	*	*	93%	90%	85%	92%	88%	96%	91%	87%	-
	CWD	92%	91%	100%	70%	-	-	-	100%	91%	100%	92%	-	-	95%	87%	-
	CWOD	88%	87%	92%	76%	*	*	*	89%	89%	83%	-	88%	96%	89%	86%	-
	EL	96%	*	100%	-	-	*	*	*	100%	80%	-	96%	96%	95%	*	-
	Male	91%	92%	93%	74%	-	-	*	100%	91%	85%	95%	89%	95%	91%	-	-
	Female	87%	81%	97%	75%	*	*	*	88%	87%	82%	87%	86%	*	-	87%	-
Reading	All Students	84%	83%	91%	61%	*	*	*	85%	85%	77%	89%	83%	94%	86%	81%	-
	CWD	89%	90%	100%	57%	-	-	-	*	88%	*	89%	-	-	92%	83%	-
	CWOD	83%	81%	88%	64%	*	*	*	80%	84%	73%	-	83%	94%	84%	80%	-
	EL	94%	*	100%	-	-	*	*	*	100%	*	-	94%	94%	93%	*	-
	Male	86%	88%	90%	62%	-	-	*	*	87%	77%	92%	84%	93%	86%	-	-
	Female	81%	74%	94%	60%	*	*	*	78%	82%	71%	83%	80%	*	-	81%	-
Mathematics	All Students	95%	93%	100%	86%	-	-	-	100%	95%	100%	100%	93%	*	97%	91%	-
	CWD	100%	100%	*	*	-	-	-	*	100%	-	100%	-	-	100%	100%	-
	CWOD	93%	92%	100%	80%	-	-	-	100%	93%	100%	-	93%	*	96%	88%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	97%	100%	100%	83%	-	-	-	*	97%	*	100%	96%	*	97%	-	-
	Female	91%	83%	100%	*	-	-	-	*	91%	*	100%	88%	-	-	91%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Science	All Students	98%	97%	100%	100%	-	-	-	100%	98%	100%	92%	100%	*	100%	96%	-	
	CWD	92%	86%	*	*	-	-	-	*	92%	*	92%	-	-	100%	83%	-	
	CWOD	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	*	100%	100%	-	
	EL	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-
	Male	100%	100%	100%	*	-	-	-	*	100%	*	100%	100%	*	100%	-	-	-
	Female	96%	93%	100%	*	-	-	-	*	96%	*	83%	100%	-	-	96%	-	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																		
All Subjects	All Students	11%	12%	5%	26%	*	*	*	7%	10%	15%	8%	12%	4%	9%	13%	-	
	CWD	8%	9%	0%	30%	-	-	-	0%	9%	0%	8%	-	-	5%	13%	-	
	CWOD	12%	13%	8%	24%	*	*	*	11%	11%	17%	-	12%	4%	11%	14%	-	
	EL	4%	*	0%	-	-	*	*	*	0%	20%	-	4%	4%	5%	*	-	-
	Male	9%	8%	7%	26%	-	-	*	0%	9%	15%	5%	11%	5%	9%	-	-	-
	Female	13%	19%	3%	25%	*	*	*	12%	13%	18%	13%	14%	*	-	13%	-	-
Reading	All Students	16%	17%	9%	39%	*	*	*	15%	15%	23%	11%	17%	6%	14%	19%	-	
	CWD	11%	10%	0%	43%	-	-	-	*	12%	*	11%	-	-	8%	17%	-	
	CWOD	17%	19%	12%	36%	*	*	*	20%	16%	27%	-	17%	6%	16%	20%	-	
	EL	6%	*	0%	-	-	*	*	*	0%	*	-	6%	6%	7%	*	-	-
	Male	14%	12%	10%	38%	-	-	*	*	13%	23%	8%	16%	7%	14%	-	-	-
	Female	19%	26%	6%	40%	*	*	*	22%	18%	29%	17%	20%	*	-	19%	-	-
Mathematics	All Students	5%	7%	0%	14%	-	-	-	0%	5%	0%	0%	7%	*	3%	9%	-	
	CWD	0%	0%	*	*	-	-	-	*	0%	-	0%	-	-	0%	0%	-	
	CWOD	7%	8%	0%	20%	-	-	-	0%	7%	0%	-	7%	*	4%	12%	-	
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-
	Male	3%	0%	0%	17%	-	-	-	*	3%	*	0%	4%	*	3%	-	-	-
	Female	9%	17%	0%	*	-	-	-	*	9%	*	0%	12%	-	-	9%	-	-
Science	All Students	2%	3%	0%	0%	-	-	-	0%	2%	0%	8%	0%	*	0%	4%	-	
	CWD	8%	14%	*	*	-	-	-	*	8%	*	8%	-	-	0%	17%	-	
	CWOD	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	
	EL	*	*	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-
	Male	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	*	0%	-	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	4%	7%	0%	*	-	-	-	*	4%	*	17%	0%	-	-	4%	-
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												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	13	8	4	0	0	0	0	1	1		
	Female	21	12	3	5	0	0	0	1	1		
	Total	34	20	7	5	0	0	0	2	2		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	14	10	1	1	0	0	0	2	0		4
	Female	6	3	1	0	0	0	0	2	0		2
	Total	20	13	2	1	0	0	0	4	0		6
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	150	70	48	24	-8	-8	2	6	11	36	-8
	Female	142	62	46	19	-8	3	2	10	8	21	-8
	Total	292	132	94	43	-8	3	4	16	19	57	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery 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	27
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
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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
Preschool 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
Accelerated Coursework											
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 at the campus/district level.
- 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	14.1%
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.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,043	\$248	\$795	\$1,043			
Food services		\$104		\$0	\$0	\$54	\$50	\$104
Instruction		\$5,569	\$4,445	\$0	\$4,445	\$535	\$589	\$1,124
Support services, general administration		\$159		\$159	\$159			
Support services, instructional staff		\$582	\$334	\$3	\$337	\$71	\$174	\$245
Support services, operation and maintenance of plant		\$1,207	\$1,063	\$128	\$1,191	\$2	\$14	\$16
Support services, pupils		\$793	\$699		\$699	\$20	\$74	\$94
Support services, school administration		\$1,309	\$1,309		\$1,309		\$0	\$0
Total	146	\$10,764	\$8,097	\$1,085	\$9,182	\$681	\$901	\$1,582

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

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

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 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
Grade 3						
Reading	6,584	2%	-	-	-	-
Mathematics	6,587	2%	-	-	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	-	-	-	-
Mathematics	6,177	2%	-	-	-	-
Grade 7						
Reading	6,130	1%	-	-	-	-
Mathematics	6,120	2%	-	-	-	-
Grade 8						
Reading	5,794	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	5,803	2%	-	-	-	-
Science	5,796	1%	-	-	-	-
End of Course						
English I	6,009	1%	*	0%	-	-
English II	5,490	1%	*	0%	*	1%
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	*	0%	-	-
All Grades						
All Subjects	109,954	1%	9	0%	*	0%
Reading	48,805	1%	*	0%	*	1%
Mathematics	43,293	1%	*	0%	-	-
Science	17,856	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 2022 National Assessment of Educational Progress, compared to the national average of such results.

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

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

* Indicates reporting standards not met.

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	*	*	*	*	-	-	-	-	*	*	-
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	75%	80%	68%	68%	*	-	57%	82%	75%	77%	61%

- 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)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	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%

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).

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

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

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

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

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

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

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RICHARD MILBURN ACADEMY ODESSA (014801002) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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RICHARD MILBURN ACADEMY ODESSA (014801002) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	64%	22%	20%	9%	19%	26%	-	-	*	-	21%	13%	0%	22%	9%	14%	28%	-	*	-	-
	CWD	29%	9%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	68%	25%	22%	11%	21%	29%	-	-	*	-	23%	13%	-	22%	9%	16%	30%	-	*	-	-
	EL	38%	15%	9%	-	9%	-	-	-	-	-	9%	*	-	9%	9%	12%	5%	-	*	-	-
	Male	58%	19%	14%	0%	12%	21%	-	-	*	-	14%	14%	0%	16%	12%	14%	-	-	*	-	-
	Female	70%	27%	28%	20%	27%	33%	-	-	*	-	28%	*	0%	30%	5%	-	28%	-	-	-	-
English II	All Students	71%	32%	25%	0%	25%	33%	-	-	-	*	25%	27%	0%	28%	14%	25%	26%	-	*	-	-
	CWD	33%	9%	0%	*	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	76%	35%	28%	0%	28%	39%	-	-	-	*	28%	27%	-	28%	15%	28%	29%	-	*	-	-
	EL	43%	14%	14%	-	14%	-	-	-	-	-	14%	-	*	15%	14%	0%	20%	-	-	-	-
	Male	65%	25%	25%	*	24%	33%	-	-	-	-	26%	14%	0%	28%	0%	25%	-	-	*	-	-
	Female	77%	39%	26%	*	27%	29%	-	-	-	*	24%	*	0%	29%	20%	-	26%	-	-	-	-
Algebra I	All Students	74%	24%	16%	0%	17%	13%	-	-	*	*	16%	11%	21%	15%	20%	12%	20%	-	*	-	-
	CWD	46%	16%	21%	*	23%	20%	-	-	-	-	22%	*	21%	-	*	25%	14%	-	-	-	-
	CWOD	78%	25%	15%	0%	16%	11%	-	-	*	*	15%	13%	-	15%	20%	10%	20%	-	*	-	-
	EL	64%	22%	20%	-	18%	-	-	-	-	-	20%	*	*	20%	20%	13%	24%	-	*	-	-
	Male	71%	20%	12%	*	13%	6%	-	-	-	-	12%	*	25%	10%	13%	12%	-	-	*	-	-
	Female	78%	29%	20%	*	20%	29%	-	-	*	*	20%	*	14%	20%	24%	-	20%	-	-	-	-
Biology	All Students	82%	42%	46%	22%	46%	57%	-	-	*	*	47%	14%	13%	49%	34%	40%	51%	-	*	-	-
	CWD	57%	23%	13%	*	9%	*	-	-	-	*	13%	-	13%	-	*	0%	25%	-	-	-	-
	CWOD	86%	45%	49%	25%	49%	64%	-	-	*	*	51%	14%	-	49%	37%	45%	53%	-	*	-	-
	EL	66%	33%	34%	-	34%	-	-	-	-	-	35%	*	*	37%	34%	30%	36%	-	*	-	-
	Male	80%	39%	40%	*	40%	50%	-	-	-	-	41%	*	0%	45%	30%	40%	-	-	-	-	-
	Female	85%	45%	51%	29%	51%	*	-	-	*	*	52%	*	25%	53%	36%	-	51%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	46%	8%	6%	9%	5%	11%	-	-	*	-	6%	7%	0%	7%	4%	5%	8%	-	*	-	-
	CWD	17%	4%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	50%	9%	7%	11%	5%	12%	-	-	*	-	7%	7%	-	7%	4%	6%	9%	-	*	-	-
	EL	19%	2%	4%	-	4%	-	-	-	-	-	5%	*	-	4%	4%	4%	5%	-	*	-	-
	Male	40%	6%	5%	0%	4%	7%	-	-	*	-	5%	0%	0%	6%	4%	5%	-	-	*	-	-
	Female	53%	11%	8%	20%	5%	17%	-	-	*	-	7%	*	0%	9%	5%	-	8%	-	-	-	-
English II	All Students	54%	15%	10%	0%	9%	19%	-	-	-	*	10%	9%	0%	11%	7%	12%	8%	-	*	-	-
	CWD	21%	5%	0%	*	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	59%	16%	11%	0%	10%	22%	-	-	-	*	11%	9%	-	11%	7%	13%	9%	-	*	-	-
	EL	22%	5%	7%	-	7%	-	-	-	-	-	7%	-	*	7%	7%	0%	10%	-	-	-	-
	Male	48%	11%	12%	*	10%	20%	-	-	-	-	12%	14%	0%	13%	0%	12%	-	-	*	-	-
	Female	62%	18%	8%	*	8%	14%	-	-	-	*	8%	*	0%	9%	10%	-	8%	-	-	-	-

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RICHARD MILBURN ACADEMY ODESSA (014801002) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL 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%	2%	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	19%	2%	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	45%	2%	0%	0%	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	28%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	40%	2%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%	-	-	*	-	-
	Female	45%	3%	0%	*	0%	0%	-	-	*	*	0%	*	0%	0%	0%	-	0%	-	-	-	-
Biology	All Students	54%	8%	9%	11%	8%	21%	-	-	*	*	9%	0%	0%	10%	6%	10%	8%	-	*	-	-
	CWD	25%	4%	0%	*	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	57%	9%	10%	13%	8%	27%	-	-	*	*	10%	0%	-	10%	7%	11%	9%	-	*	-	-
	EL	26%	3%	6%	-	6%	-	-	-	-	-	6%	*	*	7%	6%	0%	9%	-	*	-	-
	Male	52%	7%	10%	*	9%	20%	-	-	-	-	11%	*	0%	11%	0%	10%	-	-	-	-	-
	Female	56%	8%	8%	14%	7%	*	-	-	*	*	8%	*	0%	9%	9%	-	8%	-	*	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	10%	0%	1%	0%	0%	0%	-	-	*	-	1%	0%	0%	1%	0%	1%	0%	-	*	-	-
	CWD	4%	2%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	11%	0%	1%	0%	0%	0%	-	-	*	-	1%	0%	-	1%	0%	1%	0%	-	*	-	-
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	Male	8%	1%	1%	0%	0%	0%	-	-	*	-	1%	0%	0%	1%	0%	1%	-	-	*	-	-
	Female	13%	0%	0%	0%	0%	0%	-	-	*	-	0%	*	0%	0%	0%	-	0%	-	-	-	-
English II	All Students	9%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	5%	2%	0%	*	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	9%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	7%	1%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	11%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-	0%	-	-	-	-
Algebra I	All Students	26%	1%	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	8%	2%	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	29%	0%	0%	0%	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	14%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	25%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%	-	-	*	-	-
	Female	28%	1%	0%	*	0%	0%	-	-	*	*	0%	*	0%	0%	0%	-	0%	-	-	-	-
Biology	All Students	21%	1%	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	7%	3%	0%	*	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	22%	0%	0%	0%	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	21%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Female	21%	1%	0%	0%	0%	*	-	-	*	*	0%	*	0%	0%	0%	-	0%	-	*	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	29%	26%	9%	26%	30%	-	-	*	33%	27%	18%	9%	28%	18%	21%	31%	-	*	-	-
	CWD	44%	14%	9%	0%	8%	13%	-	-	-	*	9%	*	9%	-	0%	8%	9%	-	-	-	-
	CWOD	77%	32%	28%	11%	28%	33%	-	-	*	*	28%	18%	-	28%	19%	23%	33%	-	*	-	-
	EL	59%	21%	18%	-	18%	-	-	-	-	-	19%	11%	0%	19%	18%	13%	22%	-	*	-	-
	Male	71%	25%	21%	0%	21%	26%	-	-	*	-	22%	14%	8%	23%	13%	21%	-	-	*	-	-
	Female	75%	35%	31%	16%	31%	39%	-	-	*	40%	31%	30%	9%	33%	22%	-	31%	-	*	-	-
Reading	All Students	74%	27%	23%	6%	22%	30%	-	-	*	*	23%	20%	0%	25%	11%	19%	27%	-	*	-	-
	CWD	43%	9%	0%	*	0%	0%	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	78%	30%	25%	7%	24%	35%	-	-	*	*	26%	20%	-	25%	11%	21%	30%	-	*	-	-
	EL	57%	15%	11%	-	11%	-	-	-	-	-	11%	*	*	11%	11%	9%	13%	-	*	-	-
	Male	70%	22%	19%	0%	17%	29%	-	-	*	-	20%	14%	0%	21%	9%	19%	-	-	*	-	-
	Female	78%	33%	27%	11%	27%	31%	-	-	*	*	26%	*	0%	30%	13%	-	27%	-	-	-	-
Mathematics	All Students	71%	24%	16%	0%	17%	13%	-	-	*	*	16%	11%	21%	15%	20%	12%	20%	-	*	-	-
	CWD	44%	16%	21%	*	23%	20%	-	-	-	-	22%	*	21%	-	*	25%	14%	-	-	-	-
	CWOD	75%	25%	15%	0%	16%	11%	-	-	*	*	15%	13%	-	15%	20%	10%	20%	-	*	-	-
	EL	61%	22%	20%	-	18%	-	-	-	-	-	20%	*	*	20%	20%	13%	24%	-	*	-	-
	Male	71%	20%	12%	*	13%	6%	-	-	-	-	12%	*	25%	10%	13%	12%	-	-	*	-	-
	Female	71%	29%	20%	*	20%	29%	-	-	*	*	20%	*	14%	20%	24%	-	20%	-	-	-	-
Science	All Students	74%	42%	46%	22%	46%	57%	-	-	*	*	47%	14%	13%	49%	34%	40%	51%	-	*	-	-
	CWD	47%	23%	13%	*	9%	*	-	-	-	*	13%	-	13%	-	*	0%	25%	-	-	-	-
	CWOD	78%	45%	49%	25%	49%	64%	-	-	*	*	51%	14%	-	49%	37%	45%	53%	-	*	-	-
	EL	58%	33%	34%	-	34%	-	-	-	-	-	35%	*	*	37%	34%	30%	36%	-	*	-	-
	Male	74%	39%	40%	*	40%	50%	-	-	-	-	41%	*	0%	45%	30%	40%	-	-	-	-	-
	Female	75%	45%	51%	29%	51%	*	-	-	*	*	52%	*	25%	53%	36%	-	51%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	8%	6%	6%	5%	12%	-	-	*	0%	6%	5%	0%	7%	4%	6%	6%	-	*	-	-
	CWD	23%	4%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	50%	9%	7%	7%	5%	14%	-	-	*	*	7%	5%	-	7%	4%	7%	6%	-	*	-	-
	EL	29%	3%	4%	-	4%	-	-	-	-	-	4%	0%	0%	4%	4%	1%	6%	-	*	-	-
	Male	45%	7%	6%	0%	5%	11%	-	-	*	-	6%	5%	0%	7%	1%	6%	-	-	*	-	-
	Female	48%	10%	6%	11%	5%	13%	-	-	*	0%	6%	10%	0%	6%	6%	-	6%	-	*	-	-
Reading	All Students	52%	12%	8%	6%	7%	15%	-	-	*	*	8%	8%	0%	9%	5%	8%	8%	-	*	-	-
	CWD	24%	4%	0%	*	0%	0%	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	56%	13%	9%	7%	7%	18%	-	-	*	*	9%	8%	-	9%	5%	9%	9%	-	*	-	-
	EL	31%	3%	5%	-	5%	-	-	-	-	-	6%	*	*	5%	5%	3%	8%	-	*	-	-
	Male	47%	9%	8%	0%	7%	14%	-	-	*	-	8%	7%	0%	9%	3%	8%	-	-	*	-	-
	Female	56%	15%	8%	11%	6%	15%	-	-	*	*	7%	*	0%	9%	8%	-	8%	-	-	-	-

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RICHARD MILBURN ACADEMY ODESSA (014801002) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	2%	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	22%	2%	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	44%	2%	0%	0%	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	29%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	42%	2%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%	-	-	*	-	-
	Female	40%	3%	0%	*	0%	0%	-	-	*	*	0%	*	0%	0%	0%	-	0%	-	-	-	-
Science	All Students	46%	8%	9%	11%	8%	21%	-	-	*	*	9%	0%	0%	10%	6%	10%	8%	-	*	-	-
	CWD	23%	4%	0%	*	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	49%	9%	10%	13%	8%	27%	-	-	*	*	10%	0%	-	10%	7%	11%	9%	-	*	-	-
	EL	25%	3%	6%	-	6%	-	-	-	-	-	6%	*	*	7%	6%	0%	9%	-	*	-	-
	Male	47%	7%	10%	*	9%	20%	-	-	-	-	11%	*	0%	11%	0%	10%	-	-	-	-	-
	Female	45%	8%	8%	14%	7%	*	-	-	*	*	8%	*	0%	9%	9%	-	8%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	1%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	9%	2%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	24%	0%	0%	0%	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	12%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	21%	1%	0%	0%	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	23%	0%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	-	0%	-	*	-	-
Reading	All Students	25%	0%	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	1%	0%	-	*	-	-
	CWD	9%	2%	0%	*	0%	0%	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	27%	0%	0%	0%	0%	0%	-	-	*	*	0%	0%	-	0%	0%	1%	0%	-	*	-	-
	EL	13%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	22%	1%	1%	0%	0%	0%	-	-	*	-	1%	0%	0%	1%	0%	1%	-	-	*	-	-
	Female	28%	0%	0%	0%	0%	0%	-	-	*	*	0%	*	0%	0%	0%	-	0%	-	-	-	-
Mathematics	All Students	20%	1%	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	9%	2%	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	21%	0%	0%	0%	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	12%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	21%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%	-	-	*	-	-
	Female	19%	1%	0%	*	0%	0%	-	-	*	*	0%	*	0%	0%	0%	-	0%	-	-	-	-
Science	All Students	20%	1%	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	8%	3%	0%	*	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	22%	0%	0%	0%	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	7%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	22%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Female	19%	1%	0%	0%	0%	*	-	-	*	*	0%	*	0%	0%	0%	-	0%	-	*	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	47	*	47	*	-	-	-	-	45	13	45
CWD	13	-	14	*	-	-	-	-	13	13	*
CWOD	53	*	52	*	-	-	-	-	51	-	50
EL ◇	45	-	45	-	-	-	-	-	45	*	45
Male	50	-	50	*	-	-	-	-	50	20	*
Female	44	*	43	*	-	-	-	-	39	*	25
Mathematics											
All Students	3	*	4	0	-	-	*	-	3	*	3
CWD	*	-	*	-	-	-	-	-	*	*	*
CWOD	2	*	3	0	-	-	*	-	2	-	4
EL ◇	3	-	3	-	-	-	-	-	4	*	3
Male	2	*	2	0	-	-	-	-	2	*	0
Female	5	*	5	-	-	-	*	-	5	*	8

- 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 ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	18.7%	*	16.4%	28.0%	-	-	*	*	12.9%	15.0%	17.4%	14.3%	*
CWD	15.0%	*	18.8%	*	-	-	-	-	15.4%	15.0%	*	*	-

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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
CWOD	19.0%	*	16.2%	29.8%	-	-	*	*	12.6%	-	14.3%	8.3%	*
EL	17.4%	-	17.4%	-	-	-	-	-	17.6%	*	17.4%	*	-
Male	12.2%	*	11.3%	16.7%	-	-	*	-	2.9%	6.7%	0.0%	16.7%	*
Female	26.6%	-	22.2%	45.0%	-	-	-	*	23.4%	40.0%	28.6%	12.5%	*

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
53	1	2%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	11	5	10	14	-	-	*	13	11	3	7
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	15%	*	16%	4%	-	-	*	*	17%	45%	29%

- 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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	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
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
Mathematics											
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
English Learner Language Proficiency Status											
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
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N		N	N					N		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%

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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		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N	N					N		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	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).

△ 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	
Participation Rate																	
All Subjects	All Students	95%	97%	95%	95%	-	-	*	83%	95%	88%	93%	95%	96%	95%	96%	-
	CWD	93%	100%	92%	93%	-	-	-	*	93%	*	93%	-	100%	100%	86%	-
	CWOD	95%	97%	95%	95%	-	-	*	*	95%	88%	-	95%	96%	94%	97%	-
	EL	96%	-	96%	-	-	-	-	-	96%	100%	100%	96%	96%	96%	97%	-
	Male	95%	93%	95%	95%	-	-	*	*	95%	91%	100%	94%	96%	95%	-	-
	Female	96%	100%	95%	96%	-	-	*	100%	96%	100%	86%	97%	97%	-	96%	-
Reading	All Students	93%	94%	94%	93%	-	-	*	*	94%	81%	90%	94%	97%	93%	95%	-
	CWD	90%	*	89%	86%	-	-	-	*	89%	*	90%	-	*	100%	80%	-
	CWOD	94%	93%	94%	94%	-	-	*	*	95%	81%	-	94%	97%	93%	96%	-
	EL	97%	-	97%	-	-	-	-	-	96%	100%	*	97%	97%	95%	98%	-
	Male	93%	89%	94%	93%	-	-	*	-	94%	86%	100%	93%	95%	93%	-	-
	Female	95%	100%	94%	92%	-	-	*	*	94%	100%	80%	96%	98%	-	95%	-
Mathematics	All Students	96%	100%	96%	96%	-	-	*	*	96%	100%	100%	96%	98%	95%	97%	-
	CWD	100%	*	100%	100%	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	96%	100%	96%	95%	-	-	*	*	95%	100%	-	96%	98%	95%	97%	-
	EL	98%	-	98%	-	-	-	-	-	98%	*	*	98%	98%	100%	95%	-
	Male	95%	*	96%	94%	-	-	-	*	95%	*	100%	95%	100%	95%	-	-
	Female	97%	*	96%	100%	-	-	*	*	97%	*	100%	97%	95%	-	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	
Science	All Students	97%	100%	96%	100%	-	-	*	*	97%	100%	94%	97%	94%	97%	97%	-	
	CWD	94%	*	91%	*	-	-	-	*	94%	-	94%	-	*	100%	88%	-	
	CWOD	97%	100%	97%	100%	-	-	*	*	97%	100%	-	97%	94%	97%	98%	-	
	EL	94%	-	94%	-	-	-	-	-	94%	*	*	94%	94%	90%	96%	-	
	Male	97%	*	97%	100%	-	-	-	-	97%	*	100%	97%	90%	97%	-	-	
	Female	97%	100%	96%	*	-	-	*	*	97%	*	88%	98%	96%	-	97%	-	
SAT/ACT All Subjects	All Students	*	-	*	*	-	-	-	*	*	-	-	*	-	*	*	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	*	-	*	*	-	-	-	*	*	-	-	*	-	*	*	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	*	-	-	*	-	-	-	*	*	-	-	*	-	*	-	-	
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	-	*	
Non-Participation Rate																		
All Subjects	All Students	5%	3%	5%	5%	-	-	*	17%	5%	12%	7%	5%	4%	5%	4%	-	
	CWD	7%	0%	8%	7%	-	-	-	*	7%	*	7%	-	0%	0%	14%	-	
	CWOD	5%	3%	5%	5%	-	-	*	*	5%	12%	-	5%	4%	6%	3%	-	
	EL	4%	-	4%	-	-	-	-	-	4%	0%	0%	4%	4%	4%	3%	-	
	Male	5%	7%	5%	5%	-	-	*	*	5%	9%	0%	6%	4%	5%	-	-	
	Female	4%	0%	5%	4%	-	-	*	0%	4%	0%	14%	3%	3%	-	4%	-	
Reading	All Students	7%	6%	6%	7%	-	-	*	*	6%	19%	10%	6%	3%	7%	5%	-	
	CWD	10%	*	11%	14%	-	-	-	*	11%	*	10%	-	*	0%	20%	-	
	CWOD	6%	7%	6%	6%	-	-	*	*	5%	19%	-	6%	3%	7%	4%	-	
	EL	3%	-	3%	-	-	-	-	-	4%	0%	*	3%	3%	5%	2%	-	
	Male	7%	11%	6%	7%	-	-	*	-	6%	14%	0%	7%	5%	7%	-	-	
	Female	5%	0%	6%	8%	-	-	*	*	6%	0%	20%	4%	2%	-	5%	-	
Mathematics	All Students	4%	0%	4%	4%	-	-	*	*	4%	0%	0%	4%	2%	5%	3%	-	
	CWD	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	
	CWOD	4%	0%	4%	5%	-	-	*	*	5%	0%	-	4%	2%	5%	3%	-	
	EL	2%	-	2%	-	-	-	-	-	2%	*	*	2%	2%	0%	5%	-	
	Male	5%	*	4%	6%	-	-	-	*	5%	*	0%	5%	0%	5%	-	-	
	Female	3%	*	4%	0%	-	-	*	*	3%	*	0%	3%	5%	-	3%	-	
Science	All Students	3%	0%	4%	0%	-	-	*	*	3%	0%	6%	3%	6%	3%	3%	-	
	CWD	6%	*	9%	*	-	-	-	*	6%	-	6%	-	*	0%	12%	-	
	CWOD	3%	0%	3%	0%	-	-	*	*	3%	0%	-	3%	6%	3%	2%	-	
	EL	6%	-	6%	-	-	-	-	-	6%	*	*	6%	6%	10%	4%	-	
	Male	3%	*	3%	0%	-	-	-	-	3%	*	0%	3%	10%	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
Science	Female	3%	0%	4%	*	-	-	*	*	3%	*	12%	2%	4%	-	3%	-
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												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	5	0	2	3	0	0	0	0	0		
	Female	3	0	3	0	0	0	0	0	0		
	Total	8	0	5	3	0	0	0	0	0		

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RICHARD MILBURN ACADEMY ODESSA (014801002) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

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

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RICHARD MILBURN ACADEMY ODESSA (014801002) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	198	6	155	35	-8	-8	-8	2	15	22	-8
	Female	171	2	134	31	1	-8	1	2	7	11	-8
	Total	369	8	289	66	1	-8	1	4	22	33	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery 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
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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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RICHARD MILBURN ACADEMY ODESSA (014801002) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool 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
Accelerated Coursework											
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	6	0	5	1	0	0	0	0	0	0
	Female	6	0	5	1	0	0	0	0	0	0
	Total	12	0	10	2	0	0	0	0	0	0

- Indicates there are no data available in the group.
 - 3 Indicates skip logic failure.
 - 8 Indicates EDFacts missing data.
 - 9 Indicates not applicable / skipped.
 - 11 Indicates suppressed data at the campus/district level.
- 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	8.1%
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.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$911	\$116	\$795	\$911			
Food services		\$110		\$0	\$0	\$60	\$50	\$110
Instruction		\$4,696	\$3,733	\$0	\$3,733	\$373	\$589	\$962
Support services, general administration		\$159		\$159	\$159			
Support services, instructional staff		\$364	\$160	\$3	\$163	\$27	\$174	\$201
Support services, operation and maintenance of plant		\$1,086	\$938	\$128	\$1,066	\$6	\$14	\$20
Support services, pupils		\$277	\$197		\$197	\$6	\$74	\$80
Support services, school administration		\$978	\$975		\$975	\$3	\$0	\$3
Support services, student transportation		\$1	\$1		\$1			
Total	318	\$8,581	\$6,120	\$1,085	\$7,205	\$475	\$901	\$1,376

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

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

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 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
Grade 3						
Reading	6,584	2%	-	-	-	-
Mathematics	6,587	2%	-	-	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	-	-	-	-
Mathematics	6,177	2%	-	-	-	-
Grade 7						
Reading	6,130	1%	-	-	-	-
Mathematics	6,120	2%	-	-	-	-
Grade 8						

	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	5,794	1%	-	-	-	-
Mathematics	5,803	2%	-	-	-	-
Science	5,796	1%	-	-	-	-
End of Course						
English I	6,009	1%	*	0%	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	*	0%	-	-
All Grades						
All Subjects	109,954	1%	9	0%	-	-
Reading	48,805	1%	*	0%	-	-
Mathematics	43,293	1%	*	0%	-	-
Science	17,856	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 2022 National Assessment of Educational Progress, compared to the national average of such results.

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

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	10%	-	11%	*	-	-	-	-	*	-	*
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	73%	73%	75%	66%	*	-	*	*	73%	65%	74%

- Indicates there are no students in the group.

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

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RICHARD MILBURN ACADEMY LUBBOCK (014801004) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL 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)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	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%

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).

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

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

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

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

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

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

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(bb) the methodology by which the State differentiates all such schools. 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%	22%	21%	19%	19%	22%	-	-	-	*	20%	29%	11%	23%	*	10%	34%	-	*	-	*	
	CWD	29%	9%	11%	17%	0%	*	-	-	-	-	11%	-	11%	-	-	10%	13%	-	-	-	-	
	CWOD	68%	25%	23%	20%	22%	20%	-	-	-	*	23%	29%	-	23%	*	10%	39%	-	*	-	*	
	EL	38%	15%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-
	Male	58%	19%	10%	9%	8%	17%	-	-	-	-	11%	*	10%	10%	*	10%	-	-	*	-	-	*
	Female	70%	27%	34%	30%	32%	*	-	-	-	*	31%	*	13%	39%	*	-	34%	-	-	-	-	-
English II	All Students	71%	32%	27%	13%	29%	*	*	-	-	-	28%	*	0%	32%	*	19%	36%	-	*	*	-	
	CWD	33%	9%	0%	-	0%	-	*	-	-	-	0%	-	0%	-	-	0%	*	-	-	*	-	
	CWOD	76%	35%	32%	14%	35%	*	-	-	-	-	33%	*	-	32%	*	24%	42%	-	*	-	-	
	EL	43%	14%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Male	65%	25%	19%	20%	14%	*	*	-	-	-	19%	-	0%	24%	*	19%	-	-	*	-	-	-
	Female	77%	39%	36%	*	39%	*	-	-	-	-	36%	-	*	42%	-	-	36%	-	-	-	*	-
Algebra I	All Students	74%	24%	32%	13%	33%	40%	-	-	-	*	28%	67%	7%	37%	*	21%	41%	-	-	-	-	
	CWD	46%	16%	7%	0%	0%	*	-	-	-	-	7%	-	7%	-	-	13%	0%	-	-	-	-	
	CWOD	78%	25%	37%	20%	38%	43%	-	-	-	*	33%	67%	-	37%	*	23%	50%	-	-	-	-	
	EL	64%	22%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Male	71%	20%	21%	17%	19%	40%	-	-	-	-	20%	*	13%	23%	*	21%	-	-	-	-	-	-
	Female	78%	29%	41%	11%	50%	40%	-	-	-	*	35%	*	0%	50%	-	-	41%	-	-	-	-	-
Biology	All Students	82%	42%	54%	36%	58%	63%	-	-	-	*	53%	67%	20%	60%	*	58%	51%	-	*	-	*	
	CWD	57%	23%	20%	*	0%	*	-	-	-	-	20%	-	20%	-	-	40%	0%	-	-	-	-	
	CWOD	86%	45%	60%	40%	65%	57%	-	-	-	*	59%	67%	-	60%	*	63%	58%	-	*	-	*	
	EL	66%	33%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-
	Male	80%	39%	58%	50%	59%	*	-	-	-	-	57%	*	40%	63%	*	58%	-	-	*	-	-	*
	Female	85%	45%	51%	25%	57%	67%	-	-	-	*	50%	60%	0%	58%	*	-	51%	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
End of Course																							
English I	All Students	46%	8%	8%	5%	9%	11%	-	-	-	*	7%	14%	0%	10%	*	5%	11%	-	*	-	*	
	CWD	17%	4%	0%	0%	0%	*	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-	
	CWOD	50%	9%	10%	7%	11%	20%	-	-	-	*	9%	14%	-	10%	*	6%	14%	-	*	-	*	
	EL	19%	2%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-
	Male	40%	6%	5%	9%	4%	0%	-	-	-	-	5%	*	0%	6%	*	5%	-	-	*	-	-	*
	Female	53%	11%	11%	0%	16%	*	-	-	-	*	9%	*	0%	14%	*	-	11%	-	-	-	-	-
English II	All Students	54%	15%	14%	0%	16%	*	*	-	-	-	14%	*	0%	16%	*	5%	23%	-	*	*	-	
	CWD	21%	5%	0%	-	0%	-	*	-	-	-	0%	-	0%	-	-	0%	*	-	-	*	-	
	CWOD	59%	16%	16%	0%	19%	*	-	-	-	-	17%	*	-	16%	*	6%	26%	-	*	-	-	
	EL	22%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Male	48%	11%	5%	0%	7%	*	*	-	-	-	5%	-	0%	6%	*	5%	-	-	*	-	-	-
	Female	62%	18%	23%	*	22%	*	-	-	-	-	23%	-	*	26%	-	-	23%	-	-	-	*	-

Texas Education Agency
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RICHARD MILBURN ACADEMY LUBBOCK (014801004) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL 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%	2%	3%	0%	2%	10%	-	-	-	*	1%	17%	0%	3%	*	0%	5%	-	-	-	-
	CWD	19%	2%	0%	0%	0%	*	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	45%	2%	3%	0%	2%	14%	-	-	-	*	2%	17%	-	3%	*	0%	7%	-	-	-	-
	EL	28%	1%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	40%	2%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	*	0%	-	-	-	-	-
	Female	45%	3%	5%	0%	5%	20%	-	-	-	*	3%	*	0%	7%	-	-	5%	-	-	-	-
Biology	All Students	54%	8%	8%	7%	8%	13%	-	-	-	*	5%	33%	0%	10%	*	13%	5%	-	*	-	*
	CWD	25%	4%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	57%	9%	10%	10%	9%	14%	-	-	-	*	7%	33%	-	10%	*	16%	6%	-	*	-	*
	EL	26%	3%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	52%	7%	13%	17%	12%	*	-	-	-	-	9%	*	0%	16%	*	13%	-	-	*	-	*
	Female	56%	8%	5%	0%	5%	17%	-	-	-	*	3%	20%	0%	6%	*	-	5%	-	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	10%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	0%	-	*	-	*
	CWD	4%	2%	0%	0%	0%	*	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	11%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	*
	EL	1%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	8%	1%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	*	0%	-	-	*	-	*
	Female	13%	0%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	*	-	0%	-	-	-	-
English II	All Students	9%	0%	0%	0%	0%	*	*	-	-	-	0%	*	0%	0%	*	0%	0%	-	*	*	-
	CWD	5%	2%	0%	-	0%	-	*	-	-	-	0%	-	0%	-	-	0%	*	-	-	*	-
	CWOD	9%	0%	0%	0%	0%	*	-	-	-	-	0%	*	-	0%	*	0%	0%	-	*	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	7%	1%	0%	0%	0%	*	*	-	-	-	0%	-	0%	0%	*	0%	-	-	*	-	-
	Female	11%	0%	0%	*	0%	*	-	-	-	-	0%	-	*	0%	-	-	0%	-	-	*	-
Algebra I	All Students	26%	1%	1%	0%	2%	0%	-	-	-	*	1%	0%	0%	2%	*	0%	3%	-	-	-	-
	CWD	8%	2%	0%	0%	0%	*	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	29%	0%	2%	0%	2%	0%	-	-	-	*	2%	0%	-	2%	*	0%	3%	-	-	-	-
	EL	14%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	25%	1%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	*	0%	-	-	-	-	-
	Female	28%	1%	3%	0%	5%	0%	-	-	-	*	3%	*	0%	3%	-	-	3%	-	-	-	-
Biology	All Students	21%	1%	2%	0%	3%	0%	-	-	-	*	2%	0%	0%	2%	*	0%	3%	-	*	-	*
	CWD	7%	3%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	22%	0%	2%	0%	3%	0%	-	-	-	*	2%	0%	-	2%	*	0%	3%	-	*	-	*
	EL	5%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	21%	1%	0%	0%	0%	*	-	-	-	-	0%	*	0%	0%	*	0%	-	-	*	-	*
	Female	21%	1%	3%	0%	5%	0%	-	-	-	*	3%	0%	0%	3%	*	-	3%	-	-	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades

Texas Education Agency
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RICHARD MILBURN ACADEMY LUBBOCK (014801004) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

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

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RICHARD MILBURN ACADEMY LUBBOCK (014801004) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	2%	3%	0%	2%	9%	-	-	-	*	1%	17%	0%	3%	*	0%	5%	-	-	-	-
	CWD	22%	2%	0%	0%	0%	*	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	44%	2%	3%	0%	2%	13%	-	-	-	*	2%	17%	-	3%	*	0%	6%	-	-	-	-
	EL	29%	1%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	42%	2%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	*	0%	-	-	-	-	-
	Female	40%	3%	5%	0%	5%	17%	-	-	-	*	3%	*	0%	6%	-	-	5%	-	-	-	-
Science	All Students	46%	8%	8%	7%	8%	13%	-	-	-	*	5%	33%	0%	10%	*	13%	5%	-	*	-	*
	CWD	23%	4%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	49%	9%	10%	10%	9%	14%	-	-	-	*	7%	33%	-	10%	*	16%	6%	-	*	-	*
	EL	25%	3%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	47%	7%	13%	17%	12%	*	-	-	-	-	9%	*	0%	16%	*	13%	-	-	*	-	*
	Female	45%	8%	5%	0%	5%	17%	-	-	-	*	3%	20%	0%	6%	*	-	5%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	1%	1%	0%	1%	0%	*	-	-	*	1%	0%	0%	1%	0%	0%	2%	-	*	*	*
	CWD	9%	2%	0%	0%	0%	0%	*	-	-	-	0%	-	0%	-	-	0%	0%	-	-	*	-
	CWOD	24%	0%	1%	0%	1%	0%	-	-	-	*	1%	0%	-	1%	0%	0%	2%	-	*	-	*
	EL	12%	0%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	*	-	-	-	-
	Male	21%	1%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-	*	-	*
	Female	23%	0%	2%	0%	3%	0%	-	-	-	*	2%	0%	0%	2%	*	-	2%	-	-	*	-
Reading	All Students	25%	0%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	*	0%	0%	-	*	*	*
	CWD	9%	2%	0%	0%	0%	*	*	-	-	-	0%	-	0%	-	-	0%	0%	-	-	*	-
	CWOD	27%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	*
	EL	13%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	22%	1%	0%	0%	0%	0%	*	-	-	-	0%	*	0%	0%	*	0%	-	-	*	-	*
	Female	28%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	*	-	0%	-	-	*	-
Mathematics	All Students	20%	1%	1%	0%	2%	0%	-	-	-	*	1%	0%	0%	2%	*	0%	3%	-	-	-	-
	CWD	9%	2%	0%	0%	0%	*	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	21%	0%	2%	0%	2%	0%	-	-	-	*	2%	0%	-	2%	*	0%	3%	-	-	-	-
	EL	12%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	21%	1%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	*	0%	-	-	-	-	-
	Female	19%	1%	3%	0%	5%	0%	-	-	-	*	3%	*	0%	3%	-	-	3%	-	-	-	-
Science	All Students	20%	1%	2%	0%	3%	0%	-	-	-	*	2%	0%	0%	2%	*	0%	3%	-	*	-	*
	CWD	8%	3%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	22%	0%	2%	0%	3%	0%	-	-	-	*	2%	0%	-	2%	*	0%	3%	-	*	-	*
	EL	7%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	22%	1%	0%	0%	0%	*	-	-	-	-	0%	*	0%	0%	*	0%	-	-	*	-	*
	Female	19%	1%	3%	0%	5%	0%	-	-	-	*	3%	0%	0%	3%	*	-	3%	-	-	-	-

Texas Education Agency
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RICHARD MILBURN ACADEMY LUBBOCK (014801004) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	25	*	17	*	-	-	-	-	27	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	25	*	17	*	-	-	-	-	27	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	*	-	*	*	-	-	-	-	*	-	*
Female	29	*	*	*	-	-	-	-	29	-	-
Mathematics											
All Students	17	8	14	*	-	-	-	-	12	8	*
CWD	8	*	*	*	-	-	-	-	8	8	-
CWOD	19	10	20	*	-	-	-	-	13	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	8	*	0	*	-	-	-	-	8	*	*
Female	27	*	29	*	-	-	-	-	17	*	-

- 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 ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	21.1%	14.3%	19.6%	25.0%	*	-	-	-	21.3%	0.0%	*	7.7%	-
CWD	0.0%	*	0.0%	-	-	-	-	-	0.0%	0.0%	-	*	-

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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
CWOD	22.9%	16.7%	21.6%	25.0%	*	-	-	-	23.6%	-	*	8.3%	-
EL	*	-	*	-	-	-	-	-	*	-	*	-	-
Male	9.1%	*	9.1%	14.3%	-	-	-	-	4.0%	*	-	0.0%	-
Female	30.2%	*	26.5%	40.0%	*	-	-	-	33.3%	*	*	16.7%	-

- 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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	14	8	14	21	*	-	-	*	13	4	8
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	13%	*	7%	33%	*	-	-	-	15%	*	*

- 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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (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		
Mathematics											
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		
English Learner Language Proficiency Status											
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											
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N		N						N		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%

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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		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	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).

△ 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
Participation Rate																	
All Subjects	All Students	95%	95%	96%	84%	*	-	-	*	94%	100%	86%	97%	100%	97%	93%	-
	CWD	86%	94%	85%	75%	*	-	-	-	86%	-	86%	-	-	96%	74%	-
	CWOD	97%	95%	99%	88%	-	-	-	*	96%	100%	-	97%	100%	97%	96%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	-	100%	100%	100%	*	-
	Male	97%	96%	98%	93%	*	-	-	-	97%	100%	96%	97%	100%	97%	-	-
	Female	93%	94%	95%	76%	-	-	-	*	92%	100%	74%	96%	*	-	93%	-
Reading	All Students	95%	93%	96%	92%	*	-	-	*	95%	100%	85%	98%	*	97%	93%	-
	CWD	85%	86%	86%	*	*	-	-	-	85%	-	85%	-	-	93%	73%	-
	CWOD	98%	95%	98%	100%	-	-	-	*	98%	100%	-	98%	*	98%	98%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	97%	94%	98%	100%	*	-	-	-	97%	*	93%	98%	*	97%	-	-
	Female	93%	92%	95%	80%	-	-	-	*	93%	*	73%	98%	*	-	93%	-
Mathematics	All Students	92%	94%	96%	73%	-	-	-	*	92%	100%	87%	94%	*	97%	88%	-
	CWD	87%	100%	86%	*	-	-	-	-	87%	-	87%	-	-	100%	71%	-
	CWOD	94%	91%	98%	75%	-	-	-	*	93%	100%	-	94%	*	97%	91%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	97%	100%	96%	100%	-	-	-	-	97%	*	100%	97%	*	97%	-	-
	Female	88%	90%	96%	50%	-	-	-	*	86%	*	71%	91%	-	-	88%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	97%	100%	97%	88%	-	-	-	*	96%	100%	90%	98%	*	96%	97%	-
	CWD	90%	*	80%	*	-	-	-	-	90%	-	90%	-	-	100%	80%	-
	CWOD	98%	100%	100%	86%	-	-	-	*	98%	100%	-	98%	*	95%	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	96%	100%	100%	*	-	-	-	-	96%	*	100%	95%	*	96%	-	-
	Female	97%	100%	95%	100%	-	-	-	*	97%	100%	80%	100%	*	-	97%	-
SAT/ACT All Subjects	All Students	*	*	*	*	-	-	-	-	*	-	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	*	*	*	-	-	-	-	*	-	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	*	-	*	-	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	5%	5%	4%	16%	*	-	-	*	6%	0%	14%	3%	0%	3%	7%	-
	CWD	14%	6%	15%	25%	*	-	-	-	14%	-	14%	-	-	4%	26%	-
	CWOD	3%	5%	1%	12%	-	-	-	*	4%	0%	-	3%	0%	3%	4%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	*	-
	Male	3%	4%	2%	7%	*	-	-	-	3%	0%	4%	3%	0%	3%	-	-
	Female	7%	6%	5%	24%	-	-	-	*	8%	0%	26%	4%	*	-	7%	-
Reading	All Students	5%	7%	4%	8%	*	-	-	*	5%	0%	15%	2%	*	3%	7%	-
	CWD	15%	14%	14%	*	*	-	-	-	15%	-	15%	-	-	7%	27%	-
	CWOD	2%	5%	2%	0%	-	-	-	*	2%	0%	-	2%	*	2%	2%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	3%	6%	2%	0%	*	-	-	-	3%	*	7%	2%	*	3%	-	-
	Female	7%	8%	5%	20%	-	-	-	*	7%	*	27%	2%	*	-	7%	-
Mathematics	All Students	8%	6%	4%	27%	-	-	-	*	8%	0%	13%	6%	*	3%	12%	-
	CWD	13%	0%	14%	*	-	-	-	-	13%	-	13%	-	-	0%	29%	-
	CWOD	6%	9%	2%	25%	-	-	-	*	7%	0%	-	6%	*	3%	9%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	3%	0%	4%	0%	-	-	-	-	3%	*	0%	3%	*	3%	-	-
	Female	12%	10%	4%	50%	-	-	-	*	14%	*	29%	9%	-	-	12%	-
Science	All Students	3%	0%	3%	12%	-	-	-	*	4%	0%	10%	2%	*	4%	3%	-
	CWD	10%	*	20%	*	-	-	-	-	10%	-	10%	-	-	0%	20%	-
	CWOD	2%	0%	0%	14%	-	-	-	*	2%	0%	-	2%	*	5%	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	4%	0%	0%	*	-	-	-	-	4%	*	0%	5%	*	4%	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	3%	0%	5%	0%	-	-	-	*	3%	0%	20%	0%	*	-	3%	-
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												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	17	0	14	3	0	0	0	0	0		
	Female	9	3	6	0	0	0	0	0	0		
	Total	26	3	20	3	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	6	0	4	0	2	0	0	0	0		1
	Female	2	1	1	0	0	0	0	0	0		0
	Total	8	1	5	0	2	0	0	0	0		1
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	109	10	78	18	3	-8	-8	-8	-8	20	-8
	Female	137	15	97	23	1	1	-8	-8	-8	16	-8
	Total	246	25	175	41	4	1	-8	-8	-8	36	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery 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
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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
Preschool 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
Accelerated Coursework											
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 at the campus/district level.
- 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	12.8%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

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

Part (x): Per-pupil Expenditure

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

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,003	\$208	\$795	\$1,003			
Food services		\$96		\$0	\$0	\$46	\$50	\$96
Instruction		\$5,025	\$4,151	\$0	\$4,151	\$285	\$589	\$874
Support services, general administration		\$159		\$159	\$159			
Support services, instructional staff		\$535	\$302	\$3	\$305	\$56	\$174	\$230
Support services, operation and maintenance of plant		\$1,451	\$1,303	\$128	\$1,431	\$6	\$14	\$20
Support services, pupils		\$724	\$630		\$630	\$21	\$74	\$95
Support services, school administration		\$1,049	\$1,046		\$1,046	\$3	\$0	\$3
Support services, student transportation		\$3	\$3		\$3			
Total	147	\$10,046	\$7,643	\$1,085	\$8,728	\$417	\$901	\$1,318

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

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

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 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
Grade 3						
Reading	6,584	2%	-	-	-	-
Mathematics	6,587	2%	-	-	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	-	-	-	-
Mathematics	6,177	2%	-	-	-	-
Grade 7						
Reading	6,130	1%	-	-	-	-
Mathematics	6,120	2%	-	-	-	-
Grade 8						

	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	5,794	1%	-	-	-	-
Mathematics	5,803	2%	-	-	-	-
Science	5,796	1%	-	-	-	-
End of Course						
English I	6,009	1%	*	0%	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	*	0%	-	-
All Grades						
All Subjects	109,954	1%	9	0%	-	-
Reading	48,805	1%	*	0%	-	-
Mathematics	43,293	1%	*	0%	-	-
Science	17,856	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 2022 National Assessment of Educational Progress, compared to the national average of such results.

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

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	*	-	*	*	-	-	-	-	*	-	-
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	83%	79%	83%	83%	*	-	-	*	82%	91%	*

- 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)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	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%

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).

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

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

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

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

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

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

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(bb) the methodology by which the State differentiates all such schools. 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%	22%	22%	18%	20%	-	-	*	*	*	21%	*	50%	19%	13%	22%	19%	-	-	-	-	
	CWD	29%	9%	50%	*	*	-	-	-	*	-	50%	-	50%	-	*	*	*	-	-	-	-	
	CWOD	68%	25%	19%	13%	20%	-	-	*	-	*	18%	*	-	19%	14%	16%	22%	-	-	-	-	
	EL	38%	15%	13%	-	14%	-	-	*	-	-	14%	*	*	14%	13%	16%	8%	-	-	-	-	
	Male	58%	19%	22%	16%	23%	-	-	*	*	-	22%	*	*	16%	16%	22%	-	-	-	-	-	
	Female	70%	27%	19%	20%	13%	-	-	-	-	*	19%	-	*	22%	8%	-	19%	-	-	-	-	-
English II	All Students	71%	32%	32%	29%	32%	-	-	*	-	*	31%	*	0%	34%	11%	22%	43%	-	-	-	-	
	CWD	33%	9%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	
	CWOD	76%	35%	34%	38%	33%	-	-	*	-	*	33%	*	-	34%	11%	23%	45%	-	-	-	-	
	EL	43%	14%	11%	-	11%	-	-	*	-	-	11%	-	*	11%	11%	13%	7%	-	-	-	-	
	Male	65%	25%	22%	18%	24%	-	-	*	-	-	22%	*	*	23%	13%	22%	-	-	-	-	-	-
	Female	77%	39%	43%	50%	39%	-	-	-	-	*	39%	*	*	45%	7%	-	43%	-	-	-	-	-
Algebra I	All Students	74%	24%	21%	17%	19%	-	-	-	*	*	22%	-	17%	22%	10%	19%	25%	-	-	-	-	
	CWD	46%	16%	17%	*	*	-	-	-	*	*	17%	-	17%	-	*	*	*	-	-	-	-	
	CWOD	78%	25%	22%	19%	20%	-	-	-	-	*	22%	-	-	22%	11%	18%	28%	-	-	-	-	
	EL	64%	22%	10%	-	10%	-	-	-	-	-	11%	-	*	11%	10%	13%	0%	-	-	-	-	
	Male	71%	20%	19%	9%	17%	-	-	-	*	*	20%	-	*	18%	13%	19%	-	-	-	-	-	-
	Female	78%	29%	25%	29%	21%	-	-	-	-	-	25%	-	*	28%	0%	-	25%	-	-	-	-	-
Biology	All Students	82%	42%	18%	11%	17%	-	-	-	*	*	18%	-	17%	18%	11%	10%	32%	-	-	-	-	
	CWD	57%	23%	17%	*	*	-	-	-	*	*	17%	-	17%	-	*	*	*	-	-	-	-	
	CWOD	86%	45%	18%	13%	18%	-	-	-	-	*	18%	-	-	18%	11%	7%	35%	-	-	-	-	
	EL	66%	33%	11%	-	11%	-	-	-	-	-	11%	-	*	11%	11%	8%	14%	-	-	-	-	
	Male	80%	39%	10%	8%	6%	-	-	-	*	*	10%	-	*	7%	8%	10%	-	-	-	-	-	
	Female	85%	45%	32%	14%	33%	-	-	-	-	*	32%	-	*	35%	14%	-	32%	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
End of Course																							
English I	All Students	46%	8%	8%	7%	5%	-	-	*	*	*	8%	*	33%	6%	0%	7%	12%	-	-	-	-	
	CWD	17%	4%	33%	*	*	-	-	-	*	-	33%	-	33%	-	*	*	*	-	-	-	-	
	CWOD	50%	9%	6%	4%	5%	-	-	*	-	*	6%	*	-	6%	0%	2%	13%	-	-	-	-	
	EL	19%	2%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	
	Male	40%	6%	7%	5%	4%	-	-	*	*	-	7%	*	*	2%	0%	7%	-	-	-	-	-	
	Female	53%	11%	12%	10%	6%	-	-	-	-	*	12%	-	*	13%	0%	-	12%	-	-	-	-	
English II	All Students	54%	15%	15%	12%	15%	-	-	*	-	*	13%	*	0%	16%	7%	14%	17%	-	-	-	-	
	CWD	21%	5%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	
	CWOD	59%	16%	16%	15%	15%	-	-	*	-	*	14%	*	-	16%	7%	14%	18%	-	-	-	-	
	EL	22%	5%	7%	-	7%	-	-	*	-	-	7%	-	*	7%	7%	7%	7%	-	-	-	-	
	Male	48%	11%	14%	9%	16%	-	-	*	-	-	14%	*	*	14%	7%	14%	-	-	-	-	-	
	Female	62%	18%	17%	17%	14%	-	-	-	-	*	12%	*	*	18%	7%	-	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
Algebra I	All Students	42%	2%	2%	0%	0%	-	-	-	*	*	2%	-	17%	0%	0%	3%	0%	-	-	-	-
	CWD	19%	2%	17%	*	*	-	-	-	*	*	17%	-	17%	-	*	*	*	-	-	-	-
	CWOD	45%	2%	0%	0%	0%	-	-	-	-	*	0%	-	-	0%	0%	0%	0%	-	-	-	-
	EL	28%	1%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	40%	2%	3%	0%	0%	-	-	-	*	*	3%	-	*	0%	0%	3%	-	-	-	-	-
	Female	45%	3%	0%	0%	0%	-	-	-	-	-	0%	-	*	0%	0%	-	0%	-	-	-	-
Biology	All Students	54%	8%	4%	0%	3%	-	-	-	*	*	4%	-	17%	2%	0%	3%	5%	-	-	-	-
	CWD	25%	4%	17%	*	*	-	-	-	*	*	17%	-	17%	-	*	*	*	-	-	-	-
	CWOD	57%	9%	2%	0%	4%	-	-	-	-	*	2%	-	-	2%	0%	0%	6%	-	-	-	-
	EL	26%	3%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	52%	7%	3%	0%	0%	-	-	-	*	*	3%	-	*	0%	0%	3%	-	-	-	-	-
	Female	56%	8%	5%	0%	8%	-	-	-	-	*	5%	-	*	6%	0%	-	5%	-	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	10%	0%	1%	0%	0%	-	-	*	*	*	1%	*	17%	0%	0%	2%	0%	-	-	-	-
	CWD	4%	2%	17%	*	*	-	-	-	*	-	17%	-	17%	-	*	*	*	-	-	-	-
	CWOD	11%	0%	0%	0%	0%	-	-	*	-	*	0%	*	-	0%	0%	0%	0%	-	-	-	-
	EL	1%	0%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	8%	1%	2%	0%	0%	-	-	*	*	-	2%	*	*	0%	0%	2%	-	-	-	-	-
	Female	13%	0%	0%	0%	0%	-	-	-	-	*	0%	-	*	0%	0%	-	0%	-	-	-	-
English II	All Students	9%	0%	0%	0%	0%	-	-	*	-	*	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	CWD	5%	2%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	9%	0%	0%	0%	0%	-	-	*	-	*	0%	*	-	0%	0%	0%	0%	-	-	-	-
	EL	1%	0%	0%	-	0%	-	-	*	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	7%	1%	0%	0%	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	11%	0%	0%	0%	0%	-	-	-	-	*	0%	*	*	0%	0%	-	0%	-	-	-	-
Algebra I	All Students	26%	1%	2%	0%	0%	-	-	-	*	*	2%	-	17%	0%	0%	3%	0%	-	-	-	-
	CWD	8%	2%	17%	*	*	-	-	-	*	*	17%	-	17%	-	*	*	*	-	-	-	-
	CWOD	29%	0%	0%	0%	0%	-	-	-	-	*	0%	-	-	0%	0%	0%	0%	-	-	-	-
	EL	14%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	25%	1%	3%	0%	0%	-	-	-	*	*	3%	-	*	0%	0%	3%	-	-	-	-	-
	Female	28%	1%	0%	0%	0%	-	-	-	-	-	0%	-	*	0%	0%	-	0%	-	-	-	-
Biology	All Students	21%	1%	2%	0%	0%	-	-	-	*	*	2%	-	17%	0%	0%	3%	0%	-	-	-	-
	CWD	7%	3%	17%	*	*	-	-	-	*	*	17%	-	17%	-	*	*	*	-	-	-	-
	CWOD	22%	0%	0%	0%	0%	-	-	-	-	*	0%	-	-	0%	0%	0%	0%	-	-	-	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	21%	1%	3%	0%	0%	-	-	-	*	*	3%	-	*	0%	0%	3%	-	-	-	-	-
	Female	21%	1%	0%	0%	0%	-	-	-	-	*	0%	-	*	0%	0%	-	0%	-	-	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades

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

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RICHARD MILBURN ACADEMY HOUSTON (SUBURBAN) (014801005) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	61	*	75	-	-	-	-	-	61	*	*
CWD	*	*	*	-	-	-	-	-	*	*	*
CWOD	58	*	70	-	-	-	-	-	58	-	*
EL ◇	*	-	*	-	-	-	-	-	*	*	*
Male	50	*	*	-	-	-	-	-	50	*	*
Female	*	*	*	-	-	-	-	-	*	*	*
Mathematics											
All Students	*	*	*	-	-	-	-	-	*	*	*
CWD	*	-	*	-	-	-	-	-	*	*	-
CWOD	*	*	*	-	-	-	-	-	*	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	*	*	*	-	-	-	-	-	*	*	*
Female	*	*	-	-	-	-	-	-	*	-	-

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

Part (iii)(II): Graduation Rate

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

	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 2021													
All Students	9.3%	0.0%	15.2%	*	*	*	-	*	9.1%	12.5%	0.0%	0.0%	*
CWD	12.5%	0.0%	*	-	-	*	-	-	12.5%	12.5%	*	-	-

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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
CWOD	9.0%	0.0%	14.1%	*	*	-	-	*	8.8%	-	0.0%	0.0%	*
EL	0.0%	-	0.0%	-	-	-	-	-	0.0%	*	0.0%	-	-
Male	7.1%	0.0%	11.8%	*	-	-	-	*	5.9%	20.0%	0.0%	*	-
Female	11.5%	0.0%	18.8%	-	*	*	-	*	12.5%	*	0.0%	*	*

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
36	2	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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	12	9	11	-	-	*	*	33	12	20	5
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	9%	7%	10%	*	-	*	-	*	7%	*	5%

- 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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (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
Mathematics											
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		
English Learner Language Proficiency Status											
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											
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	N	N						N		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%

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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		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N						N		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	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).

△ 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
Participation Rate																	
All Subjects	All Students	86%	83%	87%	-	-	*	*	100%	87%	63%	88%	86%	87%	82%	94%	-
	CWD	88%	77%	100%	-	-	-	*	*	88%	-	88%	-	100%	79%	100%	-
	CWOD	86%	85%	87%	-	-	*	-	*	87%	63%	-	86%	87%	83%	93%	-
	EL	87%	-	87%	-	-	*	-	-	89%	*	100%	87%	87%	81%	98%	-
	Male	82%	79%	82%	-	-	*	*	*	83%	*	79%	83%	81%	82%	-	-
	Female	94%	90%	95%	-	-	-	-	*	93%	*	100%	93%	98%	-	94%	-
Reading	All Students	85%	76%	89%	-	-	*	*	*	86%	71%	83%	85%	91%	78%	95%	-
	CWD	83%	75%	*	-	-	-	*	-	83%	-	83%	-	*	71%	100%	-
	CWOD	85%	76%	88%	-	-	*	-	*	86%	71%	-	85%	91%	79%	95%	-
	EL	91%	-	91%	-	-	*	-	-	93%	*	*	91%	91%	85%	100%	-
	Male	78%	67%	83%	-	-	*	*	-	79%	*	71%	79%	85%	78%	-	-
	Female	95%	94%	96%	-	-	-	-	*	95%	*	100%	95%	100%	-	95%	-
Mathematics	All Students	92%	95%	89%	-	-	-	*	*	93%	*	100%	91%	81%	92%	91%	-
	CWD	100%	*	*	-	-	-	*	*	100%	-	100%	-	*	*	*	-
	CWOD	91%	94%	89%	-	-	-	-	*	92%	*	-	91%	80%	91%	90%	-
	EL	81%	-	81%	-	-	-	-	-	85%	*	*	80%	81%	81%	80%	-
	Male	92%	100%	88%	-	-	-	*	*	95%	*	*	91%	81%	92%	-	-
	Female	91%	88%	93%	-	-	-	-	-	91%	-	*	90%	80%	-	91%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	85%	89%	80%	-	-	-	*	*	85%	-	83%	85%	79%	81%	90%	-
	CWD	83%	*	*	-	-	-	*	*	83%	-	83%	-	*	*	*	-
	CWOD	85%	94%	79%	-	-	-	-	*	85%	-	-	85%	78%	83%	88%	-
	EL	79%	-	79%	-	-	-	-	-	79%	-	*	78%	79%	67%	100%	-
	Male	81%	92%	72%	-	-	-	*	*	81%	-	*	83%	67%	81%	-	-
	Female	90%	86%	92%	-	-	-	-	*	90%	-	*	88%	100%	-	90%	-
SAT/ACT All Subjects	All Students	*	*	-	-	-	-	-	-	*	-	-	*	-	-	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	*	-	-	-	-	-	-	*	-	-	*	-	-	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	*	-	-	-	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	14%	17%	13%	-	-	*	*	0%	13%	37%	12%	14%	13%	18%	6%	-
	CWD	12%	23%	0%	-	-	-	*	*	12%	-	12%	-	0%	21%	0%	-
	CWOD	14%	15%	13%	-	-	*	-	*	13%	37%	-	14%	13%	17%	7%	-
	EL	13%	-	13%	-	-	*	-	-	11%	*	0%	13%	13%	19%	2%	-
	Male	18%	21%	18%	-	-	*	*	*	17%	*	21%	17%	19%	18%	-	-
	Female	6%	10%	5%	-	-	-	-	*	7%	*	0%	7%	2%	-	6%	-
Reading	All Students	15%	24%	11%	-	-	*	*	*	14%	29%	17%	15%	9%	22%	5%	-
	CWD	17%	25%	*	-	-	-	*	-	17%	-	17%	-	*	29%	0%	-
	CWOD	15%	24%	12%	-	-	*	-	*	14%	29%	-	15%	9%	21%	5%	-
	EL	9%	-	9%	-	-	*	-	-	7%	*	*	9%	9%	15%	0%	-
	Male	22%	33%	17%	-	-	*	*	-	21%	*	29%	21%	15%	22%	-	-
	Female	5%	6%	4%	-	-	-	-	*	5%	*	0%	5%	0%	-	5%	-
Mathematics	All Students	8%	5%	11%	-	-	-	*	*	7%	*	0%	9%	19%	8%	9%	-
	CWD	0%	*	*	-	-	-	*	*	0%	-	0%	-	*	*	*	-
	CWOD	9%	6%	11%	-	-	-	-	*	8%	*	-	9%	20%	9%	10%	-
	EL	19%	-	19%	-	-	-	-	-	15%	*	*	20%	19%	19%	20%	-
	Male	8%	0%	12%	-	-	-	*	*	5%	*	*	9%	19%	8%	-	-
	Female	9%	12%	7%	-	-	-	-	-	9%	-	*	10%	20%	-	9%	-
Science	All Students	15%	11%	20%	-	-	-	*	*	15%	-	17%	15%	21%	19%	10%	-
	CWD	17%	*	*	-	-	-	*	*	17%	-	17%	-	*	*	*	-
	CWOD	15%	6%	21%	-	-	-	-	*	15%	-	-	15%	22%	17%	12%	-
	EL	21%	-	21%	-	-	-	-	-	21%	-	*	22%	21%	33%	0%	-
	Male	19%	8%	28%	-	-	-	*	*	19%	-	*	17%	33%	19%	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	10%	14%	8%	-	-	-	-	*	10%	-	*	12%	0%	-	10%	-
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												
	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		
Out-of-School Suspensions												
	Male	17	11	6	0	0	0	0	0	1		
	Female	16	11	4	1	0	0	0	0	3		
	Total	33	22	10	1	0	0	0	0	4		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	7	3	3	0	0	1	0	0	0		
	Female	2	1	1	0	0	0	0	0	0		
	Total	9	4	4	0	0	1	0	0	0		

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	96	35	58	1	-8	-8	1	1	11	6	-8
	Female	103	38	59	3	1	-8	1	1	13	2	-8
	Total	199	73	117	4	1	-8	2	2	24	8	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery 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
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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
Preschool 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
Accelerated Coursework											
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 at the campus/district level.
- 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	20.0%
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.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$997	\$202	\$795	\$997			
Food services		\$98		\$0	\$0	\$48	\$50	\$98
Instruction		\$4,619	\$3,684	\$0	\$3,684	\$347	\$589	\$936
Support services, general administration		\$159		\$159	\$159			
Support services, instructional staff		\$430	\$216	\$3	\$219	\$37	\$174	\$211
Support services, operation and maintenance of plant		\$2,422	\$2,270	\$128	\$2,398	\$11	\$14	\$25
Support services, pupils		\$631	\$550		\$550	\$7	\$74	\$81
Support services, school administration		\$1,257	\$1,257		\$1,257		\$0	\$0
Total	160	\$10,614	\$8,178	\$1,085	\$9,263	\$450	\$901	\$1,351

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

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

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 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
Grade 3						
Reading	6,584	2%	-	-	-	-
Mathematics	6,587	2%	-	-	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	-	-	-	-
Mathematics	6,177	2%	-	-	-	-
Grade 7						
Reading	6,130	1%	-	-	-	-
Mathematics	6,120	2%	-	-	-	-
Grade 8						
Reading	5,794	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	5,803	2%	-	-	-	-
Science	5,796	1%	-	-	-	-
End of Course						
English I	6,009	1%	*	0%	*	1%
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	*	2%
Biology	5,860	1%	*	0%	*	2%
All Grades						
All Subjects	109,954	1%	9	0%	*	1%
Reading	48,805	1%	*	0%	*	1%
Mathematics	43,293	1%	*	0%	*	2%
Science	17,856	1%	*	0%	*	2%

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	*	-	*	-	-	-	-	-	*	-	-
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	79%	73%	81%	100%	-	*	-	*	81%	60%	79%

- 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)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	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%

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).

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

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

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

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

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

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

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(bb) the methodology by which the State differentiates all such schools. 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%	22%	13%	11%	12%	25%	-	-	-	*	13%	15%	6%	14%	11%	16%	11%	-	*	-	-
	CWD	29%	9%	6%	17%	0%	*	-	-	-	*	7%	*	6%	-	*	17%	0%	-	-	-	-
	CWOD	68%	25%	14%	9%	13%	29%	-	-	-	*	13%	17%	-	14%	13%	16%	13%	-	*	-	-
	EL	38%	15%	11%	-	12%	-	-	-	-	-	12%	*	*	13%	11%	18%	0%	-	-	-	-
	Male	58%	19%	16%	16%	15%	20%	-	-	-	-	13%	*	17%	16%	18%	16%	-	-	-	-	-
	Female	70%	27%	11%	5%	8%	27%	-	-	-	*	11%	8%	0%	13%	0%	-	11%	-	*	-	-
English II	All Students	71%	32%	31%	11%	37%	50%	-	-	-	*	30%	33%	*	33%	21%	21%	43%	-	-	-	-
	CWD	33%	9%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	76%	35%	33%	13%	37%	52%	-	-	-	*	32%	33%	-	33%	21%	22%	45%	-	-	-	-
	EL	43%	14%	21%	-	23%	-	-	-	-	-	23%	*	-	21%	21%	25%	20%	-	-	-	-
	Male	65%	25%	21%	8%	26%	27%	-	-	-	*	21%	20%	*	22%	25%	21%	-	-	-	-	-
	Female	77%	39%	43%	13%	47%	67%	-	-	-	*	39%	56%	*	45%	20%	-	43%	-	-	-	-
Algebra I	All Students	74%	24%	19%	17%	12%	47%	-	-	-	*	17%	28%	13%	20%	0%	14%	25%	-	*	-	-
	CWD	46%	16%	13%	*	0%	*	-	-	-	*	8%	*	13%	-	*	0%	22%	-	-	-	-
	CWOD	78%	25%	20%	19%	14%	44%	-	-	-	*	18%	25%	-	20%	0%	16%	25%	-	*	-	-
	EL	64%	22%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	71%	20%	14%	17%	14%	10%	-	-	-	-	15%	*	0%	16%	0%	14%	-	-	-	-	-
	Female	78%	29%	25%	15%	11%	80%	-	-	-	*	19%	45%	22%	25%	0%	-	25%	-	*	-	-
Biology	All Students	82%	42%	25%	29%	22%	25%	-	-	-	*	26%	23%	7%	28%	23%	24%	27%	-	*	-	-
	CWD	57%	23%	7%	*	0%	*	-	-	-	*	8%	*	7%	-	*	*	9%	-	*	-	-
	CWOD	86%	45%	28%	30%	24%	33%	-	-	-	*	28%	27%	-	28%	25%	26%	31%	-	*	-	-
	EL	66%	33%	23%	-	25%	-	-	-	-	-	30%	*	*	25%	23%	43%	0%	-	-	-	-
	Male	80%	39%	24%	29%	22%	14%	-	-	-	-	25%	*	*	26%	43%	24%	-	-	-	-	-
	Female	85%	45%	27%	30%	21%	33%	-	-	-	*	26%	33%	9%	31%	0%	-	27%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	46%	8%	3%	0%	4%	10%	-	-	-	*	3%	5%	0%	4%	0%	0%	7%	-	*	-	-
	CWD	17%	4%	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	50%	9%	4%	0%	4%	12%	-	-	-	*	4%	6%	-	4%	0%	0%	9%	-	*	-	-
	EL	19%	2%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	40%	6%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Female	53%	11%	7%	0%	8%	18%	-	-	-	*	7%	8%	0%	9%	0%	-	7%	-	*	-	-
English II	All Students	54%	15%	16%	4%	13%	36%	-	-	-	*	14%	22%	*	17%	0%	7%	26%	-	-	-	-
	CWD	21%	5%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	59%	16%	17%	4%	13%	38%	-	-	-	*	15%	22%	-	17%	0%	7%	27%	-	-	-	-
	EL	22%	5%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	48%	11%	7%	0%	0%	27%	-	-	-	*	8%	0%	*	7%	0%	7%	-	-	-	-	-
	Female	62%	18%	26%	6%	26%	42%	-	-	-	*	21%	44%	*	27%	0%	-	26%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	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%	2%	3%	0%	2%	11%	-	-	-	*	1%	11%	0%	3%	0%	0%	6%	-	*	-	-
	CWD	19%	2%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	45%	2%	3%	0%	2%	13%	-	-	-	*	1%	13%	-	3%	0%	0%	7%	-	*	-	-
	EL	28%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	40%	2%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Female	45%	3%	6%	0%	4%	20%	-	-	-	*	2%	18%	0%	7%	0%	-	6%	-	*	-	-
Biology	All Students	54%	8%	7%	0%	7%	19%	-	-	-	*	5%	23%	0%	9%	8%	3%	11%	-	*	-	-
	CWD	25%	4%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	*	0%	-	*	-	-
	CWOD	57%	9%	9%	0%	8%	25%	-	-	-	*	6%	27%	-	9%	8%	3%	13%	-	*	-	-
	EL	26%	3%	8%	-	8%	-	-	-	-	-	10%	*	*	8%	8%	14%	0%	-	-	-	-
	Male	52%	7%	3%	0%	6%	0%	-	-	-	-	3%	*	*	3%	14%	3%	-	-	-	-	-
	Female	56%	8%	11%	0%	8%	33%	-	-	-	*	6%	33%	0%	13%	0%	-	11%	-	*	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	10%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	4%	2%	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	11%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	8%	1%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Female	13%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-	*	-	-
English II	All Students	9%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	CWD	5%	2%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	9%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	7%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	11%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
Algebra I	All Students	26%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	8%	2%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	29%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	14%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	25%	1%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Female	28%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-	*	-	-
Biology	All Students	21%	1%	1%	0%	2%	0%	-	-	-	*	1%	0%	0%	1%	0%	0%	2%	-	*	-	-
	CWD	7%	3%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	*	0%	-	*	-	-
	CWOD	22%	0%	1%	0%	3%	0%	-	-	-	*	1%	0%	-	1%	0%	0%	2%	-	*	-	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	21%	1%	0%	0%	0%	0%	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	21%	1%	2%	0%	4%	0%	-	-	-	*	2%	0%	0%	2%	0%	-	2%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						

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RICHARD MILBURN ACADEMY FORT WORTH (014801006) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
All Subjects	All Students	73%	29%	22%	17%	19%	38%	-	-	-	17%	21%	25%	8%	23%	15%	18%	25%	-	40%	-	-	
	CWD	44%	14%	8%	12%	0%	15%	-	-	-	*	7%	14%	8%	-	0%	6%	9%	-	*	-	-	
	CWOD	77%	32%	23%	18%	21%	42%	-	-	-	22%	23%	27%	-	23%	16%	20%	28%	-	*	-	-	
	EL	59%	21%	15%	-	15%	-	-	-	-	-	16%	0%	0%	16%	15%	23%	5%	-	-	-	-	
	Male	71%	25%	18%	18%	19%	19%	-	-	-	*	18%	20%	6%	20%	23%	18%	-	-	-	-	-	-
	Female	75%	35%	25%	16%	20%	55%	-	-	-	22%	23%	36%	9%	28%	5%	-	25%	-	40%	-	-	-
Reading	All Students	74%	27%	21%	11%	22%	38%	-	-	-	20%	20%	24%	5%	23%	16%	19%	25%	-	*	-	-	
	CWD	43%	9%	5%	11%	0%	0%	-	-	-	*	6%	*	5%	-	*	14%	0%	-	-	-	-	
	CWOD	78%	30%	23%	11%	24%	42%	-	-	-	*	22%	26%	-	23%	18%	19%	29%	-	*	-	-	
	EL	57%	15%	16%	-	17%	-	-	-	-	-	17%	*	*	18%	16%	22%	9%	-	-	-	-	
	Male	70%	22%	19%	13%	20%	25%	-	-	-	*	17%	33%	14%	19%	22%	19%	-	-	-	-	-	
	Female	78%	33%	25%	9%	25%	50%	-	-	-	*	24%	30%	0%	29%	9%	-	25%	-	*	-	-	
Mathematics	All Students	71%	24%	19%	16%	12%	47%	-	-	-	*	17%	28%	13%	19%	0%	14%	24%	-	*	-	-	
	CWD	44%	16%	13%	*	0%	*	-	-	-	*	8%	*	13%	-	*	0%	22%	-	-	-	-	
	CWOD	75%	25%	19%	19%	13%	44%	-	-	-	*	18%	25%	-	19%	0%	16%	24%	-	*	-	-	
	EL	61%	22%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	
	Male	71%	20%	14%	17%	14%	10%	-	-	-	-	15%	*	0%	16%	0%	14%	-	-	-	-	-	
	Female	71%	29%	24%	14%	10%	80%	-	-	-	*	18%	45%	22%	24%	0%	-	24%	-	*	-	-	
Science	All Students	74%	42%	25%	29%	22%	25%	-	-	-	*	26%	23%	7%	28%	23%	24%	27%	-	*	-	-	
	CWD	47%	23%	7%	*	0%	*	-	-	-	*	8%	*	7%	-	*	*	9%	-	*	-	-	
	CWOD	78%	45%	28%	30%	24%	33%	-	-	-	*	28%	27%	-	28%	25%	26%	31%	-	*	-	-	
	EL	58%	33%	23%	-	25%	-	-	-	-	-	30%	*	*	25%	23%	43%	0%	-	-	-	-	
	Male	74%	39%	24%	29%	22%	14%	-	-	-	-	25%	*	*	26%	43%	24%	-	-	-	-	-	
	Female	75%	45%	27%	30%	21%	33%	-	-	-	*	26%	33%	9%	31%	0%	-	27%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	8%	7%	1%	6%	20%	-	-	-	17%	6%	15%	0%	8%	2%	2%	12%	-	0%	-	-	
	CWD	23%	4%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	50%	9%	8%	1%	7%	23%	-	-	-	22%	6%	17%	-	8%	2%	2%	14%	-	*	-	-	
	EL	29%	3%	2%	-	2%	-	-	-	-	-	2%	0%	0%	2%	2%	3%	0%	-	-	-	-	
	Male	45%	7%	2%	0%	1%	8%	-	-	-	*	2%	0%	0%	2%	3%	2%	-	-	-	-	-	
	Female	48%	10%	12%	1%	10%	30%	-	-	-	22%	9%	26%	0%	14%	0%	-	12%	-	0%	-	-	
Reading	All Students	52%	12%	9%	2%	8%	24%	-	-	-	20%	8%	14%	0%	10%	0%	3%	16%	-	*	-	-	
	CWD	24%	4%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-	
	CWOD	56%	13%	10%	2%	8%	26%	-	-	-	*	9%	14%	-	10%	0%	3%	18%	-	*	-	-	
	EL	31%	3%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	
	Male	47%	9%	3%	0%	0%	15%	-	-	-	*	3%	0%	0%	3%	0%	3%	-	-	-	-	-	
	Female	56%	15%	16%	3%	16%	32%	-	-	-	*	13%	25%	0%	18%	0%	-	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
Mathematics	All Students	41%	2%	3%	0%	2%	11%	-	-	-	*	1%	11%	0%	3%	0%	0%	5%	-	*	-	-
	CWD	22%	2%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	44%	2%	3%	0%	2%	13%	-	-	-	*	1%	13%	-	3%	0%	0%	7%	-	*	-	-
	EL	29%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	42%	2%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Female	40%	3%	5%	0%	3%	20%	-	-	-	*	2%	18%	0%	7%	0%	-	5%	-	*	-	-
Science	All Students	46%	8%	7%	0%	7%	19%	-	-	-	*	5%	23%	0%	9%	8%	3%	11%	-	*	-	-
	CWD	23%	4%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	*	0%	-	*	-	-
	CWOD	49%	9%	9%	0%	8%	25%	-	-	-	*	6%	27%	-	9%	8%	3%	13%	-	*	-	-
	EL	25%	3%	8%	-	8%	-	-	-	-	-	10%	*	*	8%	8%	14%	0%	-	-	-	-
	Male	47%	7%	3%	0%	6%	0%	-	-	-	-	3%	*	*	3%	14%	3%	-	-	-	-	-
	Female	45%	8%	11%	0%	8%	33%	-	-	-	*	6%	33%	0%	13%	0%	-	11%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	1%	0%	0%	1%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-
	CWD	9%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	24%	0%	0%	0%	1%	0%	-	-	-	0%	0%	0%	-	0%	0%	0%	1%	-	*	-	-
	EL	12%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	21%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	23%	0%	0%	0%	1%	0%	-	-	-	0%	1%	0%	0%	1%	0%	-	0%	-	0%	-	-
Reading	All Students	25%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	9%	2%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	27%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	13%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	22%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	28%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-	*	-	-
Mathematics	All Students	20%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	9%	2%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	21%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	12%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	21%	1%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Female	19%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-	*	-	-
Science	All Students	20%	1%	1%	0%	2%	0%	-	-	-	*	1%	0%	0%	1%	0%	0%	2%	-	*	-	-
	CWD	8%	3%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	*	0%	-	*	-	-
	CWOD	22%	0%	1%	0%	3%	0%	-	-	-	*	1%	0%	-	1%	0%	0%	2%	-	*	-	-
	EL	7%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	22%	1%	0%	0%	0%	0%	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	19%	1%	2%	0%	4%	0%	-	-	-	*	2%	0%	0%	2%	0%	-	2%	-	*	-	-

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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
Academic Growth Score											
Reading											
All Students	50	-	57	*	-	-	-	-	63	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	50	-	57	*	-	-	-	-	63	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	40	-	*	*	-	-	-	-	*	-	*
Female	80	-	*	*	-	-	-	-	*	-	-
Mathematics											
All Students	22	10	6	60	-	-	-	-	12	*	*
CWD	*	-	*	*	-	-	-	-	*	*	*
CWOD	21	10	10	*	-	-	-	-	15	-	*
EL ◇	*	-	*	-	-	-	-	-	*	*	*
Male	6	*	10	*	-	-	-	-	7	*	*
Female	35	*	*	*	-	-	-	-	17	*	*

- 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 ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	13.6%	8.7%	9.6%	26.1%	*	-	-	*	12.0%	7.1%	11.8%	0.0%	*
CWD	7.1%	*	0.0%	*	-	-	-	*	7.7%	7.1%	*	*	-

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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
CWOD	14.6%	9.5%	11.1%	26.3%	*	-	-	*	12.7%	-	13.3%	0.0%	*
EL	11.8%	*	12.5%	-	-	-	-	-	12.5%	*	11.8%	-	-
Male	3.8%	0.0%	6.5%	0.0%	-	-	-	*	2.3%	0.0%	0.0%	*	-
Female	24.0%	13.3%	14.3%	60.0%	*	-	-	*	20.8%	20.0%	33.3%	*	*

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

Part (iv): English Language Proficiency

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	11	7	10	20	-	-	-	17	10	3	7
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	5%	0%	9%	8%	-	-	-	*	5%	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 (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (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		
Mathematics											
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		
English Learner Language Proficiency Status											
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											
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N		N						N		

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	85%	84%	86%	90%	-	-	-	67%	84%	92%	86%	85%	77%	89%	83%	-
	CWD	86%	76%	88%	92%	-	-	-	*	84%	100%	86%	-	71%	88%	85%	-
	CWOD	85%	86%	86%	90%	-	-	-	56%	84%	91%	-	85%	78%	89%	82%	-
	EL	77%	-	76%	-	-	-	-	-	74%	100%	71%	78%	77%	91%	54%	-
	Male	89%	94%	88%	89%	-	-	-	*	88%	100%	88%	89%	91%	89%	-	-
	Female	83%	76%	84%	90%	-	-	-	78%	80%	95%	85%	82%	54%	-	83%	-
Reading	All Students	86%	81%	89%	91%	-	-	-	80%	85%	90%	76%	87%	81%	89%	83%	-
	CWD	76%	67%	83%	80%	-	-	-	*	72%	*	76%	-	*	86%	71%	-
	CWOD	87%	83%	89%	92%	-	-	-	*	87%	89%	-	87%	82%	90%	85%	-
	EL	81%	-	79%	-	-	-	-	-	78%	*	*	82%	81%	90%	58%	-
	Male	89%	91%	90%	90%	-	-	-	*	88%	100%	86%	90%	90%	89%	-	-
	Female	83%	72%	87%	91%	-	-	-	*	82%	91%	71%	85%	58%	-	83%	-
Mathematics	All Students	83%	88%	81%	90%	-	-	-	*	81%	94%	93%	81%	69%	90%	77%	-
	CWD	93%	*	83%	*	-	-	-	*	92%	*	93%	-	*	100%	89%	-
	CWOD	81%	86%	81%	88%	-	-	-	*	79%	94%	-	81%	70%	89%	75%	-
	EL	69%	-	69%	-	-	-	-	-	64%	*	*	70%	69%	100%	43%	-
	Male	90%	100%	87%	90%	-	-	-	*	90%	*	100%	89%	100%	90%	-	-
	Female	77%	71%	77%	90%	-	-	-	*	72%	100%	89%	75%	43%	-	77%	-

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RICHARD MILBURN ACADEMY FORT WORTH (014801006) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL 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
Science	All Students	86%	89%	86%	88%	-	-	-	*	85%	92%	93%	85%	77%	87%	86%	-
	CWD	93%	*	100%	*	-	-	-	*	92%	*	93%	-	*	*	100%	-
	CWOD	85%	90%	84%	83%	-	-	-	*	84%	91%	-	85%	75%	89%	83%	-
	EL	77%	-	75%	-	-	-	-	-	70%	*	*	75%	77%	86%	60%	-
	Male	87%	93%	83%	86%	-	-	-	-	86%	*	*	89%	86%	87%	-	-
	Female	86%	86%	88%	89%	-	-	-	*	84%	100%	100%	83%	60%	-	86%	-
SAT/ACT All Subjects	All Students	*	*	*	-	-	-	-	-	*	-	-	*	-	-	-	*
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	*	*	-	-	-	-	-	*	-	-	*	-	-	-	*
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	*	*	-	-	-	-	-	*	-	-	*	-	-	-	*
Non-Participation Rate																	
All Subjects	All Students	15%	16%	14%	10%	-	-	-	33%	16%	8%	14%	15%	23%	11%	17%	-
	CWD	14%	24%	12%	8%	-	-	-	*	16%	0%	14%	-	29%	12%	15%	-
	CWOD	15%	14%	14%	10%	-	-	-	44%	16%	9%	-	15%	22%	11%	18%	-
	EL	23%	-	24%	-	-	-	-	-	26%	0%	29%	22%	23%	9%	46%	-
	Male	11%	6%	12%	11%	-	-	-	*	12%	0%	12%	11%	9%	11%	-	-
	Female	17%	24%	16%	10%	-	-	-	22%	20%	5%	15%	18%	46%	-	17%	-
Reading	All Students	14%	19%	11%	9%	-	-	-	20%	15%	10%	24%	13%	19%	11%	17%	-
	CWD	24%	33%	17%	20%	-	-	-	*	28%	*	24%	-	*	14%	29%	-
	CWOD	13%	17%	11%	8%	-	-	-	*	13%	11%	-	13%	18%	10%	15%	-
	EL	19%	-	21%	-	-	-	-	-	22%	*	*	18%	19%	10%	42%	-
	Male	11%	9%	10%	10%	-	-	-	*	12%	0%	14%	10%	10%	11%	-	-
	Female	17%	28%	13%	9%	-	-	-	*	18%	9%	29%	15%	42%	-	17%	-
Mathematics	All Students	17%	12%	19%	10%	-	-	-	*	19%	6%	7%	19%	31%	10%	23%	-
	CWD	7%	*	17%	*	-	-	-	*	8%	*	7%	-	*	0%	11%	-
	CWOD	19%	14%	19%	12%	-	-	-	*	21%	6%	-	19%	30%	11%	25%	-
	EL	31%	-	31%	-	-	-	-	-	36%	*	*	30%	31%	0%	57%	-
	Male	10%	0%	13%	10%	-	-	-	*	10%	*	0%	11%	0%	10%	-	-
	Female	23%	29%	23%	10%	-	-	-	*	28%	0%	11%	25%	57%	-	23%	-
Science	All Students	14%	11%	14%	12%	-	-	-	*	15%	8%	7%	15%	23%	13%	14%	-
	CWD	7%	*	0%	*	-	-	-	*	8%	*	7%	-	*	*	0%	-
	CWOD	15%	10%	16%	17%	-	-	-	*	16%	9%	-	15%	25%	11%	17%	-
	EL	23%	-	25%	-	-	-	-	-	30%	*	*	25%	23%	14%	40%	-
	Male	13%	7%	17%	14%	-	-	-	-	14%	*	*	11%	14%	13%	-	-

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RICHARD MILBURN ACADEMY FORT WORTH (014801006) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL 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
Science	Female	14%	14%	12%	11%	-	-	-	*	16%	0%	0%	17%	40%	-	14%	-
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												
	Male	15	6	6	3	0	0	0	0	3		
	Female	5	1	3	1	0	0	0	0	0		
	Total	20	7	9	4	0	0	0	0	3		
Out-of-School Suspensions												
	Male	57	22	24	10	0	0	0	1	3		
	Female	38	22	11	4	0	0	0	1	2		
	Total	95	44	35	14	0	0	0	2	5		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	1	1	0	0	0	0	0	0	0		
	Female	1	0	0	1	0	0	0	0	0		
	Total	2	1	0	1	0	0	0	0	0		

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RICHARD MILBURN ACADEMY FORT WORTH (014801006) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	2	2	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	2	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	4	2	1	1	0	0	0	0	2		1
	Female	3	1	1	1	0	0	0	0	1		0
	Total	7	3	2	2	0	0	0	0	3		1
Out-of-School Suspensions												
	Male	14	10	2	2	0	0	0	0	3		4
	Female	6	2	3	1	0	0	0	0	1		1
	Total	20	12	5	3	0	0	0	0	4		5
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												

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RICHARD MILBURN ACADEMY FORT WORTH (014801006) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	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
All Students												
Chronic Absenteeism												
	Male	145	48	77	17	-8	-8	1	2	16	19	-8
	Female	159	60	59	32	1	1	-8	6	9	11	-8
	Total	304	108	136	49	1	1	1	8	25	30	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery 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	8
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
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	1
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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RICHARD MILBURN ACADEMY FORT WORTH (014801006) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool 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
Accelerated Coursework											
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 at the campus/district level.
- 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	25.3%
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.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$989	\$194	\$795	\$989			
Food services		\$138		\$0	\$0	\$88	\$50	\$138
Instruction		\$5,280	\$4,226	\$0	\$4,226	\$465	\$589	\$1,054
Support services, general administration		\$159		\$159	\$159			
Support services, instructional staff		\$479	\$267	\$3	\$270	\$34	\$174	\$208
Support services, operation and maintenance of plant		\$1,760	\$1,618	\$128	\$1,746	\$1	\$14	\$15
Support services, pupils		\$789	\$706		\$706	\$9	\$74	\$83
Support services, school administration		\$1,050	\$1,050		\$1,050		\$0	\$0
Support services, student transportation		\$9	\$9		\$9			
Total	178	\$10,654	\$8,071	\$1,085	\$9,156	\$597	\$901	\$1,498

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

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

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 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
Grade 3						
Reading	6,584	2%	-	-	-	-
Mathematics	6,587	2%	-	-	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	-	-	-	-
Mathematics	6,177	2%	-	-	-	-
Grade 7						
Reading	6,130	1%	-	-	-	-
Mathematics	6,120	2%	-	-	-	-
Grade 8						

	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	5,794	1%	-	-	-	-
Mathematics	5,803	2%	-	-	-	-
Science	5,796	1%	-	-	-	-
End of Course						
English I	6,009	1%	*	0%	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	*	0%	-	-
All Grades						
All Subjects	109,954	1%	9	0%	-	-
Reading	48,805	1%	*	0%	-	-
Mathematics	43,293	1%	*	0%	-	-
Science	17,856	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 2022 National Assessment of Educational Progress, compared to the national average of such results.

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

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	*	*	-	*	-	-	-	*	*	-	-
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	74%	74%	80%	57%	-	-	-	86%	73%	76%	75%

- Indicates there are no students in the group.

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

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RICHARD MILBURN ACADEMY CORPUS CHRISTI (014801007) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL 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)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	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%

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).

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

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

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

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

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

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

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(bb) the methodology by which the State differentiates all such schools. 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%	22%	42%	*	43%	29%	-	-	-	-	43%	33%	0%	46%	-	34%	51%	-	-	-	-	
	CWD	29%	9%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-	
	CWOD	68%	25%	46%	*	48%	31%	-	-	-	-	48%	36%	-	46%	-	40%	53%	-	-	-	-	
	EL	38%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	58%	19%	34%	*	37%	20%	-	-	-	-	36%	25%	0%	40%	-	34%	-	-	-	-	-	-
	Female	70%	27%	51%	*	47%	*	-	-	-	-	50%	50%	*	53%	-	-	51%	-	-	-	-	-
English II	All Students	71%	32%	38%	*	36%	38%	-	-	-	*	39%	32%	0%	41%	-	33%	40%	-	-	-	*	
	CWD	33%	9%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-	
	CWOD	76%	35%	41%	-	39%	40%	-	-	-	*	43%	33%	-	41%	-	37%	42%	-	-	-	*	
	EL	43%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	65%	25%	33%	*	38%	13%	-	-	-	*	36%	18%	0%	37%	-	33%	-	-	-	-	-	*
	Female	77%	39%	40%	-	36%	63%	-	-	-	*	41%	31%	*	42%	-	-	40%	-	-	-	-	-
Algebra I	All Students	74%	24%	37%	*	38%	32%	-	-	-	*	39%	22%	22%	39%	-	30%	47%	-	-	-	-	
	CWD	46%	16%	22%	-	14%	*	-	-	-	-	22%	-	22%	-	-	25%	*	-	-	-	-	
	CWOD	78%	25%	39%	*	42%	29%	-	-	-	*	41%	22%	-	39%	-	31%	48%	-	-	-	-	
	EL	64%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	71%	20%	30%	*	27%	33%	-	-	-	*	30%	29%	25%	31%	-	30%	-	-	-	-	-	-
	Female	78%	29%	47%	-	52%	29%	-	-	-	-	50%	*	*	48%	-	-	47%	-	-	-	-	-
Biology	All Students	82%	42%	55%	*	55%	54%	-	-	-	-	56%	50%	20%	59%	*	50%	59%	-	-	-	-	
	CWD	57%	23%	20%	-	22%	*	-	-	-	-	22%	*	20%	-	-	14%	*	-	-	-	-	
	CWOD	86%	45%	59%	*	60%	58%	-	-	-	-	60%	54%	-	59%	*	56%	61%	-	-	-	-	
	EL	66%	33%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	80%	39%	50%	*	52%	50%	-	-	-	-	48%	57%	14%	56%	*	50%	-	-	-	-	-	-
	Female	85%	45%	59%	-	59%	60%	-	-	-	-	64%	33%	*	61%	-	-	59%	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
End of Course																							
English I	All Students	46%	8%	24%	*	23%	29%	-	-	-	-	22%	33%	0%	26%	-	20%	28%	-	-	-	-	
	CWD	17%	4%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-	
	CWOD	50%	9%	26%	*	25%	31%	-	-	-	-	24%	36%	-	26%	-	24%	29%	-	-	-	-	
	EL	19%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	40%	6%	20%	*	21%	20%	-	-	-	-	19%	25%	0%	24%	-	20%	-	-	-	-	-	
	Female	53%	11%	28%	*	24%	*	-	-	-	-	24%	50%	*	29%	-	-	28%	-	-	-	-	
English II	All Students	54%	15%	22%	*	21%	19%	-	-	-	*	23%	20%	0%	24%	-	23%	21%	-	-	-	*	
	CWD	21%	5%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-	
	CWOD	59%	16%	24%	-	23%	20%	-	-	-	*	24%	21%	-	24%	-	25%	22%	-	-	-	*	
	EL	22%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	48%	11%	23%	*	25%	13%	-	-	-	*	23%	18%	0%	25%	-	23%	-	-	-	-	-	*
	Female	62%	18%	21%	-	19%	25%	-	-	-	*	21%	15%	*	22%	-	-	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	
Algebra I	All Students	42%	2%	7%	*	8%	5%	-	-	-	*	7%	11%	0%	8%	-	6%	9%	-	-	-	-	
	CWD	19%	2%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	-	0%	*	-	-	-	-	
	CWOD	45%	2%	8%	*	9%	6%	-	-	-	*	8%	11%	-	8%	-	8%	9%	-	-	-	-	
	EL	28%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	2%	6%	*	6%	8%	-	-	-	*	5%	14%	0%	8%	-	6%	-	-	-	-	-	-
	Female	45%	3%	9%	-	11%	0%	-	-	-	-	9%	*	*	9%	-	-	9%	-	-	-	-	-
Biology	All Students	54%	8%	9%	*	8%	8%	-	-	-	-	10%	7%	0%	11%	*	5%	12%	-	-	-	-	
	CWD	25%	4%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-	
	CWOD	57%	9%	11%	*	10%	8%	-	-	-	-	11%	8%	-	11%	*	6%	13%	-	-	-	-	
	EL	26%	3%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	52%	7%	5%	*	3%	13%	-	-	-	-	6%	0%	0%	6%	*	5%	-	-	-	-	-	-
	Female	56%	8%	12%	-	14%	0%	-	-	-	-	14%	0%	*	13%	-	-	12%	-	-	-	-	-
STAAR Percent at Masters Grade Level																							
End of Course																							
English I	All Students	10%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	-	0%	0%	-	-	-	-	
	CWD	4%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-	
	CWOD	11%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	-	0%	0%	-	-	-	-	
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	8%	1%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	-	0%	-	-	-	-	-	-
	Female	13%	0%	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	-	-	0%	-	-	-	-	-
English II	All Students	9%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	0%	0%	-	-	-	*	
	CWD	5%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-	
	CWOD	9%	0%	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-	-	-	*	
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	7%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	0%	-	-	-	-	-	
	Female	11%	0%	0%	-	0%	0%	-	-	-	*	0%	0%	*	0%	-	-	0%	-	-	-	-	
Algebra I	All Students	26%	1%	2%	*	3%	0%	-	-	-	*	1%	11%	0%	3%	-	2%	3%	-	-	-	-	
	CWD	8%	2%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	-	0%	*	-	-	-	-	
	CWOD	29%	0%	3%	*	4%	0%	-	-	-	*	2%	11%	-	3%	-	3%	3%	-	-	-	-	
	EL	14%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	25%	1%	2%	*	3%	0%	-	-	-	*	0%	14%	0%	3%	-	2%	-	-	-	-	-	
	Female	28%	1%	3%	-	4%	0%	-	-	-	-	3%	*	*	3%	-	-	3%	-	-	-	-	
Biology	All Students	21%	1%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	0%	-	-	-	-	
	CWD	7%	3%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-	
	CWOD	22%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	*	0%	0%	-	-	-	-	
	EL	5%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	
	Male	21%	1%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	-	-	-	-	
	Female	21%	1%	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	-	-	0%	-	-	-	-	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
All Subjects	All Students	73%	29%	42%	57%	42%	37%	-	-	-	*	43%	35%	11%	45%	*	36%	48%	-	-	-	*	
	CWD	44%	14%	11%	*	10%	20%	-	-	-	-	12%	*	11%	-	-	10%	13%	-	-	-	-	
	CWOD	77%	32%	45%	80%	46%	39%	-	-	-	*	47%	37%	-	45%	*	40%	49%	-	-	-	*	
	EL	59%	21%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	71%	25%	36%	40%	39%	28%	-	-	-	*	37%	30%	10%	40%	*	36%	-	-	-	-	-	*
	Female	75%	35%	48%	*	46%	50%	-	-	-	*	50%	35%	13%	49%	-	-	48%	-	-	-	-	-
Reading	All Students	74%	27%	40%	60%	39%	33%	-	-	-	*	41%	33%	0%	43%	-	34%	44%	-	-	-	*	
	CWD	43%	9%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-	
	CWOD	78%	30%	43%	*	43%	36%	-	-	-	*	45%	35%	-	43%	-	40%	46%	-	-	-	*	
	EL	57%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	22%	34%	*	38%	17%	-	-	-	*	36%	22%	0%	40%	-	34%	-	-	-	-	-	*
	Female	78%	33%	44%	*	40%	58%	-	-	-	*	45%	37%	*	46%	-	-	44%	-	-	-	-	-
Mathematics	All Students	71%	24%	36%	*	37%	30%	-	-	-	*	37%	20%	22%	37%	-	29%	44%	-	-	-	-	
	CWD	44%	16%	22%	-	14%	*	-	-	-	-	22%	-	22%	-	-	25%	*	-	-	-	-	
	CWOD	75%	25%	37%	*	39%	26%	-	-	-	*	39%	20%	-	37%	-	29%	46%	-	-	-	-	
	EL	61%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	20%	29%	*	26%	29%	-	-	-	*	29%	25%	25%	29%	-	29%	-	-	-	-	-	-
	Female	71%	29%	44%	-	48%	29%	-	-	-	-	47%	*	*	46%	-	-	44%	-	-	-	-	-
Science	All Students	74%	42%	55%	*	55%	50%	-	-	-	-	56%	50%	20%	59%	*	49%	59%	-	-	-	-	
	CWD	47%	23%	20%	-	22%	*	-	-	-	-	22%	*	20%	-	-	14%	*	-	-	-	-	
	CWOD	78%	45%	59%	*	60%	54%	-	-	-	-	60%	54%	-	59%	*	54%	61%	-	-	-	-	
	EL	58%	33%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	74%	39%	49%	*	50%	44%	-	-	-	-	46%	57%	14%	54%	*	49%	-	-	-	-	-	-
	Female	75%	45%	59%	-	59%	60%	-	-	-	-	64%	33%	*	61%	-	-	59%	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	8%	17%	14%	16%	15%	-	-	-	*	16%	19%	0%	18%	*	15%	18%	-	-	-	*	
	CWD	23%	4%	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	-	0%	0%	-	-	-	-	
	CWOD	50%	9%	18%	20%	18%	16%	-	-	-	*	18%	20%	-	18%	*	17%	19%	-	-	-	*	
	EL	29%	3%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	45%	7%	15%	0%	16%	13%	-	-	-	*	14%	15%	0%	17%	*	15%	-	-	-	-	-	*
	Female	48%	10%	18%	*	17%	17%	-	-	-	*	18%	19%	0%	19%	-	-	18%	-	-	-	-	-
Reading	All Students	52%	12%	23%	20%	22%	23%	-	-	-	*	22%	26%	0%	25%	-	22%	23%	-	-	-	*	
	CWD	24%	4%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-	
	CWOD	56%	13%	25%	*	24%	25%	-	-	-	*	25%	27%	-	25%	-	25%	24%	-	-	-	*	
	EL	31%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	9%	22%	*	24%	17%	-	-	-	*	22%	22%	0%	25%	-	22%	-	-	-	-	-	*
	Female	56%	15%	23%	*	20%	33%	-	-	-	*	22%	26%	*	24%	-	-	23%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	2%	7%	*	8%	5%	-	-	-	*	7%	10%	0%	8%	-	6%	8%	-	-	-	-
	CWD	22%	2%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	-	0%	*	-	-	-	-
	CWOD	44%	2%	8%	*	9%	5%	-	-	-	*	8%	10%	-	8%	-	7%	9%	-	-	-	-
	EL	29%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	42%	2%	6%	*	6%	7%	-	-	-	*	5%	13%	0%	7%	-	6%	-	-	-	-	-
	Female	40%	3%	8%	-	10%	0%	-	-	-	-	9%	*	*	9%	-	-	8%	-	-	-	-
Science	All Students	46%	8%	9%	*	8%	7%	-	-	-	-	10%	7%	0%	11%	*	5%	12%	-	-	-	-
	CWD	23%	4%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	49%	9%	11%	*	10%	8%	-	-	-	-	11%	8%	-	11%	*	6%	13%	-	-	-	-
	EL	25%	3%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	47%	7%	5%	*	3%	11%	-	-	-	-	6%	0%	0%	6%	*	5%	-	-	-	-	-
	Female	45%	8%	12%	-	14%	0%	-	-	-	-	14%	0%	*	13%	-	-	12%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	1%	1%	0%	1%	0%	-	-	-	*	0%	2%	0%	1%	*	1%	1%	-	-	-	*
	CWD	9%	2%	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	-	0%	0%	-	-	-	-
	CWOD	24%	0%	1%	0%	1%	0%	-	-	-	*	0%	2%	-	1%	*	1%	1%	-	-	-	*
	EL	12%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	21%	1%	1%	0%	1%	0%	-	-	-	*	0%	3%	0%	1%	*	1%	-	-	-	-	*
	Female	23%	0%	1%	*	1%	0%	-	-	-	*	1%	0%	0%	1%	-	-	1%	-	-	-	-
Reading	All Students	25%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	-	0%	0%	-	-	-	*
	CWD	9%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	27%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-	-	-	*
	EL	13%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	0%	-	-	-	-	*
	Female	28%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	-	-	0%	-	-	-	-
Mathematics	All Students	20%	1%	2%	*	3%	0%	-	-	-	*	1%	10%	0%	3%	-	2%	3%	-	-	-	-
	CWD	9%	2%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	-	0%	*	-	-	-	-
	CWOD	21%	0%	3%	*	4%	0%	-	-	-	*	2%	10%	-	3%	-	2%	3%	-	-	-	-
	EL	12%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	1%	2%	*	3%	0%	-	-	-	*	0%	13%	0%	2%	-	2%	-	-	-	-	-
	Female	19%	1%	3%	-	3%	0%	-	-	-	-	3%	*	*	3%	-	-	3%	-	-	-	-
Science	All Students	20%	1%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	0%	-	-	-	-
	CWD	8%	3%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	22%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	*	0%	0%	-	-	-	-
	EL	7%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	22%	1%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	19%	1%	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	-	-	0%	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	47	-	50	21	-	-	-	*	44	20	-
CWD	20	-	20	-	-	-	-	-	20	20	-
CWOD	52	-	58	21	-	-	-	*	50	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	47	-	53	*	-	-	-	-	54	*	-
Female	43	-	45	*	-	-	-	*	33	*	-
Mathematics											
All Students	*	-	*	-	-	-	-	-	*	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	-	*	-	-	-	-	-	*	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	*	-	*	-	-	-	-	-	-	-	-
Female	*	-	*	-	-	-	-	-	*	-	-

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

Part (iii)(II): Graduation Rate

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

	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 2021													
All Students	21.6%	28.6%	19.1%	27.6%	-	*	-	*	14.2%	50.0%	-	4.5%	-
CWD	50.0%	*	45.5%	*	-	-	-	-	40.0%	50.0%	-	*	-

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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
CWOD	18.7%	33.3%	16.3%	22.2%	-	*	-	*	11.8%	-	-	5.0%	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	19.2%	*	18.6%	21.4%	-	*	-	*	11.9%	54.5%	-	10.0%	-
Female	24.0%	*	19.6%	33.3%	-	-	-	-	16.4%	*	-	0.0%	-

- 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)

There is no data for this campus.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	20	24	21	17	-	-	-	*	20	4	*
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	12%	*	13%	13%	-	-	-	*	12%	33%	-

- 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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (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		
Mathematics											
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		
English Learner Language Proficiency Status											
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											
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N		N	N					N		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%

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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		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N	N					N		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	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)

	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Participation Rate																	
All Subjects	All Students	93%	100%	92%	95%	-	-	-	*	93%	94%	97%	92%	*	95%	91%	-
	CWD	97%	*	97%	100%	-	-	-	-	97%	*	97%	-	-	97%	100%	-
	CWOD	92%	100%	91%	95%	-	-	-	*	92%	94%	-	92%	*	94%	90%	-
	EL	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-
	Male	95%	100%	95%	93%	-	-	-	*	95%	94%	97%	94%	*	95%	-	-
	Female	91%	*	89%	100%	-	-	-	*	90%	93%	100%	90%	-	-	91%	-
Reading	All Students	92%	100%	90%	100%	-	-	-	*	92%	93%	100%	91%	*	96%	88%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	-	100%	*	-
	CWOD	91%	*	89%	100%	-	-	-	*	91%	93%	-	91%	*	96%	87%	-
	EL	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-
	Male	96%	*	96%	100%	-	-	-	*	97%	95%	100%	96%	*	96%	-	-
	Female	88%	*	86%	100%	-	-	-	*	87%	89%	*	87%	-	-	88%	-
Mathematics	All Students	92%	*	92%	90%	-	-	-	*	92%	90%	100%	91%	-	92%	92%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	-	100%	-	-	100%	*	-
	CWOD	91%	*	91%	89%	-	-	-	*	91%	90%	-	91%	-	91%	92%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	92%	*	94%	86%	-	-	-	*	93%	88%	100%	91%	-	92%	-	-
	Female	92%	-	90%	100%	-	-	-	-	91%	*	*	92%	-	-	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
Science	All Students	96%	*	97%	93%	-	-	-	-	95%	100%	90%	97%	*	93%	100%	-
	CWD	90%	-	89%	*	-	-	-	-	89%	*	90%	-	-	86%	*	-
	CWOD	97%	*	98%	92%	-	-	-	-	96%	100%	-	97%	*	94%	100%	-
	EL	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-
	Male	93%	*	94%	89%	-	-	-	-	92%	100%	86%	94%	*	93%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	-	-	100%	-
SAT/ACT All Subjects	All Students	0%	-	0%	*	-	-	-	-	0%	*	-	0%	-	0%	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	-	0%	*	-	-	-	-	0%	*	-	0%	-	0%	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	-	*	*	-	-	-	-	0%	*	-	0%	-	0%	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	7%	0%	8%	5%	-	-	-	*	7%	6%	3%	8%	*	5%	9%	-
	CWD	3%	*	3%	0%	-	-	-	-	3%	*	3%	-	-	3%	0%	-
	CWOD	8%	0%	9%	5%	-	-	-	*	8%	6%	-	8%	*	6%	10%	-
	EL	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-
	Male	5%	0%	5%	7%	-	-	-	*	5%	6%	3%	6%	*	5%	-	-
	Female	9%	*	11%	0%	-	-	-	*	10%	7%	0%	10%	-	-	9%	-
Reading	All Students	8%	0%	10%	0%	-	-	-	*	8%	7%	0%	9%	*	4%	12%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-
	CWOD	9%	*	11%	0%	-	-	-	*	9%	7%	-	9%	*	4%	13%	-
	EL	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-
	Male	4%	*	4%	0%	-	-	-	*	3%	5%	0%	4%	*	4%	-	-
	Female	12%	*	14%	0%	-	-	-	*	13%	11%	*	13%	-	-	12%	-
Mathematics	All Students	8%	*	8%	10%	-	-	-	*	8%	10%	0%	9%	-	8%	8%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	-	0%	-	-	0%	*	-
	CWOD	9%	*	9%	11%	-	-	-	*	9%	10%	-	9%	-	9%	8%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	8%	*	6%	14%	-	-	-	*	7%	12%	0%	9%	-	8%	-	-
	Female	8%	-	10%	0%	-	-	-	-	9%	*	*	8%	-	-	8%	-
Science	All Students	4%	*	3%	7%	-	-	-	-	5%	0%	10%	3%	*	7%	0%	-
	CWD	10%	-	11%	*	-	-	-	-	11%	*	10%	-	-	14%	*	-
	CWOD	3%	*	2%	8%	-	-	-	-	4%	0%	-	3%	*	6%	0%	-
	EL	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-
	Male	7%	*	6%	11%	-	-	-	-	8%	0%	14%	6%	*	7%	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	-	-	0%	-
SAT/ACT All Subjects	All Students	100%	-	100%	*	-	-	-	-	100%	*	-	100%	-	100%	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	100%	-	100%	*	-	-	-	-	100%	*	-	100%	-	100%	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	-	*	*	-	-	-	-	100%	*	-	100%	-	100%	-	-
	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												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	20	1	15	3	0	0	0	1	0		
	Female	10	0	9	1	0	0	0	0	0		
	Total	30	1	24	4	0	0	0	1	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	2	0	1	0	0	0	0	1	0		
	Female	2	0	0	2	0	0	0	0	0		
	Total	4	0	1	2	0	0	0	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	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	2	0	2	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	9	0	8	1	0	0	0	0	0		4
	Female	3	0	3	0	0	0	0	0	0		3
	Total	12	0	11	1	0	0	0	0	0		7
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	238	6	186	44	-8	-8	-8	2	1	28	-8
	Female	269	10	207	49	-8	2	-8	1	3	22	-8
	Total	507	16	393	93	-8	2	-8	3	4	50	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery 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
Allegations of Harassment or bullying	
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
Preschool 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
Accelerated Coursework											
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 at the campus/district level.
- 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	22.9%
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	0.0	-

- 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.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$955	\$160	\$795	\$955			
Food services		\$100		\$0	\$0	\$50	\$50	\$100
Instruction		\$4,789	\$3,769	\$0	\$3,769	\$432	\$589	\$1,021
Support services, general administration		\$159		\$159	\$159			
Support services, instructional staff		\$473	\$258	\$3	\$261	\$38	\$174	\$212
Support services, operation and maintenance of plant		\$1,346	\$1,192	\$128	\$1,320	\$12	\$14	\$26
Support services, pupils		\$1,055	\$962		\$962	\$19	\$74	\$93
Support services, school administration		\$1,172	\$1,167		\$1,167	\$5	\$0	\$5
Support services, student transportation		\$4	\$4		\$4			
Total	199	\$10,053	\$7,512	\$1,085	\$8,597	\$555	\$901	\$1,456

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

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

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 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
Grade 3						
Reading	6,584	2%	-	-	-	-
Mathematics	6,587	2%	-	-	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	-	-	-	-
Mathematics	6,177	2%	-	-	-	-
Grade 7						
Reading	6,130	1%	-	-	-	-
Mathematics	6,120	2%	-	-	-	-
Grade 8						

	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	5,794	1%	-	-	-	-
Mathematics	5,803	2%	-	-	-	-
Science	5,796	1%	-	-	-	-
End of Course						
English I	6,009	1%	*	0%	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	*	0%	-	-
All Grades						
All Subjects	109,954	1%	9	0%	-	-
Reading	48,805	1%	*	0%	-	-
Mathematics	43,293	1%	*	0%	-	-
Science	17,856	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 2022 National Assessment of Educational Progress, compared to the national average of such results.

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

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	9%	-	10%	*	-	-	-	-	9%	*	-
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	81%	87%	82%	77%	*	*	-	*	81%	91%	*

- 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)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	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%

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).

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

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

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

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

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

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

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(bb) the methodology by which the State differentiates all such schools. 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																						

Texas Education Agency
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RICHARD MILBURN ACADEMY AMARILLO (014801008) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
English I	All Students	64%	22%	12%	17%	8%	15%	-	-	-	*	11%	17%	11%	12%	*	13%	10%	-	-	*	-	
	CWD	29%	9%	11%	*	0%	14%	-	-	-	-	12%	-	11%	-	-	18%	0%	-	-	-	-	
	CWOD	68%	25%	12%	*	10%	15%	-	-	-	*	11%	20%	-	12%	*	11%	13%	-	-	*	-	
	EL	38%	15%	*	*	-	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Male	58%	19%	13%	*	13%	11%	-	-	-	-	14%	*	18%	11%	*	13%	-	-	-	*	-	-
	Female	70%	27%	10%	*	0%	20%	-	-	-	*	8%	*	0%	13%	-	-	10%	-	-	-	-	-
English II	All Students	71%	32%	33%	*	28%	32%	-	-	-	*	30%	50%	9%	37%	*	21%	43%	-	-	-	-	
	CWD	33%	9%	9%	*	0%	20%	-	-	-	-	9%	-	9%	-	-	13%	*	-	-	-	-	
	CWOD	76%	35%	37%	*	32%	34%	-	-	-	*	34%	50%	-	37%	*	23%	47%	-	-	-	-	
	EL	43%	14%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Male	65%	25%	21%	*	26%	11%	-	-	-	*	20%	*	13%	23%	*	21%	-	-	-	-	-	-
	Female	77%	39%	43%	*	28%	53%	-	-	-	*	41%	60%	*	47%	-	-	43%	-	-	-	-	-
Algebra I	All Students	74%	24%	23%	40%	26%	21%	-	-	-	*	24%	13%	16%	25%	-	16%	29%	-	*	-	-	
	CWD	46%	16%	16%	*	17%	11%	-	-	-	-	11%	*	16%	-	-	8%	25%	-	-	-	-	
	CWOD	78%	25%	25%	*	28%	23%	-	-	-	*	28%	0%	-	25%	-	19%	31%	-	*	-	-	
	EL	64%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	20%	16%	*	29%	6%	-	-	-	*	17%	*	8%	19%	-	16%	-	-	-	-	-	-
	Female	78%	29%	29%	*	20%	33%	-	-	-	*	31%	20%	25%	31%	-	-	29%	-	*	-	-	-
Biology	All Students	82%	42%	38%	40%	20%	48%	-	-	-	*	34%	67%	38%	38%	-	36%	41%	-	-	-	-	
	CWD	57%	23%	38%	*	*	43%	-	-	-	*	38%	-	38%	-	-	46%	*	-	-	-	-	
	CWOD	86%	45%	38%	*	18%	47%	-	-	-	*	31%	67%	-	38%	-	23%	47%	-	-	-	-	
	EL	66%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	80%	39%	36%	*	17%	43%	-	-	-	*	35%	*	46%	23%	-	36%	-	-	-	-	-	-
	Female	85%	45%	41%	*	22%	50%	-	-	-	*	33%	*	*	47%	-	-	41%	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
End of Course																							
English I	All Students	46%	8%	3%	17%	0%	3%	-	-	-	*	3%	0%	6%	2%	*	3%	3%	-	-	*	-	
	CWD	17%	4%	6%	*	0%	0%	-	-	-	-	6%	-	6%	-	-	9%	0%	-	-	-	-	
	CWOD	50%	9%	2%	*	0%	4%	-	-	-	*	2%	0%	-	2%	*	0%	4%	-	-	*	-	
	EL	19%	2%	*	*	-	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Male	40%	6%	3%	*	0%	0%	-	-	-	-	3%	*	9%	0%	*	3%	-	-	-	*	-	-
	Female	53%	11%	3%	*	0%	7%	-	-	-	*	4%	*	0%	4%	-	-	3%	-	-	-	-	-
English II	All Students	54%	15%	15%	*	8%	18%	-	-	-	*	12%	30%	9%	15%	*	8%	19%	-	-	-	-	
	CWD	21%	5%	9%	*	0%	20%	-	-	-	-	9%	-	9%	-	-	13%	*	-	-	-	-	
	CWOD	59%	16%	15%	*	10%	17%	-	-	-	*	13%	30%	-	15%	*	6%	21%	-	-	-	-	
	EL	22%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Male	48%	11%	8%	*	5%	11%	-	-	-	*	6%	*	13%	6%	*	8%	-	-	-	-	-	-
	Female	62%	18%	19%	*	11%	24%	-	-	-	*	19%	20%	*	21%	-	-	19%	-	-	-	-	-

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RICHARD MILBURN ACADEMY AMARILLO (014801008) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL 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%	2%	1%	20%	0%	0%	-	-	-	*	2%	0%	5%	0%	-	3%	0%	-	*	-	-	
	CWD	19%	2%	5%	*	0%	0%	-	-	-	-	6%	*	5%	-	-	8%	0%	-	-	-	-	
	CWOD	45%	2%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-	*	-	-	
	EL	28%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	2%	3%	*	0%	0%	-	-	-	*	3%	*	8%	0%	-	3%	-	-	-	-	-	-
	Female	45%	3%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	-	0%	-	*	-	-	-
Biology	All Students	54%	8%	4%	20%	0%	4%	-	-	-	*	5%	0%	13%	0%	-	8%	0%	-	-	-	-	
	CWD	25%	4%	13%	*	*	14%	-	-	-	*	13%	-	13%	-	-	15%	*	-	-	-	-	
	CWOD	57%	9%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-	-	-	-	
	EL	26%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	52%	7%	8%	*	0%	7%	-	-	-	*	9%	*	15%	0%	-	8%	-	-	-	-	-	-
	Female	56%	8%	0%	*	0%	0%	-	-	-	*	0%	*	*	0%	-	-	0%	-	-	-	-	-
STAAR Percent at Masters Grade Level																							
End of Course																							
English I	All Students	10%	0%	1%	17%	0%	0%	-	-	-	*	2%	0%	6%	0%	*	3%	0%	-	-	*	-	
	CWD	4%	2%	6%	*	0%	0%	-	-	-	-	6%	-	6%	-	-	9%	0%	-	-	-	-	
	CWOD	11%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	-	*	-	
	EL	1%	0%	*	*	-	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Male	8%	1%	3%	*	0%	0%	-	-	-	-	3%	*	9%	0%	*	3%	-	-	-	-	*	-
	Female	13%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	-	-	0%	-	-	-	-	-
English II	All Students	9%	0%	3%	*	0%	3%	-	-	-	*	2%	10%	9%	2%	*	3%	3%	-	-	-	-	
	CWD	5%	2%	9%	*	0%	20%	-	-	-	-	9%	-	9%	-	-	13%	*	-	-	-	-	
	CWOD	9%	0%	2%	*	0%	0%	-	-	-	*	0%	10%	-	2%	*	0%	3%	-	-	-	-	
	EL	1%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Male	7%	1%	3%	*	0%	6%	-	-	-	*	3%	*	13%	0%	*	3%	-	-	-	-	-	-
	Female	11%	0%	3%	*	0%	0%	-	-	-	*	0%	20%	*	3%	-	-	3%	-	-	-	-	-
Algebra I	All Students	26%	1%	1%	20%	0%	0%	-	-	-	*	2%	0%	5%	0%	-	3%	0%	-	*	-	-	
	CWD	8%	2%	5%	*	0%	0%	-	-	-	-	6%	*	5%	-	-	8%	0%	-	-	-	-	
	CWOD	29%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-	*	-	-	
	EL	14%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	1%	3%	*	0%	0%	-	-	-	*	3%	*	8%	0%	-	3%	-	-	-	-	-	-
	Female	28%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	-	0%	-	*	-	-	-
Biology	All Students	21%	1%	4%	20%	0%	4%	-	-	-	*	5%	0%	13%	0%	-	8%	0%	-	-	-	-	
	CWD	7%	3%	13%	*	*	14%	-	-	-	*	13%	-	13%	-	-	15%	*	-	-	-	-	
	CWOD	22%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-	-	-	-	
	EL	5%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	1%	8%	*	0%	7%	-	-	-	*	9%	*	15%	0%	-	8%	-	-	-	-	-	-
	Female	21%	1%	0%	*	0%	0%	-	-	-	*	0%	*	*	0%	-	-	0%	-	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							

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RICHARD MILBURN ACADEMY AMARILLO (014801008) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	29%	26%	33%	22%	27%	-	-	-	31%	25%	38%	19%	28%	*	21%	31%	-	*	*	-
	CWD	44%	14%	19%	25%	10%	22%	-	-	-	*	19%	*	19%	-	-	24%	10%	-	-	-	-
	CWOD	77%	32%	28%	43%	25%	29%	-	-	-	33%	27%	38%	-	28%	*	20%	36%	-	*	*	-
	EL	59%	21%	*	*	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	71%	25%	21%	27%	25%	16%	-	-	-	29%	21%	18%	24%	20%	*	21%	-	-	-	*	-
	Female	75%	35%	31%	38%	19%	40%	-	-	-	33%	29%	44%	10%	36%	-	-	31%	-	*	-	-
Reading	All Students	74%	27%	23%	22%	20%	24%	-	-	-	40%	21%	38%	11%	26%	*	17%	29%	-	-	*	-
	CWD	43%	9%	11%	20%	0%	17%	-	-	-	-	11%	-	11%	-	-	16%	0%	-	-	-	-
	CWOD	78%	30%	26%	*	24%	25%	-	-	-	*	24%	40%	-	26%	*	17%	34%	-	-	*	-
	EL	57%	15%	*	*	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	70%	22%	17%	20%	21%	11%	-	-	-	*	17%	17%	16%	17%	*	17%	-	-	-	*	-
	Female	78%	33%	29%	*	17%	39%	-	-	-	*	26%	44%	0%	34%	-	-	29%	-	-	-	-
Mathematics	All Students	71%	24%	24%	40%	29%	21%	-	-	-	*	25%	13%	16%	26%	-	18%	29%	-	*	-	-
	CWD	44%	16%	16%	*	17%	11%	-	-	-	-	11%	*	16%	-	-	8%	25%	-	-	-	-
	CWOD	75%	25%	26%	*	33%	23%	-	-	-	*	30%	0%	-	26%	-	22%	31%	-	*	-	-
	EL	61%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	20%	18%	*	33%	6%	-	-	-	*	19%	*	8%	22%	-	18%	-	-	-	-	-
	Female	71%	29%	29%	*	20%	33%	-	-	-	*	31%	20%	25%	31%	-	-	29%	-	*	-	-
Science	All Students	74%	42%	38%	40%	20%	48%	-	-	-	*	34%	67%	38%	38%	-	36%	41%	-	-	-	-
	CWD	47%	23%	38%	*	*	43%	-	-	-	*	38%	-	38%	-	-	46%	*	-	-	-	-
	CWOD	78%	45%	38%	*	18%	47%	-	-	-	*	31%	67%	-	38%	-	23%	47%	-	-	-	-
	EL	58%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	39%	36%	*	17%	43%	-	-	-	*	35%	*	46%	23%	-	36%	-	-	-	-	-
	Female	75%	45%	41%	*	22%	50%	-	-	-	*	33%	*	*	47%	-	-	41%	-	-	-	-
SAT/ACT All Subjects	All Students	92%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	92%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	8%	7%	22%	4%	6%	-	-	-	0%	6%	10%	8%	6%	*	6%	7%	-	*	*	-
	CWD	23%	4%	8%	25%	0%	7%	-	-	-	*	8%	*	8%	-	-	12%	0%	-	-	-	-
	CWOD	50%	9%	6%	14%	5%	6%	-	-	-	0%	5%	12%	-	6%	*	3%	8%	-	*	*	-
	EL	29%	3%	*	*	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	45%	7%	6%	27%	4%	4%	-	-	-	0%	5%	9%	12%	3%	*	6%	-	-	-	*	-
	Female	48%	10%	7%	13%	4%	8%	-	-	-	0%	7%	6%	0%	8%	-	-	7%	-	*	-	-

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RICHARD MILBURN ACADEMY AMARILLO (014801008) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL 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%	12%	9%	22%	5%	10%	-	-	-	0%	8%	19%	7%	10%	*	5%	12%	-	-	*	-	
	CWD	24%	4%	7%	20%	0%	8%	-	-	-	-	7%	-	7%	-	-	11%	0%	-	-	-	-	
	CWOD	56%	13%	10%	*	6%	11%	-	-	-	*	8%	20%	-	10%	*	3%	14%	-	-	*	-	
	EL	31%	3%	*	*	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Male	47%	9%	5%	20%	3%	5%	-	-	-	*	4%	17%	11%	3%	*	5%	-	-	-	*	-	
	Female	56%	15%	12%	*	7%	16%	-	-	-	*	12%	11%	0%	14%	-	-	12%	-	-	-	-	-
Mathematics	All Students	41%	2%	3%	20%	4%	0%	-	-	-	*	3%	0%	5%	2%	-	5%	0%	-	*	-	-	
	CWD	22%	2%	5%	*	0%	0%	-	-	-	-	6%	*	5%	-	-	8%	0%	-	-	-	-	
	CWOD	44%	2%	2%	*	6%	0%	-	-	-	*	2%	0%	-	2%	-	4%	0%	-	*	-	-	
	EL	29%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	42%	2%	5%	*	7%	0%	-	-	-	*	6%	*	8%	4%	-	5%	-	-	-	-	-	
	Female	40%	3%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	-	0%	-	*	-	-	
Science	All Students	46%	8%	4%	20%	0%	4%	-	-	-	*	5%	0%	13%	0%	-	8%	0%	-	-	-	-	
	CWD	23%	4%	13%	*	*	14%	-	-	-	*	13%	-	13%	-	-	15%	*	-	-	-	-	
	CWOD	49%	9%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-	-	-	-	
	EL	25%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	47%	7%	8%	*	0%	7%	-	-	-	*	9%	*	15%	0%	-	8%	-	-	-	-	-	
	Female	45%	8%	0%	*	0%	0%	-	-	-	*	0%	*	*	0%	-	-	0%	-	-	-	-	
SAT/ACT All Subjects	All Students	64%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	
	CWD	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	64%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	
	EL	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	68%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	
	Female	60%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	22%	1%	2%	22%	0%	2%	-	-	-	0%	2%	3%	8%	1%	*	4%	1%	-	*	*	-	
	CWD	9%	2%	8%	25%	0%	7%	-	-	-	*	8%	*	8%	-	-	12%	0%	-	-	-	-	
	CWOD	24%	0%	1%	14%	0%	0%	-	-	-	0%	0%	4%	-	1%	*	0%	1%	-	*	*	-	
	EL	12%	0%	*	*	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	
	Male	21%	1%	4%	27%	0%	3%	-	-	-	0%	4%	0%	12%	0%	*	4%	-	-	-	*	-	
	Female	23%	0%	1%	13%	0%	0%	-	-	-	0%	0%	6%	0%	1%	-	-	1%	-	*	-	-	
Reading	All Students	25%	0%	2%	22%	0%	1%	-	-	-	0%	2%	6%	7%	1%	*	3%	2%	-	-	*	-	
	CWD	9%	2%	7%	20%	0%	8%	-	-	-	-	7%	-	7%	-	-	11%	0%	-	-	-	-	
	CWOD	27%	0%	1%	*	0%	0%	-	-	-	*	0%	7%	-	1%	*	0%	2%	-	-	*	-	
	EL	13%	0%	*	*	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	
	Male	22%	1%	3%	20%	0%	3%	-	-	-	*	3%	0%	11%	0%	*	3%	-	-	-	*	-	
	Female	28%	0%	2%	*	0%	0%	-	-	-	*	0%	11%	0%	2%	-	-	2%	-	-	-	-	

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		State	District	Campus	African American	Hispanic	White	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%	1%	1%	20%	0%	0%	-	-	-	*	2%	0%	5%	0%	-	3%	0%	-	*	-	-	
	CWD	9%	2%	5%	*	0%	0%	-	-	-	-	6%	*	5%	-	-	8%	0%	-	-	-	-	
	CWOD	21%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-	*	-	-	
	EL	12%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	1%	3%	*	0%	0%	-	-	-	*	3%	*	8%	0%	-	3%	-	-	-	-	-	-
	Female	19%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	-	0%	-	*	-	-	-
Science	All Students	20%	1%	4%	20%	0%	4%	-	-	-	*	5%	0%	13%	0%	-	8%	0%	-	-	-	-	
	CWD	8%	3%	13%	*	*	14%	-	-	-	*	13%	-	13%	-	-	15%	*	-	-	-	-	
	CWOD	22%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-	-	-	-	
	EL	7%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	22%	1%	8%	*	0%	7%	-	-	-	*	9%	*	15%	0%	-	8%	-	-	-	-	-	-
	Female	19%	1%	0%	*	0%	0%	-	-	-	*	0%	*	*	0%	-	-	0%	-	-	-	-	-
SAT/ACT All Subjects	All Students	13%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	
	CWD	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	13%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	17%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-	
	Female	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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	57	*	50	55	-	-	-	*	57	*	-
CWD	*	-	-	*	-	-	-	-	*	*	-
CWOD	58	*	50	56	-	-	-	*	58	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	33	-	*	29	-	-	-	*	25	*	-
Female	69	*	*	69	-	-	-	-	77	*	-

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	18	*	*	17	-	-	-	*	21	20	-
CWD	20	*	*	*	-	-	-	-	*	20	-
CWOD	17	-	*	21	-	-	-	*	19	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	*	*	-	*	-	-	-	-	*	*	-
Female	13	*	*	19	-	-	-	*	15	*	-

- 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 ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	24.3%	18.2%	26.2%	24.5%	-	*	-	*	22.1%	22.2%	*	50.0%	*
CWD	22.2%	-	*	*	-	-	-	*	16.7%	22.2%	-	*	-
CWOD	24.5%	18.2%	23.7%	26.5%	-	*	-	*	22.5%	-	*	50.0%	*
EL ◇	*	-	*	-	-	*	-	-	*	-	*	-	-
Male	19.6%	0.0%	20.0%	25.9%	-	*	-	*	14.3%	33.3%	*	50.0%	-
Female	29.1%	40.0%	31.8%	23.1%	-	-	-	*	29.5%	*	*	*	*

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	13	26	10	13	-	-	-	13	12	14	*
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	14%	0%	16%	15%	-	-	-	*	12%	40%	*

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (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	
Mathematics											
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		
English Learner Language Proficiency Status											
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											
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	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		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N	N					N		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	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
Participation Rate																	
All Subjects	All Students	87%	95%	84%	90%	*	-	-	77%	87%	87%	82%	88%	*	84%	90%	-
	CWD	82%	92%	71%	93%	-	-	-	*	82%	*	82%	-	-	82%	81%	-
	CWOD	88%	100%	87%	89%	*	-	-	100%	88%	89%	-	88%	*	84%	92%	-
	EL	*	*	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	84%	91%	84%	87%	*	-	-	57%	84%	82%	82%	84%	*	84%	-	-
	Female	90%	100%	84%	92%	-	-	-	100%	90%	89%	81%	92%	*	-	90%	-
Reading	All Students	83%	100%	81%	83%	*	-	-	80%	84%	75%	76%	84%	*	81%	84%	-
	CWD	76%	100%	64%	83%	-	-	-	*	79%	*	76%	-	-	84%	60%	-
	CWOD	84%	100%	85%	83%	*	-	-	*	85%	80%	-	84%	*	80%	88%	-
	EL	*	*	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	81%	100%	82%	82%	*	-	-	*	82%	67%	84%	80%	*	81%	-	-
	Female	84%	100%	80%	84%	-	-	-	*	85%	78%	60%	88%	*	-	84%	-
Mathematics	All Students	95%	100%	92%	98%	-	-	-	*	94%	100%	90%	96%	-	93%	97%	-
	CWD	90%	*	83%	100%	-	-	-	*	89%	*	90%	-	-	83%	100%	-
	CWOD	96%	*	95%	97%	-	-	-	*	96%	100%	-	96%	-	96%	96%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	*	93%	95%	-	-	-	*	92%	*	83%	96%	-	93%	-	-
	Female	97%	*	90%	100%	-	-	-	*	97%	100%	100%	96%	-	-	97%	-
Science	All Students	86%	80%	80%	96%	*	-	-	*	84%	100%	81%	88%	-	77%	96%	-
	CWD	81%	*	*	100%	-	-	-	*	81%	-	81%	-	-	77%	*	-
	CWOD	88%	*	82%	94%	*	-	-	*	85%	100%	-	88%	-	77%	95%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	77%	*	67%	93%	*	-	-	*	75%	*	77%	77%	-	77%	-	-
	Female	96%	*	89%	100%	-	-	-	*	95%	*	*	95%	-	-	96%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	13%	5%	16%	10%	*	-	-	23%	13%	13%	18%	12%	*	16%	10%	-
	CWD	18%	8%	29%	7%	-	-	-	*	18%	*	18%	-	-	18%	19%	-
	CWOD	12%	0%	13%	11%	*	-	-	0%	12%	11%	-	12%	*	16%	8%	-
	EL	*	*	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	16%	9%	16%	13%	*	-	-	43%	16%	18%	18%	16%	*	16%	-	-
	Female	10%	0%	16%	8%	-	-	-	0%	10%	11%	19%	8%	*	-	10%	-
Reading	All Students	17%	0%	19%	17%	*	-	-	20%	16%	25%	24%	16%	*	19%	16%	-
	CWD	24%	0%	36%	17%	-	-	-	*	21%	*	24%	-	-	16%	40%	-
	CWOD	16%	0%	15%	17%	*	-	-	*	15%	20%	-	16%	*	20%	12%	-
	EL	*	*	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	19%	0%	18%	18%	*	-	-	*	18%	33%	16%	20%	*	19%	-	-
	Female	16%	0%	20%	16%	-	-	-	*	15%	22%	40%	12%	*	-	16%	-
Mathematics	All Students	5%	0%	8%	2%	-	-	-	*	6%	0%	10%	4%	-	7%	3%	-
	CWD	10%	*	17%	0%	-	-	-	*	11%	*	10%	-	-	17%	0%	-
	CWOD	4%	*	5%	3%	-	-	-	*	4%	0%	-	4%	-	4%	4%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	7%	*	7%	5%	-	-	-	*	8%	*	17%	4%	-	7%	-	-
	Female	3%	*	10%	0%	-	-	-	*	3%	0%	0%	4%	-	-	3%	-
Science	All Students	14%	20%	20%	4%	*	-	-	*	16%	0%	19%	12%	-	23%	4%	-
	CWD	19%	*	*	0%	-	-	-	*	19%	-	19%	-	-	23%	*	-
	CWOD	12%	*	18%	6%	*	-	-	*	15%	0%	-	12%	-	23%	5%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	23%	*	33%	7%	*	-	-	*	25%	*	23%	23%	-	23%	-	-
	Female	4%	*	11%	0%	-	-	-	*	5%	*	*	5%	-	-	4%	-
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)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	2	0	1	1	0	0	0	0	0		
	Total	2	0	1	1	0	0	0	0	0		
Out-of-School Suspensions												
	Male	10	0	8	2	0	0	0	0	0		
	Female	2	1	0	1	0	0	0	0	0		
	Total	12	1	8	3	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	2	0	2	0	0	0	0	0	0		
	Female	2	0	0	1	0	0	0	1	0		
	Total	4	0	2	1	0	0	0	1	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	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
Out-of-School Suspensions												
	Male	2	0	0	2	0	0	0	0	0		1
	Female	3	1	1	1	0	0	0	0	0		2
	Total	5	1	1	3	0	0	0	0	0		3
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	107	4	54	46	-8	2	-8	1	3	17	-8
	Female	109	13	53	40	1	-8	-8	2	1	12	-8
	Total	216	17	107	86	1	2	-8	3	4	29	-8

											Total
Incidents of Violence											
Incidents of rape or attempted rape											0
Incidents of sexual assault (other than rape)											0
Incidents of robbery with a weapon											0

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	Total
Incidents of robbery 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	2
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
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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
Preschool 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
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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- Indicates there are no data available in the group.
 - 3 Indicates skip logic failure.
 - 8 Indicates ED Facts missing data.
 - 9 Indicates not applicable / skipped.
 - 11 Indicates suppressed data at the campus/district level.
- 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	3.4	47.9%
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	0.0	-

- 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.

	Enrollment	State & Local and Federal		State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total	
Business/central/other support services		\$969	\$174	\$795	\$969				
Food services		\$102		\$0	\$0	\$52	\$50	\$102	
Instruction		\$4,827	\$3,841	\$0	\$3,841	\$397	\$589	\$986	
Support services, general administration		\$159		\$159	\$159				
Support services, instructional staff		\$508	\$281	\$3	\$284	\$50	\$174	\$224	
Support services, operation and maintenance of plant		\$1,525	\$1,379	\$128	\$1,507	\$5	\$14	\$19	
Support services, pupils		\$657	\$551		\$551	\$32	\$74	\$106	
Support services, school administration		\$963	\$963		\$963		\$0	\$0	
Total	182	\$9,711	\$7,189	\$1,085	\$8,274	\$536	\$901	\$1,437	

Blank cell indicates there are no data available in the group.
Due to rounding, numbers may not add up precisely to the totals.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 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
Grade 3						
Reading	6,584	2%	-	-	-	-
Mathematics	6,587	2%	-	-	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	-	-	-	-
Mathematics	6,177	2%	-	-	-	-
Grade 7						
Reading	6,130	1%	-	-	-	-
Mathematics	6,120	2%	-	-	-	-
Grade 8						
Reading	5,794	1%	-	-	-	-
Mathematics	5,803	2%	-	-	-	-
Science	5,796	1%	-	-	-	-
End of Course						
English I	6,009	1%	*	0%	*	1%
English II	5,490	1%	*	0%	*	1%
Algebra I	5,993	1%	*	0%	*	1%
Biology	5,860	1%	*	0%	*	4%
All Grades						
All Subjects	109,954	1%	9	0%	5	2%
Reading	48,805	1%	*	0%	*	1%
Mathematics	43,293	1%	*	0%	*	1%
Science	17,856	1%	*	0%	*	4%

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

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

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	73%	60%	84%	65%	-	*	-	80%	77%	68%	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)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	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%

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).

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

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

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

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

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

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

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(bb) the methodology by which the State differentiates all such schools. 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%	22%	26%	*	27%	*	-	-	-	-	26%	*	17%	27%	32%	32%	21%	-	-	-	-
	CWD	29%	9%	17%	-	17%	-	-	-	-	-	17%	-	17%	-	*	*	*	-	-	-	-
	CWOD	68%	25%	27%	*	28%	*	-	-	-	-	27%	*	-	27%	38%	32%	24%	-	-	-	-
	EL	38%	15%	32%	-	32%	-	-	-	-	-	28%	*	*	38%	32%	36%	25%	-	-	-	-
	Male	58%	19%	32%	*	29%	-	-	-	-	-	30%	*	*	32%	36%	32%	-	-	-	-	-
	Female	70%	27%	21%	*	24%	*	-	-	-	-	22%	-	*	24%	25%	-	21%	-	-	-	-
English II	All Students	71%	32%	32%	*	32%	*	-	-	-	-	29%	50%	9%	36%	21%	23%	35%	-	-	-	-
	CWD	33%	9%	9%	-	9%	-	-	-	-	-	9%	-	9%	-	*	*	0%	-	-	-	-
	CWOD	76%	35%	36%	*	37%	*	-	-	-	-	33%	50%	-	36%	25%	21%	41%	-	-	-	-
	EL	43%	14%	21%	-	21%	-	-	-	-	-	22%	*	*	25%	21%	0%	31%	-	-	-	-
	Male	65%	25%	23%	*	24%	-	-	-	-	-	16%	*	*	21%	0%	23%	-	-	-	-	-
	Female	77%	39%	35%	*	37%	*	-	-	-	-	35%	*	0%	41%	31%	-	35%	-	-	-	-
Algebra I	All Students	74%	24%	38%	*	39%	*	-	-	-	-	39%	20%	33%	38%	53%	41%	37%	-	-	-	-
	CWD	46%	16%	33%	-	33%	-	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-
	CWOD	78%	25%	38%	*	41%	*	-	-	-	-	41%	20%	-	38%	58%	42%	38%	-	-	-	-
	EL	64%	22%	53%	-	53%	-	-	-	-	-	50%	*	*	58%	53%	56%	50%	-	-	-	-
	Male	71%	20%	41%	*	38%	-	-	-	-	-	40%	*	*	42%	56%	41%	-	-	-	-	-
	Female	78%	29%	37%	*	41%	*	-	-	-	-	39%	*	*	38%	50%	-	37%	-	-	-	-
Biology	All Students	82%	42%	40%	*	41%	-	-	-	-	-	42%	29%	33%	41%	47%	42%	38%	-	-	-	-
	CWD	57%	23%	33%	-	33%	-	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-
	CWOD	86%	45%	41%	*	42%	-	-	-	-	-	42%	29%	-	41%	47%	41%	38%	-	-	-	-
	EL	66%	33%	47%	-	47%	-	-	-	-	-	47%	*	*	47%	47%	45%	44%	-	-	-	-
	Male	80%	39%	42%	-	42%	-	-	-	-	-	39%	*	*	41%	45%	42%	-	-	-	-	-
	Female	85%	45%	38%	*	41%	-	-	-	-	-	43%	*	*	38%	44%	-	38%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	46%	8%	7%	*	8%	*	-	-	-	-	8%	*	17%	6%	0%	8%	7%	-	-	-	-
	CWD	17%	4%	17%	-	17%	-	-	-	-	-	17%	-	17%	-	*	*	*	-	-	-	-
	CWOD	50%	9%	6%	*	7%	*	-	-	-	-	7%	*	-	6%	0%	5%	8%	-	-	-	-
	EL	19%	2%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	40%	6%	8%	*	8%	-	-	-	-	-	9%	*	*	5%	0%	8%	-	-	-	-	-
	Female	53%	11%	7%	*	8%	*	-	-	-	-	7%	-	*	8%	0%	-	7%	-	-	-	-
English II	All Students	54%	15%	15%	*	15%	*	-	-	-	-	12%	38%	9%	16%	5%	9%	16%	-	-	-	-
	CWD	21%	5%	9%	-	9%	-	-	-	-	-	9%	-	9%	-	*	*	0%	-	-	-	-
	CWOD	59%	16%	16%	*	15%	*	-	-	-	-	13%	38%	-	16%	6%	5%	19%	-	-	-	-
	EL	22%	5%	5%	-	5%	-	-	-	-	-	6%	*	*	6%	5%	0%	8%	-	-	-	-
	Male	48%	11%	9%	*	10%	-	-	-	-	-	5%	*	*	5%	0%	9%	-	-	-	-	-
	Female	62%	18%	16%	*	17%	*	-	-	-	-	15%	*	0%	19%	8%	-	16%	-	-	-	-

Texas Education Agency
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RICHARD MILBURN ACADEMY PASADENA (014801009) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL 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%	2%	5%	*	5%	*	-	-	-	-	5%	0%	0%	5%	7%	9%	0%	-	-	-	-
	CWD	19%	2%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	45%	2%	5%	*	6%	*	-	-	-	-	6%	0%	-	5%	8%	11%	0%	-	-	-	-
	EL	28%	1%	7%	-	7%	-	-	-	-	-	7%	*	*	8%	7%	11%	0%	-	-	-	-
	Male	40%	2%	9%	*	10%	-	-	-	-	-	10%	*	*	11%	11%	9%	-	-	-	-	-
	Female	45%	3%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-
Biology	All Students	54%	8%	7%	*	7%	-	-	-	-	-	8%	0%	0%	8%	0%	0%	13%	-	-	-	-
	CWD	25%	4%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	57%	9%	8%	*	8%	-	-	-	-	-	9%	0%	-	8%	0%	0%	14%	-	-	-	-
	EL	26%	3%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	52%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	56%	8%	13%	*	14%	-	-	-	-	-	14%	*	*	14%	0%	-	13%	-	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	10%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	CWD	4%	2%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	11%	0%	0%	*	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	8%	1%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	13%	0%	0%	*	0%	*	-	-	-	-	0%	-	*	0%	0%	-	0%	-	-	-	-
English II	All Students	9%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	5%	2%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	9%	0%	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	7%	1%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	11%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	-	0%	-	-	-	-
Algebra I	All Students	26%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	8%	2%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	29%	0%	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	14%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	25%	1%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	28%	1%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-
Biology	All Students	21%	1%	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	7%	3%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	22%	0%	0%	*	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	21%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	21%	1%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						

Texas Education Agency
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RICHARD MILBURN ACADEMY PASADENA (014801009) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	29%	34%	22%	35%	*	-	-	-	-	34%	35%	21%	36%	39%	34%	33%	-	-	-	-
	CWD	44%	14%	21%	-	21%	-	-	-	-	-	21%	-	21%	-	15%	31%	13%	-	-	-	-
	CWOD	77%	32%	36%	22%	37%	*	-	-	-	-	36%	35%	-	36%	42%	35%	36%	-	-	-	-
	EL	59%	21%	39%	-	39%	-	-	-	-	-	38%	*	15%	42%	39%	38%	37%	-	-	-	-
	Male	71%	25%	34%	*	33%	-	-	-	-	-	32%	50%	31%	35%	38%	34%	-	-	-	-	-
	Female	75%	35%	33%	0%	36%	*	-	-	-	-	35%	13%	13%	36%	37%	-	33%	-	-	-	-
Reading	All Students	74%	27%	29%	20%	30%	*	-	-	-	-	28%	42%	12%	32%	26%	28%	30%	-	-	-	-
	CWD	43%	9%	12%	-	12%	-	-	-	-	-	12%	-	12%	-	0%	29%	0%	-	-	-	-
	CWOD	78%	30%	32%	20%	33%	*	-	-	-	-	31%	42%	-	32%	32%	28%	34%	-	-	-	-
	EL	57%	15%	26%	-	26%	-	-	-	-	-	25%	*	0%	32%	26%	22%	30%	-	-	-	-
	Male	70%	22%	28%	*	27%	-	-	-	-	-	24%	50%	29%	28%	22%	28%	-	-	-	-	-
	Female	78%	33%	30%	*	32%	*	-	-	-	-	30%	*	0%	34%	30%	-	30%	-	-	-	-
Mathematics	All Students	71%	24%	39%	*	42%	*	-	-	-	-	41%	20%	33%	39%	53%	41%	40%	-	-	-	-
	CWD	44%	16%	33%	-	33%	-	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-
	CWOD	75%	25%	39%	*	42%	*	-	-	-	-	41%	20%	-	39%	58%	42%	39%	-	-	-	-
	EL	61%	22%	53%	-	53%	-	-	-	-	-	50%	*	*	58%	53%	56%	50%	-	-	-	-
	Male	71%	20%	41%	*	38%	-	-	-	-	-	40%	*	*	42%	56%	41%	-	-	-	-	-
	Female	71%	29%	40%	*	44%	*	-	-	-	-	42%	*	*	39%	50%	-	40%	-	-	-	-
Science	All Students	74%	42%	40%	*	41%	-	-	-	-	-	42%	29%	33%	41%	47%	42%	38%	-	-	-	-
	CWD	47%	23%	33%	-	33%	-	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-
	CWOD	78%	45%	41%	*	42%	-	-	-	-	-	42%	29%	-	41%	47%	41%	38%	-	-	-	-
	EL	58%	33%	47%	-	47%	-	-	-	-	-	47%	*	*	47%	47%	45%	44%	-	-	-	-
	Male	74%	39%	42%	-	42%	-	-	-	-	-	39%	*	*	41%	45%	42%	-	-	-	-	-
	Female	75%	45%	38%	*	41%	-	-	-	-	-	43%	*	*	38%	44%	-	38%	-	-	-	-
SAT/ACT All Subjects	All Students	92%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	92%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	8%	9%	0%	10%	*	-	-	-	-	9%	13%	7%	9%	3%	7%	11%	-	-	-	-
	CWD	23%	4%	7%	-	7%	-	-	-	-	-	7%	-	7%	-	0%	15%	0%	-	-	-	-
	CWOD	50%	9%	9%	0%	10%	*	-	-	-	-	9%	13%	-	9%	3%	5%	12%	-	-	-	-
	EL	29%	3%	3%	-	3%	-	-	-	-	-	3%	*	0%	3%	3%	3%	3%	-	-	-	-
	Male	45%	7%	7%	*	7%	-	-	-	-	-	6%	10%	15%	5%	3%	7%	-	-	-	-	-
	Female	48%	10%	11%	0%	11%	*	-	-	-	-	10%	13%	0%	12%	3%	-	11%	-	-	-	-

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RICHARD MILBURN ACADEMY PASADENA (014801009) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL 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%	12%	12%	0%	12%	*	-	-	-	-	10%	25%	12%	12%	3%	9%	13%	-	-	-	-
	CWD	24%	4%	12%	-	12%	-	-	-	-	-	12%	-	12%	-	0%	29%	0%	-	-	-	-
	CWOD	56%	13%	12%	0%	12%	*	-	-	-	-	10%	25%	-	12%	3%	5%	15%	-	-	-	-
	EL	31%	3%	3%	-	3%	-	-	-	-	-	3%	*	0%	3%	3%	0%	5%	-	-	-	-
	Male	47%	9%	9%	*	9%	-	-	-	-	-	7%	17%	29%	5%	0%	9%	-	-	-	-	-
	Female	56%	15%	13%	*	14%	*	-	-	-	-	12%	*	0%	15%	5%	-	13%	-	-	-	-
Mathematics	All Students	41%	2%	5%	*	5%	*	-	-	-	-	5%	0%	0%	5%	7%	9%	0%	-	-	-	-
	CWD	22%	2%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	44%	2%	5%	*	6%	*	-	-	-	-	6%	0%	-	5%	8%	11%	0%	-	-	-	-
	EL	29%	1%	7%	-	7%	-	-	-	-	-	7%	*	*	8%	7%	11%	0%	-	-	-	-
	Male	42%	2%	9%	*	10%	-	-	-	-	-	10%	*	*	11%	11%	9%	-	-	-	-	-
	Female	40%	3%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-
Science	All Students	46%	8%	7%	*	7%	-	-	-	-	-	8%	0%	0%	8%	0%	0%	13%	-	-	-	-
	CWD	23%	4%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	49%	9%	8%	*	8%	-	-	-	-	-	9%	0%	-	8%	0%	0%	14%	-	-	-	-
	EL	25%	3%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	47%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	45%	8%	13%	*	14%	-	-	-	-	-	14%	*	*	14%	0%	-	13%	-	-	-	-
SAT/ACT All Subjects	All Students	64%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	60%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	1%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	9%	2%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	24%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	12%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	21%	1%	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	23%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Reading	All Students	25%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	9%	2%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	27%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	13%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	22%	1%	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	28%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	-	0%	-	-	-	-

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RICHARD MILBURN ACADEMY PASADENA (014801009) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL 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%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	9%	2%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	21%	0%	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	12%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	21%	1%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	19%	1%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-
Science	All Students	20%	1%	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	8%	3%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	22%	0%	0%	*	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	7%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	22%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	19%	1%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-
SAT/ACT All Subjects	All Students	13%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	80	-	78	-	-	-	-	-	71	*	*
CWD	*	-	*	-	-	-	-	-	*	*	-
CWOD	89	-	88	-	-	-	-	-	83	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	*	-	*	-	-	-	-	-	*	-	*
Female	71	-	71	-	-	-	-	-	67	*	-

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	25	*	30	-	-	-	-	-	25	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	25	*	30	-	-	-	-	-	25	-	*
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 ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	13.6%	*	13.4%	*	-	-	-	-	13.8%	16.7%	6.3%	16.7%	-
CWD	16.7%	*	18.2%	-	-	-	-	-	16.7%	16.7%	*	*	-
CWOD	13.2%	*	12.7%	*	-	-	-	-	13.3%	-	8.3%	10.0%	-
EL ◇	6.3%	-	6.3%	-	-	-	-	-	6.3%	*	6.3%	0.0%	-
Male	5.7%	-	5.7%	-	-	-	-	-	5.7%	0.0%	10.0%	0.0%	-
Female	18.9%	*	19.1%	*	-	-	-	-	19.2%	28.6%	0.0%	33.3%	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	17	8	17	*	-	-	-	-	16	10	14
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	28%	-	29%	*	-	-	-	-	28%	43%	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 +
STAAR Performance Status											
Reading											
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%

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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		
Mathematics											
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		
English Learner Language Proficiency Status											
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											
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N		N						N		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N		N						N		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	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
Participation Rate																	
All Subjects	All Students	83%	89%	82%	*	-	-	-	-	83%	88%	90%	82%	95%	84%	82%	-
	CWD	90%	-	90%	-	-	-	-	-	90%	-	90%	-	80%	93%	88%	-
	CWOD	82%	89%	81%	*	-	-	-	-	81%	88%	-	82%	98%	83%	81%	-
	EL	95%	-	95%	-	-	-	-	-	95%	*	80%	98%	95%	98%	92%	-
	Male	84%	*	84%	-	-	-	-	-	83%	100%	93%	83%	98%	84%	-	-
	Female	82%	83%	81%	*	-	-	-	-	82%	75%	88%	81%	92%	-	82%	-
Reading	All Students	86%	100%	85%	*	-	-	-	-	87%	83%	100%	84%	98%	89%	84%	-
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	84%	100%	83%	*	-	-	-	-	84%	83%	-	84%	97%	86%	82%	-
	EL	98%	-	98%	-	-	-	-	-	98%	*	100%	97%	98%	100%	96%	-
	Male	89%	*	88%	-	-	-	-	-	87%	100%	100%	86%	100%	89%	-	-
	Female	84%	*	83%	*	-	-	-	-	86%	*	100%	82%	96%	-	84%	-
Mathematics	All Students	80%	*	83%	*	-	-	-	-	80%	80%	83%	80%	93%	83%	81%	-
	CWD	83%	-	83%	-	-	-	-	-	83%	-	83%	-	*	*	*	-
	CWOD	80%	*	82%	*	-	-	-	-	80%	80%	-	80%	100%	80%	83%	-
	EL	93%	-	93%	-	-	-	-	-	93%	*	*	100%	93%	100%	83%	-
	Male	83%	*	82%	-	-	-	-	-	81%	*	*	80%	100%	83%	-	-
	Female	81%	*	83%	*	-	-	-	-	80%	*	*	83%	83%	-	81%	-
Science	All Students	77%	*	74%	-	-	-	-	-	73%	100%	67%	78%	90%	75%	76%	-
	CWD	67%	-	67%	-	-	-	-	-	67%	-	67%	-	*	*	*	-
	CWOD	78%	*	76%	-	-	-	-	-	74%	100%	-	78%	100%	76%	77%	-
	EL	90%	-	90%	-	-	-	-	-	89%	*	*	100%	90%	91%	89%	-
	Male	75%	-	75%	-	-	-	-	-	72%	*	*	76%	91%	75%	-	-
	Female	76%	*	74%	-	-	-	-	-	73%	*	*	77%	89%	-	76%	-
SAT/ACT All Subjects	All Students	*	*	*	-	-	-	-	-	*	-	-	*	-	-	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	*	*	-	-	-	-	-	*	-	-	*	-	-	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	*	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	17%	11%	18%	*	-	-	-	-	17%	12%	10%	18%	5%	16%	18%	-
	CWD	10%	-	10%	-	-	-	-	-	10%	-	10%	-	20%	7%	12%	-
	CWOD	18%	11%	19%	*	-	-	-	-	19%	12%	-	18%	2%	17%	19%	-
	EL	5%	-	5%	-	-	-	-	-	5%	*	20%	2%	5%	2%	8%	-
	Male	16%	*	16%	-	-	-	-	-	17%	0%	7%	17%	2%	16%	-	-
	Female	18%	17%	19%	*	-	-	-	-	18%	25%	12%	19%	8%	-	18%	-
Reading	All Students	14%	0%	15%	*	-	-	-	-	13%	17%	0%	16%	2%	11%	16%	-
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	16%	0%	17%	*	-	-	-	-	16%	17%	-	16%	3%	14%	18%	-
	EL	2%	-	2%	-	-	-	-	-	2%	*	0%	3%	2%	0%	4%	-
	Male	11%	*	12%	-	-	-	-	-	13%	0%	0%	14%	0%	11%	-	-
	Female	16%	*	17%	*	-	-	-	-	14%	*	0%	18%	4%	-	16%	-
Mathematics	All Students	20%	*	17%	*	-	-	-	-	20%	20%	17%	20%	7%	17%	19%	-
	CWD	17%	-	17%	-	-	-	-	-	17%	-	17%	-	*	*	*	-
	CWOD	20%	*	18%	*	-	-	-	-	20%	20%	-	20%	0%	20%	17%	-
	EL	7%	-	7%	-	-	-	-	-	7%	*	*	0%	7%	0%	17%	-
	Male	17%	*	18%	-	-	-	-	-	19%	*	*	20%	0%	17%	-	-
	Female	19%	*	17%	*	-	-	-	-	20%	*	*	17%	17%	-	19%	-
Science	All Students	23%	*	26%	-	-	-	-	-	27%	0%	33%	22%	10%	25%	24%	-
	CWD	33%	-	33%	-	-	-	-	-	33%	-	33%	-	*	*	*	-
	CWOD	22%	*	24%	-	-	-	-	-	26%	0%	-	22%	0%	24%	23%	-
	EL	10%	-	10%	-	-	-	-	-	11%	*	*	0%	10%	9%	11%	-
	Male	25%	-	25%	-	-	-	-	-	28%	*	*	24%	9%	25%	-	-
	Female	24%	*	26%	-	-	-	-	-	27%	*	*	23%	11%	-	24%	-
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)
Students Without Disabilities												
In-School Suspensions												
	Male	2	0	2	0	0	0	0	0	0		
	Female	2	0	2	0	0	0	0	0	0		
	Total	4	0	4	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	20	1	19	0	0	0	0	0	2		
	Female	6	0	6	0	0	0	0	0	0		
	Total	26	1	25	0	0	0	0	0	2		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	3	0	3	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	1		
	Total	4	0	4	0	0	0	0	0	1		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	1	0	1	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		0
Out-of-School Suspensions												
	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
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	132	5	123	4	-8	-8	-8	-8	15	14	-8
	Female	162	2	153	7	-8	-8	-8	-8	24	13	-8
	Total	294	7	276	11	-8	-8	-8	-8	39	27	-8

											Total
Incidents of Violence											
Incidents of rape or attempted rape											0
Incidents of sexual assault (other than rape)											0
Incidents of robbery with a weapon											0

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	Total
Incidents of robbery 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	8
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
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	1
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
Preschool 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
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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- Indicates there are no data available in the group.
 - 3 Indicates skip logic failure.
 - 8 Indicates ED Facts missing data.
 - 9 Indicates not applicable / skipped.
 - 11 Indicates suppressed data at the campus/district level.
- 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	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.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,044	\$249	\$795	\$1,044			
Food services		\$79		\$0	\$0	\$29	\$50	\$79
Instruction		\$7,511	\$6,271	\$0	\$6,271	\$651	\$589	\$1,240
Support services, general administration		\$159		\$159	\$159			
Support services, instructional staff		\$657	\$416	\$3	\$419	\$64	\$174	\$238
Support services, operation and maintenance of plant		\$2,092	\$1,940	\$128	\$2,068	\$10	\$14	\$24
Support services, pupils		\$861	\$772		\$772	\$16	\$74	\$90
Support services, school administration		\$1,489	\$1,489		\$1,489		\$0	\$0
Total	116	\$13,893	\$11,137	\$1,085	\$12,222	\$770	\$901	\$1,671

Blank cell indicates there are no data available in the group.
Due to rounding, numbers may not add up precisely to the totals.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 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
Grade 3						
Reading	6,584	2%	-	-	-	-
Mathematics	6,587	2%	-	-	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	-	-	-	-
Mathematics	6,177	2%	-	-	-	-
Grade 7						
Reading	6,130	1%	-	-	-	-
Mathematics	6,120	2%	-	-	-	-
Grade 8						
Reading	5,794	1%	-	-	-	-
Mathematics	5,803	2%	-	-	-	-
Science	5,796	1%	-	-	-	-
End of Course						
English I	6,009	1%	*	0%	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	*	0%	-	-
All Grades						
All Subjects	109,954	1%	9	0%	-	-
Reading	48,805	1%	*	0%	-	-
Mathematics	43,293	1%	*	0%	-	-
Science	17,856	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 2022 National Assessment of Educational Progress, compared to the national average of such results.

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

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

* Indicates reporting standards not met.

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

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

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

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

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

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	85%	40%	87%	92%	*	-	-	*	85%	84%	86%

- 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)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	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%

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).

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

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

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

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

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

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

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(bb) the methodology by which the State differentiates all such schools. 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%	22%	23%	0%	20%	60%	-	-	-	*	22%	30%	0%	25%	9%	18%	30%	-	*	-	*
	CWD	29%	9%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	-	0%	*	-	-	-	-
	CWOD	68%	25%	25%	0%	22%	67%	-	-	-	*	25%	30%	-	25%	9%	20%	32%	-	*	-	*
	EL	38%	15%	9%	-	9%	-	-	-	-	-	10%	*	-	9%	9%	0%	*	-	-	-	-
	Male	58%	19%	18%	*	9%	67%	-	-	-	-	17%	20%	0%	20%	0%	18%	-	-	*	-	-
	Female	70%	27%	30%	*	32%	*	-	-	-	*	28%	*	*	32%	*	-	30%	-	*	-	-
English II	All Students	71%	32%	40%	0%	45%	33%	-	-	-	*	39%	40%	22%	42%	11%	25%	56%	-	*	-	*
	CWD	33%	9%	22%	-	29%	*	-	-	-	-	14%	*	22%	-	*	17%	*	-	-	-	-
	CWOD	76%	35%	42%	0%	48%	37%	-	-	-	*	42%	38%	-	42%	13%	26%	57%	-	*	-	*
	EL	43%	14%	11%	-	11%	-	-	-	-	-	11%	-	*	13%	11%	20%	*	-	-	-	-
	Male	65%	25%	25%	*	25%	27%	-	-	-	-	19%	44%	17%	26%	20%	25%	-	-	*	-	-
	Female	77%	39%	56%	*	68%	36%	-	-	-	*	57%	40%	*	57%	*	-	56%	-	-	-	-
Algebra I	All Students	74%	24%	25%	0%	25%	36%	-	-	-	*	26%	11%	0%	27%	30%	21%	28%	-	*	-	-
	CWD	46%	16%	0%	-	*	*	-	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	78%	25%	27%	0%	28%	40%	-	-	-	*	29%	11%	-	27%	30%	23%	30%	-	*	-	-
	EL	64%	22%	30%	-	30%	-	-	-	-	-	33%	-	-	30%	30%	*	33%	-	-	-	-
	Male	71%	20%	21%	*	19%	40%	-	-	-	-	22%	*	*	23%	*	21%	-	-	-	-	-
	Female	78%	29%	28%	*	30%	33%	-	-	-	*	31%	17%	*	30%	33%	-	28%	-	*	-	-
Biology	All Students	82%	42%	57%	*	52%	71%	-	-	-	-	56%	63%	40%	59%	29%	50%	64%	-	-	-	*
	CWD	57%	23%	40%	-	*	*	-	-	-	-	*	*	40%	-	-	40%	-	-	-	-	-
	CWOD	86%	45%	59%	*	52%	77%	-	-	-	-	56%	71%	-	59%	29%	52%	64%	-	-	-	*
	EL	66%	33%	29%	-	29%	-	-	-	-	-	33%	*	-	29%	29%	*	40%	-	-	-	-
	Male	80%	39%	50%	*	41%	67%	-	-	-	-	52%	*	40%	52%	*	50%	-	-	-	-	-
	Female	85%	45%	64%	*	59%	80%	-	-	-	-	58%	*	-	64%	40%	-	64%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	46%	8%	8%	0%	4%	40%	-	-	-	*	6%	20%	0%	9%	0%	5%	12%	-	*	-	*
	CWD	17%	4%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	-	0%	*	-	-	-	-
	CWOD	50%	9%	9%	0%	4%	44%	-	-	-	*	7%	20%	-	9%	0%	6%	13%	-	*	-	*
	EL	19%	2%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	40%	6%	5%	*	0%	33%	-	-	-	-	6%	0%	0%	6%	0%	5%	-	-	*	-	-
	Female	53%	11%	12%	*	8%	*	-	-	-	*	7%	*	*	13%	*	-	12%	-	*	-	-
English II	All Students	54%	15%	16%	0%	17%	14%	-	-	-	*	18%	7%	22%	15%	0%	10%	23%	-	*	-	*
	CWD	21%	5%	22%	-	29%	*	-	-	-	-	14%	*	22%	-	*	17%	*	-	-	-	-
	CWOD	59%	16%	15%	0%	15%	16%	-	-	-	*	19%	0%	-	15%	0%	9%	22%	-	*	-	*
	EL	22%	5%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	*	-	-	-	-
	Male	48%	11%	10%	*	7%	18%	-	-	-	-	9%	11%	17%	9%	0%	10%	-	-	*	-	-
	Female	62%	18%	23%	*	28%	9%	-	-	-	*	26%	0%	*	22%	*	-	23%	-	-	-	-

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RICHARD MILBURN ACADEMY MIDLAND SOUTH (014801010) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL 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%	2%	2%	0%	0%	9%	-	-	-	*	2%	0%	0%	2%	0%	0%	3%	-	*	-	-
	CWD	19%	2%	0%	-	*	*	-	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	45%	2%	2%	0%	0%	10%	-	-	-	*	2%	0%	-	2%	0%	0%	3%	-	*	-	-
	EL	28%	1%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	0%	-	-	-	-
	Male	40%	2%	0%	*	0%	0%	-	-	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	45%	3%	3%	*	0%	17%	-	-	-	*	4%	0%	*	3%	0%	-	3%	-	*	-	-
Biology	All Students	54%	8%	8%	*	6%	14%	-	-	-	-	9%	0%	0%	9%	0%	11%	5%	-	-	-	*
	CWD	25%	4%	0%	-	*	*	-	-	-	-	*	*	0%	-	-	0%	-	-	-	-	-
	CWOD	57%	9%	9%	*	7%	15%	-	-	-	-	10%	0%	-	9%	0%	13%	5%	-	-	-	*
	EL	26%	3%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	52%	7%	11%	*	6%	22%	-	-	-	-	12%	*	0%	13%	*	11%	-	-	-	-	-
	Female	56%	8%	5%	*	6%	0%	-	-	-	-	5%	*	-	5%	0%	-	5%	-	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	10%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	*
	CWD	4%	2%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	-	0%	*	-	-	-	-
	CWOD	11%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	*
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	8%	1%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	13%	0%	0%	*	0%	*	-	-	-	*	0%	*	*	0%	*	-	0%	-	*	-	*
English II	All Students	9%	0%	1%	0%	0%	5%	-	-	-	*	2%	0%	0%	1%	0%	3%	0%	-	*	-	*
	CWD	5%	2%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	9%	0%	1%	0%	0%	5%	-	-	-	*	2%	0%	-	1%	0%	3%	0%	-	*	-	*
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	*	-	-	-	-
	Male	7%	1%	3%	*	0%	9%	-	-	-	-	3%	0%	0%	3%	0%	3%	-	-	*	-	-
	Female	11%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	*	-	0%	-	-	-	-
Algebra I	All Students	26%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	8%	2%	0%	-	*	*	-	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	29%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	14%	0%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	0%	-	-	-	-
	Male	25%	1%	0%	*	0%	0%	-	-	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	28%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
Biology	All Students	21%	1%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	*
	CWD	7%	3%	0%	-	*	*	-	-	-	-	*	*	0%	-	-	0%	-	-	-	-	-
	CWOD	22%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	21%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	*	0%	-	-	-	-	-
	Female	21%	1%	0%	*	0%	0%	-	-	-	-	0%	*	-	0%	0%	-	0%	-	-	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades

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RICHARD MILBURN ACADEMY MIDLAND SOUTH (014801010) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
All Subjects	All Students	73%	29%	35%	5%	34%	47%	-	-	-	*	35%	37%	16%	37%	20%	27%	44%	-	*	-	*	
	CWD	44%	14%	16%	-	20%	0%	-	-	-	-	14%	*	16%	-	*	16%	14%	-	-	-	-	-
	CWOD	77%	32%	37%	5%	36%	52%	-	-	-	*	37%	37%	-	37%	20%	28%	45%	-	*	-	*	
	EL	59%	21%	20%	-	20%	-	-	-	-	-	21%	*	*	20%	20%	12%	28%	-	-	-	-	-
	Male	71%	25%	27%	9%	22%	47%	-	-	-	-	26%	32%	16%	28%	12%	27%	-	-	*	-	-	-
	Female	75%	35%	44%	0%	47%	48%	-	-	-	*	44%	44%	14%	45%	28%	-	44%	-	*	-	-	*
Reading	All Students	74%	27%	32%	0%	32%	42%	-	-	-	*	31%	38%	13%	34%	11%	21%	44%	-	*	-	*	
	CWD	43%	9%	13%	-	15%	*	-	-	-	-	7%	*	13%	-	*	9%	20%	-	-	-	-	-
	CWOD	78%	30%	34%	0%	34%	46%	-	-	-	*	34%	36%	-	34%	11%	23%	46%	-	*	-	*	
	EL	57%	15%	11%	-	11%	-	-	-	-	-	11%	*	*	11%	11%	8%	13%	-	-	-	-	-
	Male	70%	22%	21%	0%	17%	41%	-	-	-	-	18%	36%	9%	23%	8%	21%	-	-	*	-	-	-
	Female	78%	33%	44%	0%	50%	40%	-	-	-	*	44%	44%	20%	46%	13%	-	44%	-	*	-	-	*
Mathematics	All Students	71%	24%	23%	0%	24%	31%	-	-	-	*	25%	10%	0%	25%	30%	19%	27%	-	*	-	-	-
	CWD	44%	16%	0%	-	*	*	-	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-	-
	CWOD	75%	25%	25%	0%	27%	33%	-	-	-	*	28%	10%	-	25%	30%	21%	29%	-	*	-	-	-
	EL	61%	22%	30%	-	30%	-	-	-	-	-	33%	-	-	30%	30%	*	33%	-	-	-	-	-
	Male	71%	20%	19%	*	19%	29%	-	-	-	-	21%	*	*	21%	*	19%	-	-	-	-	-	-
	Female	71%	29%	27%	*	29%	33%	-	-	-	*	30%	17%	*	29%	33%	-	27%	-	*	-	-	-
Science	All Students	74%	42%	57%	*	52%	71%	-	-	-	-	56%	63%	40%	59%	29%	50%	64%	-	-	-	*	
	CWD	47%	23%	40%	-	*	*	-	-	-	-	*	*	40%	-	-	40%	-	-	-	-	-	-
	CWOD	78%	45%	59%	*	52%	77%	-	-	-	-	56%	71%	-	59%	29%	52%	64%	-	-	-	-	*
	EL	58%	33%	29%	-	29%	-	-	-	-	-	33%	*	-	29%	29%	*	40%	-	-	-	-	-
	Male	74%	39%	50%	*	41%	67%	-	-	-	-	52%	*	40%	52%	*	50%	-	-	-	-	-	-
	Female	75%	45%	64%	*	59%	80%	-	-	-	-	58%	*	-	64%	40%	-	64%	-	-	-	-	*

STAAR Percent at Meets Grade Level or Above

All Grades																						
All Subjects	All Students	47%	8%	9%	0%	7%	18%	-	-	-	*	9%	7%	8%	9%	0%	7%	12%	-	*	-	*
	CWD	23%	4%	8%	-	10%	0%	-	-	-	-	5%	*	8%	-	*	5%	14%	-	-	-	-
	CWOD	50%	9%	9%	0%	7%	19%	-	-	-	*	10%	5%	-	9%	0%	7%	12%	-	*	-	*
	EL	29%	3%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	45%	7%	7%	0%	3%	19%	-	-	-	-	7%	5%	5%	7%	0%	7%	-	-	*	-	-
	Female	48%	10%	12%	0%	11%	16%	-	-	-	*	12%	11%	14%	12%	0%	-	12%	-	*	-	-
Reading	All Students	52%	12%	12%	0%	10%	23%	-	-	-	*	12%	13%	13%	12%	0%	8%	18%	-	*	-	*
	CWD	24%	4%	13%	-	15%	*	-	-	-	-	7%	*	13%	-	*	9%	20%	-	-	-	-
	CWOD	56%	13%	12%	0%	9%	25%	-	-	-	*	13%	9%	-	12%	0%	7%	18%	-	*	-	*
	EL	31%	3%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	47%	9%	8%	0%	3%	24%	-	-	-	-	7%	7%	9%	7%	0%	8%	-	-	*	-	-
	Female	56%	15%	18%	0%	18%	20%	-	-	-	*	17%	22%	20%	18%	0%	-	18%	-	*	-	-

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RICHARD MILBURN ACADEMY MIDLAND SOUTH (014801010) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	2%	2%	0%	0%	8%	-	-	-	*	2%	0%	0%	2%	0%	0%	3%	-	*	-	-
	CWD	22%	2%	0%	-	*	*	-	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	44%	2%	2%	0%	0%	8%	-	-	-	*	2%	0%	-	2%	0%	0%	3%	-	*	-	-
	EL	29%	1%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	0%	-	-	-	-
	Male	42%	2%	0%	*	0%	0%	-	-	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	40%	3%	3%	*	0%	17%	-	-	-	*	4%	0%	*	3%	0%	-	3%	-	*	-	-
Science	All Students	46%	8%	8%	*	6%	14%	-	-	-	-	9%	0%	0%	9%	0%	11%	5%	-	-	-	*
	CWD	23%	4%	0%	-	*	*	-	-	-	-	*	*	0%	-	-	0%	-	-	-	-	-
	CWOD	49%	9%	9%	*	7%	15%	-	-	-	-	10%	0%	-	9%	0%	13%	5%	-	-	-	*
	EL	25%	3%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	47%	7%	11%	*	6%	22%	-	-	-	-	12%	*	0%	13%	*	11%	-	-	-	-	-
	Female	45%	8%	5%	*	6%	0%	-	-	-	-	5%	*	-	5%	0%	-	5%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	1%	0%	0%	0%	2%	-	-	-	*	0%	0%	0%	0%	0%	1%	0%	-	*	-	*
	CWD	9%	2%	0%	-	0%	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	24%	0%	0%	0%	0%	2%	-	-	-	*	0%	0%	-	0%	0%	1%	0%	-	*	-	*
	EL	12%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	21%	1%	1%	0%	0%	3%	-	-	-	-	1%	0%	0%	1%	0%	1%	-	-	*	-	-
	Female	23%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-	*	-	*
Reading	All Students	25%	0%	1%	0%	0%	3%	-	-	-	*	1%	0%	0%	1%	0%	1%	0%	-	*	-	*
	CWD	9%	2%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	27%	0%	1%	0%	0%	4%	-	-	-	*	1%	0%	-	1%	0%	1%	0%	-	*	-	*
	EL	13%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	22%	1%	1%	0%	0%	6%	-	-	-	-	1%	0%	0%	1%	0%	1%	-	-	*	-	-
	Female	28%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-	*	-	*
Mathematics	All Students	20%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	9%	2%	0%	-	*	*	-	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	21%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	12%	0%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	0%	-	-	-	-
	Male	21%	1%	0%	*	0%	0%	-	-	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	19%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
Science	All Students	20%	1%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	*
	CWD	8%	3%	0%	-	*	*	-	-	-	-	*	*	0%	-	-	0%	-	-	-	-	-
	CWOD	22%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	EL	7%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	22%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	*	0%	-	-	-	-	-
	Female	19%	1%	0%	*	0%	0%	-	-	-	-	0%	*	-	0%	0%	-	0%	-	-	-	-

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RICHARD MILBURN ACADEMY MIDLAND SOUTH (014801010) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL COUNTY

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	73	-	78	67	-	-	-	-	71	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	73	-	78	67	-	-	-	-	71	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	79	-	*	*	-	-	-	-	80	-	-
Female	69	-	70	*	-	-	-	-	64	-	*
Mathematics											
All Students	5	*	6	-	-	-	-	*	5	*	*
CWD	*	-	*	-	-	-	-	-	*	*	-
CWOD	5	*	6	-	-	-	-	*	6	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	0	*	0	-	-	-	-	-	0	*	*
Female	10	-	*	-	-	-	-	*	*	-	-

- 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◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	11.9%	*	13.1%	11.1%	-	-	-	*	10.3%	16.7%	0.0%	0.0%	*
CWD	16.7%	-	*	*	-	-	-	-	*	16.7%	-	-	-

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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
CWOD	11.5%	*	11.9%	14.3%	-	-	-	*	10.7%	-	0.0%	0.0%	*
EL	0.0%	-	0.0%	-	-	-	-	-	*	-	0.0%	-	-
Male	7.1%	*	10.3%	0.0%	-	-	-	-	7.7%	20.0%	0.0%	0.0%	*
Female	16.7%	*	15.6%	28.6%	-	-	-	*	12.5%	*	*	0.0%	*

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

Part (iv): English Language Proficiency

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	16	2	15	23	-	-	-	*	16	8	8
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	5%	*	7%	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 (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (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		
Mathematics											
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		
English Learner Language Proficiency Status											
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											
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N		N						N		

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

	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Participation Rate																	
All Subjects	All Students	89%	85%	88%	93%	-	-	-	*	89%	89%	96%	88%	83%	90%	88%	-
	CWD	96%	-	95%	100%	-	-	-	-	96%	*	96%	-	*100%	86%	-	-
	CWOD	88%	85%	88%	93%	-	-	-	*	88%	88%	-	88%	82%	89%	88%	-
	EL	83%	-	83%	-	-	-	-	-	83%	*	*	82%	83%	80%	85%	-
	Male	90%	91%	90%	91%	-	-	-	-	91%	85%	100%	89%	80%	90%	-	-
	Female	88%	78%	86%	96%	-	-	-	*	87%	95%	86%	88%	85%	-	88%	-
Reading	All Students	88%	73%	88%	94%	-	-	-	*	88%	88%	94%	87%	78%	88%	88%	-
	CWD	94%	-	92%	*	-	-	-	-	93%	*	94%	-	*100%	80%	-	-
	CWOD	87%	73%	88%	93%	-	-	-	*	87%	88%	-	87%	77%	87%	89%	-
	EL	78%	-	78%	-	-	-	-	-	76%	*	*	77%	78%	71%	89%	-
	Male	88%	80%	88%	94%	-	-	-	-	89%	86%	100%	87%	71%	88%	-	-
	Female	88%	67%	89%	93%	-	-	-	*	86%	100%	80%	89%	89%	-	88%	-
Mathematics	All Students	91%	100%	91%	85%	-	-	-	*	93%	80%	100%	90%	80%	91%	91%	-
	CWD	100%	-	*	*	-	-	-	-	100%	-	100%	-	-	*	*	-
	CWOD	90%	100%	91%	83%	-	-	-	*	92%	80%	-	90%	80%	90%	91%	-
	EL	80%	-	80%	-	-	-	-	-	89%	*	-	80%	80%	*	67%	-
	Male	91%	*	95%	71%	-	-	-	-	93%	*	*	90%	*	91%	-	-
	Female	91%	*	88%	100%	-	-	-	*	93%	83%	*	91%	67%	-	91%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	91%	*	85%	100%	-	-	-	-	89%	100%	100%	90%	100%	97%	83%	-
	CWD	100%	-	*	*	-	-	-	-	*	*	100%	-	-	100%	-	-
	CWOD	90%	*	83%	100%	-	-	-	-	88%	100%	-	90%	100%	96%	83%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	*	100%	-
	Male	97%	*	94%	100%	-	-	-	-	96%	*	100%	96%	*	97%	-	-
	Female	83%	*	76%	100%	-	-	-	-	79%	*	-	83%	100%	-	83%	-
SAT/ACT All Subjects	All Students	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	-	*	-	-	-	-	*	*	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	-	*
Non-Participation Rate																	
All Subjects	All Students	11%	15%	12%	7%	-	-	-	*	11%	11%	4%	12%	17%	10%	12%	-
	CWD	4%	-	5%	0%	-	-	-	-	4%	*	4%	-	*	0%	14%	-
	CWOD	12%	15%	12%	7%	-	-	-	*	12%	12%	-	12%	18%	11%	12%	-
	EL	17%	-	17%	-	-	-	-	-	17%	*	*	18%	17%	20%	15%	-
	Male	10%	9%	10%	9%	-	-	-	-	9%	15%	0%	11%	20%	10%	-	-
	Female	12%	22%	14%	4%	-	-	-	*	13%	5%	14%	12%	15%	-	12%	-
Reading	All Students	12%	27%	12%	6%	-	-	-	*	12%	12%	6%	13%	22%	12%	12%	-
	CWD	6%	-	8%	*	-	-	-	-	7%	*	6%	-	*	0%	20%	-
	CWOD	13%	27%	12%	7%	-	-	-	*	13%	12%	-	13%	23%	13%	11%	-
	EL	22%	-	22%	-	-	-	-	-	24%	*	*	23%	22%	29%	11%	-
	Male	12%	20%	12%	6%	-	-	-	-	11%	14%	0%	13%	29%	12%	-	-
	Female	12%	33%	11%	7%	-	-	-	*	14%	0%	20%	11%	11%	-	12%	-
Mathematics	All Students	9%	0%	9%	15%	-	-	-	*	7%	20%	0%	10%	20%	9%	9%	-
	CWD	0%	-	*	*	-	-	-	-	0%	-	0%	-	-	*	*	-
	CWOD	10%	0%	9%	17%	-	-	-	*	8%	20%	-	10%	20%	10%	9%	-
	EL	20%	-	20%	-	-	-	-	-	11%	*	-	20%	20%	*	33%	-
	Male	9%	*	5%	29%	-	-	-	-	7%	*	*	10%	*	9%	-	-
	Female	9%	*	12%	0%	-	-	-	*	7%	17%	*	9%	33%	-	9%	-
Science	All Students	9%	*	15%	0%	-	-	-	-	11%	0%	0%	10%	0%	3%	17%	-
	CWD	0%	-	*	*	-	-	-	-	*	*	0%	-	-	0%	-	-
	CWOD	10%	*	17%	0%	-	-	-	-	12%	0%	-	10%	0%	4%	17%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-
	Male	3%	*	6%	0%	-	-	-	-	4%	*	0%	4%	*	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
Science	Female	17%	*	24%	0%	-	-	-	-	21%	*	-	17%	0%	-	17%	-
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												
	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		
Out-of-School Suspensions												
	Male	21	0	13	7	1	0	0	0	0		
	Female	30	3	19	5	0	0	0	3	1		
	Total	51	3	32	12	1	0	0	3	1		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	1	0	1	0	0	0	0	0	0		
	Female	1	0	0	1	0	0	0	0	0		
	Total	2	0	1	1	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	1	0	1	0	0	0	0	0	0		
	Female	1	0	0	1	0	0	0	0	0		
	Total	2	0	1	1	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	8	0	6	2	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	8	0	6	2	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	116	7	85	24	-8	-8	-8	-8	2	9	-8
	Female	134	9	95	27	1	-8	-8	2	6	7	-8
	Total	250	16	180	51	1	-8	-8	2	8	16	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery 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	3
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
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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
Preschool 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
Accelerated Coursework											
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 at the campus/district level.
- 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	13.2%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

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

Part (x): Per-pupil Expenditure

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

	Enrollment	State & Local and Federal		State & Local		Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,068	\$273	\$795	\$1,068			
Food services		\$143		\$0	\$0	\$93	\$50	\$143
Instruction		\$5,800	\$4,959	\$0	\$4,959	\$252	\$589	\$841
Support services, general administration		\$159		\$159	\$159			
Support services, instructional staff		\$535	\$353	\$3	\$356	\$5	\$174	\$179
Support services, operation and maintenance of plant		\$2,343	\$2,195	\$128	\$2,323	\$6	\$14	\$20
Support services, pupils		\$611	\$526		\$526	\$11	\$74	\$85
Support services, school administration		\$1,207	\$1,207		\$1,207		\$0	\$0
Support services, student transportation		\$2	\$2		\$2			
Total	144	\$11,867	\$9,514	\$1,085	\$10,599	\$368	\$901	\$1,269

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

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

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 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
Grade 3						
Reading	6,584	2%	-	-	-	-
Mathematics	6,587	2%	-	-	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	-	-	-	-
Mathematics	6,177	2%	-	-	-	-
Grade 7						
Reading	6,130	1%	-	-	-	-
Mathematics	6,120	2%	-	-	-	-
Grade 8						

	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	5,794	1%	-	-	-	-
Mathematics	5,803	2%	-	-	-	-
Science	5,796	1%	-	-	-	-
End of Course						
English I	6,009	1%	*	0%	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	0%	-	-
Biology	5,860	1%	*	0%	-	-
All Grades						
All Subjects	109,954	1%	9	0%	-	-
Reading	48,805	1%	*	0%	-	-
Mathematics	43,293	1%	*	0%	-	-
Science	17,856	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 2022 National Assessment of Educational Progress, compared to the national average of such results.

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

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	*	-	*	-	-	-	-	-	*	-	-
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	84%	91%	88%	69%	*	-	*	-	83%	72%	83%

- Indicates there are no students in the group.

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