

Texas Education Agency  
**2024 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 10 assessments or students for the all student group or any subgroup for every indicator.

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

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

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

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**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 2023-2024 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**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 2023-24 school year. These results 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	67%	67%	<b>38%</b>	40%	37%	44%	*	*	*	40%	40%	34%	23%	40%	22%	31%	47%	*	20%	*	40%		
	CWD	35%	35%	<b>23%</b>	10%	19%	48%	-	-	-	*	26%	19%	23%	-	9%	22%	24%	-	-	-	*		
	CWOD	73%	73%	<b>40%</b>	47%	39%	43%	*	*	*	37%	42%	37%	-	40%	23%	33%	49%	*	20%	*	*		
	EL	47%	44%	<b>22%</b>	-	23%	*	-	*	-	*	24%	20%	9%	23%	22%	18%	29%	*	-	-	-	*	
	Male	62%	62%	<b>31%</b>	29%	29%	38%	*	-	*	42%	32%	29%	22%	33%	18%	31%	-	-	0%	-	-	*	
	Female	74%	73%	<b>47%</b>	51%	46%	54%	*	*	*	33%	49%	42%	24%	49%	29%	-	47%	*	*	*	*	*	
English II	All Students	74%	74%	<b>38%</b>	33%	38%	45%	*	*	*	32%	40%	36%	19%	41%	23%	29%	49%	*	29%	*	50%		
	CWD	39%	39%	<b>19%</b>	8%	15%	41%	-	-	-	-	14%	24%	19%	-	0%	15%	23%	-	*	-	-	*	
	CWOD	78%	79%	<b>41%</b>	38%	41%	46%	*	*	*	33%	42%	38%	-	41%	25%	31%	51%	*	33%	*	40%		
	EL	52%	50%	<b>23%</b>	*	23%	-	*	*	-	-	27%	16%	0%	25%	23%	18%	29%	*	-	-	-	*	
	Male	69%	69%	<b>29%</b>	21%	28%	42%	*	*	*	27%	29%	29%	15%	31%	18%	29%	-	-	17%	-	-	40%	
	Female	79%	79%	<b>49%</b>	44%	50%	50%	*	*	-	*	51%	45%	23%	51%	29%	-	49%	*	*	*	*	*	
Algebra I	All Students	79%	78%	<b>44%</b>	37%	43%	50%	*	*	*	59%	44%	43%	25%	47%	36%	40%	48%	-	38%	*	29%		
	CWD	54%	54%	<b>25%</b>	20%	28%	21%	-	-	-	*	30%	18%	25%	-	14%	24%	26%	-	*	-	-	*	
	CWOD	83%	82%	<b>47%</b>	42%	46%	57%	*	*	*	62%	46%	48%	-	47%	37%	43%	50%	-	43%	*	40%		
	EL	72%	71%	<b>36%</b>	*	36%	*	-	-	-	*	36%	34%	14%	37%	36%	33%	38%	-	-	-	-	-	*
	Male	77%	75%	<b>40%</b>	31%	39%	47%	-	*	-	57%	42%	37%	24%	43%	33%	40%	-	-	60%	*	20%		
	Female	81%	80%	<b>48%</b>	42%	48%	55%	*	*	*	56%	47%	50%	26%	50%	38%	-	48%	-	*	*	*	*	
Biology	All Students	90%	91%	<b>70%</b>	64%	71%	69%	*	*	-	44%	71%	68%	53%	73%	60%	66%	73%	-	83%	*	*		
	CWD	75%	77%	<b>53%</b>	36%	58%	69%	-	-	-	*	60%	45%	53%	-	50%	57%	45%	-	-	-	-	*	
	CWOD	92%	93%	<b>73%</b>	72%	73%	69%	*	*	-	50%	73%	73%	-	73%	61%	69%	76%	-	83%	*	*		
	EL	84%	82%	<b>60%</b>	*	60%	-	-	*	-	-	58%	61%	50%	61%	60%	56%	64%	-	-	-	-	-	*
	Male	89%	90%	<b>66%</b>	56%	69%	66%	-	-	-	27%	68%	64%	57%	69%	56%	66%	-	-	*	-	-	-	*
	Female	91%	91%	<b>73%</b>	69%	73%	74%	*	*	-	71%	73%	72%	45%	76%	64%	-	73%	-	*	*	*	*	
<b>STAAR Percent at Meets Grade Level or Above</b>																								
<b>End of Course</b>																								
English I	All Students	50%	48%	<b>14%</b>	10%	15%	20%	*	*	*	5%	15%	13%	5%	16%	7%	10%	20%	*	10%	*	0%		
	CWD	19%	18%	<b>5%</b>	0%	3%	17%	-	-	-	*	8%	2%	5%	-	9%	4%	7%	-	-	-	-	*	
	CWOD	55%	54%	<b>16%</b>	12%	16%	20%	*	*	*	5%	16%	15%	-	16%	7%	11%	21%	*	10%	*	*		
	EL	27%	24%	<b>7%</b>	-	7%	*	-	*	-	*	8%	6%	9%	7%	7%	7%	8%	*	-	-	-	-	*
	Male	43%	42%	<b>10%</b>	4%	10%	15%	*	-	*	8%	10%	9%	4%	11%	7%	10%	-	-	0%	-	-	-	*
	Female	57%	55%	<b>20%</b>	15%	21%	27%	*	*	*	0%	21%	18%	7%	21%	8%	-	20%	*	*	*	*	*	
English II	All Students	57%	56%	<b>16%</b>	14%	16%	18%	*	*	*	16%	16%	16%	8%	17%	7%	10%	24%	*	14%	*	25%		
	CWD	23%	22%	<b>8%</b>	4%	4%	23%	-	-	-	-	3%	13%	8%	-	0%	8%	7%	-	*	-	-	*	
	CWOD	61%	62%	<b>17%</b>	16%	18%	17%	*	*	*	17%	18%	17%	-	17%	8%	10%	25%	*	17%	*	20%		
	EL	30%	28%	<b>7%</b>	*	7%	-	*	*	-	-	9%	3%	0%	8%	7%	5%	9%	*	-	-	-	-	*
	Male	51%	50%	<b>10%</b>	7%	9%	17%	*	*	*	7%	9%	11%	8%	10%	5%	10%	-	-	17%	-	-	20%	
	Female	63%	63%	<b>24%</b>	21%	24%	21%	*	*	-	*	24%	23%	7%	25%	9%	-	24%	*	*	*	*	*	

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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	
Algebra I	All Students	41%	36%	3%	2%	3%	4%	*	*	*	9%	3%	3%	1%	3%	0%	3%	3%	-	0%	*	0%	
	CWD	17%	16%	1%	0%	0%	5%	-	-	-	*	2%	0%	1%	-	0%	1%	0%	-	*	-	*	
	CWOD	45%	40%	3%	2%	3%	4%	*	*	*	10%	3%	3%	-	3%	0%	3%	3%	-	0%	*	0%	
	EL	29%	26%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%	-	-	-	*
	Male	39%	35%	3%	0%	2%	6%	-	*	-	14%	2%	4%	1%	3%	0%	3%	-	-	0%	*	0%	
	Female	43%	38%	3%	3%	3%	0%	*	*	*	0%	3%	2%	0%	3%	0%	-	3%	-	*	*	*	
Biology	All Students	54%	55%	6%	4%	6%	10%	*	*	-	0%	6%	6%	2%	7%	1%	6%	6%	-	0%	*	*	
	CWD	26%	26%	2%	0%	2%	8%	-	-	-	*	2%	2%	2%	-	0%	2%	3%	-	-	-	*	
	CWOD	58%	60%	7%	5%	7%	11%	*	*	-	0%	6%	7%	-	7%	1%	7%	7%	-	0%	*	*	
	EL	33%	33%	1%	*	1%	-	-	*	-	-	2%	0%	0%	1%	1%	2%	0%	-	-	-	-	*
	Male	54%	55%	6%	4%	5%	11%	-	-	-	0%	5%	7%	2%	7%	2%	6%	-	-	*	-	-	*
	Female	54%	54%	6%	4%	7%	9%	*	*	-	0%	7%	6%	3%	7%	0%	-	6%	-	*	*	*	
<b>STAAR Percent at Masters Grade Level</b>																							
<b>End of Course</b>																							
English I	All Students	15%	13%	1%	1%	0%	1%	*	*	*	0%	0%	1%	0%	1%	0%	0%	1%	*	0%	*	0%	
	CWD	4%	4%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	*	
	CWOD	17%	15%	1%	1%	1%	1%	*	*	*	0%	0%	1%	-	1%	0%	0%	1%	*	0%	*	*	
	EL	4%	3%	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	0%	*	-	-	*
	Male	11%	10%	0%	0%	0%	2%	*	-	*	0%	0%	1%	0%	0%	0%	0%	0%	-	-	0%	-	*
	Female	19%	17%	1%	1%	1%	0%	*	*	*	0%	1%	1%	0%	1%	0%	-	1%	*	*	*	*	
English II	All Students	8%	7%	0%	0%	1%	0%	*	*	*	0%	0%	1%	1%	0%	0%	0%	0%	*	0%	*	0%	
	CWD	3%	4%	1%	0%	1%	0%	-	-	-	-	0%	2%	1%	-	0%	0%	2%	-	*	-	*	
	CWOD	9%	8%	0%	0%	1%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	*	0%	*	0%	
	EL	1%	1%	0%	*	0%	-	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*	-	-	*
	Male	7%	6%	0%	0%	1%	0%	*	*	*	0%	0%	1%	0%	0%	0%	0%	0%	-	-	0%	-	0%
	Female	10%	9%	0%	0%	1%	0%	*	*	-	*	0%	1%	2%	0%	0%	-	0%	*	*	*	*	
Algebra I	All Students	23%	18%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	*	0%	
	CWD	7%	6%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	*	
	CWOD	25%	21%	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-	0%	*	0%	
	EL	13%	11%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%	-	-	-	*
	Male	22%	18%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	-	0%	*	0%
	Female	23%	19%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	-	0%	-	*	*	*	
Biology	All Students	18%	18%	0%	1%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	*	*	
	CWD	5%	6%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	*	
	CWOD	19%	20%	0%	1%	0%	0%	*	*	-	0%	0%	1%	-	0%	0%	0%	0%	-	0%	*	*	
	EL	5%	6%	0%	*	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-	*
	Male	18%	18%	0%	2%	0%	0%	-	-	-	0%	0%	1%	0%	0%	0%	0%	-	-	*	-	-	*
	Female	17%	17%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-	*	*	*	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>All Grades</b>																							

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



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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	
Reading	All Students	52%	51%	15%	12%	15%	19%	14%	0%	*	11%	16%	15%	6%	17%	7%	10%	22%	*	12%	*	15%	
	CWD	23%	22%	6%	2%	4%	20%	-	-	-	*	6%	7%	6%	-	5%	6%	7%	-	*	-	*	
	CWOD	58%	57%	17%	14%	17%	19%	14%	0%	*	11%	17%	16%	-	17%	7%	11%	23%	*	13%	*	11%	
	EL	34%	31%	7%	*	7%	*	*	*	-	*	8%	5%	5%	7%	7%	6%	8%	*	-	-	*	
	Male	48%	46%	10%	6%	10%	16%	*	*	*	8%	10%	10%	6%	11%	6%	10%	-	-	8%	-	13%	
	Female	57%	56%	22%	18%	22%	24%	20%	*	*	15%	22%	20%	7%	23%	8%	-	22%	*	20%	*	20%	
Mathematics	All Students	42%	38%	3%	1%	3%	4%	*	*	*	9%	3%	3%	1%	3%	0%	3%	3%	-	0%	*	0%	
	CWD	22%	20%	1%	0%	0%	5%	-	-	-	*	2%	0%	1%	-	0%	1%	0%	-	*	-	*	
	CWOD	46%	42%	3%	2%	3%	4%	*	*	*	9%	3%	3%	-	3%	0%	3%	3%	-	0%	*	0%	
	EL	31%	28%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	*	
	Male	43%	40%	3%	0%	2%	6%	-	*	-	14%	2%	4%	1%	3%	0%	3%	-	-	0%	*	0%	
	Female	40%	36%	3%	3%	3%	0%	*	*	*	0%	3%	2%	0%	3%	0%	-	3%	-	*	*	*	
Science	All Students	42%	41%	6%	4%	6%	10%	*	*	-	0%	6%	6%	2%	7%	1%	6%	6%	-	0%	*	*	
	CWD	21%	20%	2%	0%	2%	8%	-	-	-	*	2%	2%	2%	-	0%	2%	3%	-	-	-	*	
	CWOD	45%	45%	7%	5%	7%	11%	*	*	-	0%	6%	7%	-	7%	1%	7%	7%	-	0%	*	*	
	EL	24%	23%	1%	*	1%	-	-	*	-	-	2%	0%	0%	1%	1%	2%	0%	-	-	-	*	
	Male	44%	43%	6%	4%	5%	11%	-	-	-	0%	5%	7%	2%	7%	2%	6%	-	-	*	-	*	
	Female	40%	39%	6%	4%	7%	8%	*	*	-	0%	7%	6%	3%	7%	0%	-	6%	-	*	*	*	
SAT/ACT All Subjects	All Students	59%	46%	0%	*	*	*	-	-	-	*	*	0%	-	0%	-	*	0%	-	-	-	-	
	CWD	35%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	60%	47%	0%	*	*	*	-	-	-	*	*	0%	-	0%	-	*	0%	-	-	-	-	
	EL	19%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	64%	52%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-	
	Female	55%	41%	0%	*	*	*	-	-	-	*	*	0%	-	0%	-	-	0%	-	-	-	-	
<b>STAAR Percent at Masters Grade Level</b>																							
<b>All Grades</b>																							
All Subjects	All Students	18%	16%	0%	0%	0%	0%	0%	0%	*	0%	0%	1%	0%	0%	0%	0%	0%	*	0%	0%	0%	
	CWD	6%	5%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	0%	1%	-	*	-	0%	
	CWOD	21%	18%	0%	0%	0%	0%	0%	0%	*	0%	0%	1%	-	0%	0%	0%	0%	*	0%	0%	0%	
	EL	9%	8%	0%	*	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*	-	-	*	
	Male	18%	16%	0%	0%	0%	0%	0%	0%	*	*	0%	0%	1%	0%	0%	0%	0%	-	-	0%	*	0%
	Female	19%	17%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	1%	0%	0%	-	0%	*	0%	0%	0%
Reading	All Students	21%	19%	1%	0%	1%	0%	0%	0%	*	0%	0%	1%	0%	1%	0%	0%	1%	*	0%	*	0%	
	CWD	6%	5%	0%	0%	1%	0%	-	-	-	*	0%	1%	0%	-	0%	0%	1%	-	*	-	*	
	CWOD	24%	22%	1%	0%	1%	1%	0%	0%	*	0%	0%	1%	-	1%	0%	0%	1%	*	0%	*	0%	
	EL	10%	9%	0%	*	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*	-	-	*	
	Male	18%	16%	0%	0%	0%	1%	*	*	*	0%	0%	1%	0%	0%	0%	0%	-	-	0%	-	0%	
	Female	24%	22%	1%	1%	1%	0%	0%	0%	*	*	0%	1%	1%	1%	0%	-	1%	*	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	17%	14%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	*	0%	
	CWD	6%	6%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	*	
	CWOD	19%	15%	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-	0%	*	0%	
	EL	10%	8%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	*	
	Male	18%	15%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	-	0%	*	0%
	Female	15%	12%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-	*	*	*
Science	All Students	15%	14%	0%	1%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	*	*
	CWD	5%	5%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-	*
	CWOD	17%	16%	0%	1%	0%	0%	*	*	-	0%	0%	1%	-	0%	0%	0%	0%	-	0%	*	*	*
	EL	5%	5%	0%	*	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-	*
	Male	16%	16%	0%	2%	0%	0%	-	-	-	0%	0%	1%	0%	0%	0%	0%	0%	-	-	*	-	*
	Female	14%	13%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-	*	*	*
SAT/ACT All Subjects	All Students	12%	5%	0%	*	*	*	-	-	-	*	*	0%	-	0%	-	*	0%	-	-	-	-	-
	CWD	7%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	5%	0%	*	*	*	-	-	-	*	*	0%	-	0%	-	*	0%	-	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	7%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-	-
	Female	9%	3%	0%	*	*	*	-	-	-	-	*	*	0%	-	0%	-	-	0%	-	-	-	-

- Indicates there are no students in the group.

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

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

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

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	42	39	42	40	*	*	-	54	43	28	30
CWD	28	22	22	36	-	-	-	*	28	28	15
CWOD	45	46	46	42	*	*	-	44	46	-	32
EL ◇	30	-	30	*	-	-	-	-	27	15	30
Male	31	33	27	35	-	-	-	48	32	22	21
Female	52	45	54	47	*	*	-	*	51	37	41

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	46	56	44	45	-	*	-	*	43	46	45
CWD	46	*	56	36	-	-	-	-	56	46	*
CWOD	46	64	41	47	-	*	-	*	40	-	47
EL ◇	45	-	45	-	-	-	-	-	46	*	45
Male	49	36	51	50	-	-	-	*	47	40	43
Female	44	72	38	38	-	*	-	*	39	58	50

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

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

This section provides information on high school graduation rates for the class of 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	30.2%	24.4%	29.3%	41.3%	-	*	-	9.1%	27.4%	32.6%	22.3%	16.9%	13.3%
CWD	32.6%	35.7%	28.6%	42.1%	-	-	-	*	26.2%	32.6%	30.0%	*	*
CWOD	29.9%	23.1%	29.4%	41.2%	-	*	-	5.3%	27.5%	-	21.6%	17.5%	8.3%
EL ◇	22.3%	*	21.6%	-	-	*	-	*	20.7%	30.0%	22.3%	*	-
Male	25.2%	15.9%	24.9%	38.2%	-	-	-	0.0%	21.2%	30.9%	15.8%	12.0%	*
Female	35.1%	33.3%	33.7%	44.3%	-	*	-	16.7%	33.1%	35.1%	28.1%	20.6%	18.2%

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

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

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 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
155	9	6%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	18	17	19	22	17	10	*	20	19	11	12
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	60%	57%	61%	58%	*	*	*	50%	61%	63%	44%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2028-2032)	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2033-2037)	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N				N	N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2028-2032)	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2033-2037)	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N				N	N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											50%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N	N	N	N				N	N	N	N

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

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

**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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	96%	96%	96%	95%	100%	100%	*	84%	95%	97%	97%	96%	98%	96%	96%	*
	CWD	97%	98%	97%	99%	-	-	-	83%	97%	98%	97%	-	98%	98%	96%	-
	CWOD	96%	95%	96%	94%	100%	100%	*	84%	95%	97%	-	96%	98%	96%	96%	*
	EL	98%	*	98%	*	*	*	-	*	99%	96%	98%	98%	98%	97%	98%	*
	Male	96%	95%	97%	96%	*	*	*	81%	96%	96%	98%	96%	97%	96%	-	-
	Female	96%	96%	96%	94%	100%	100%	*	90%	95%	97%	96%	96%	98%	-	96%	*
<b>Reading</b>	All Students	97%	97%	97%	96%	100%	100%	*	83%	96%	97%	98%	96%	98%	97%	97%	*
	CWD	98%	98%	97%	100%	-	-	-	*	97%	98%	98%	-	100%	99%	96%	-
	CWOD	96%	97%	97%	95%	100%	100%	*	84%	96%	97%	-	96%	98%	96%	97%	*
	EL	98%	*	99%	*	*	*	-	*	100%	97%	100%	98%	98%	98%	99%	*
	Male	97%	97%	97%	96%	*	*	*	78%	96%	97%	99%	96%	98%	97%	-	-
	Female	97%	97%	97%	95%	100%	*	*	92%	96%	98%	96%	97%	99%	-	97%	*
<b>Mathematics</b>	All Students	95%	94%	95%	92%	*	*	*	92%	94%	95%	96%	94%	98%	96%	94%	-
	CWD	96%	100%	95%	95%	-	-	-	*	98%	94%	96%	-	100%	97%	95%	-
	CWOD	94%	92%	95%	92%	*	*	*	91%	94%	96%	-	94%	97%	96%	93%	-
	EL	98%	*	97%	*	-	-	-	*	99%	96%	100%	97%	98%	99%	96%	-
	Male	96%	95%	97%	93%	-	*	-	86%	96%	95%	97%	96%	99%	96%	-	-
	Female	94%	93%	94%	91%	*	*	*	100%	92%	96%	95%	93%	96%	-	94%	-
<b>Science</b>	All Students	95%	94%	96%	98%	*	*	-	78%	95%	97%	97%	95%	94%	95%	96%	-
	CWD	97%	96%	97%	100%	-	-	-	*	95%	100%	97%	-	89%	97%	97%	-
	CWOD	95%	94%	96%	98%	*	*	-	75%	95%	96%	-	95%	95%	95%	96%	-
	EL	94%	*	95%	-	-	*	-	-	95%	92%	89%	95%	94%	95%	94%	-
	Male	95%	90%	97%	100%	-	-	-	82%	95%	96%	97%	95%	95%	95%	-	-
	Female	96%	98%	96%	96%	*	*	-	71%	95%	98%	97%	96%	94%	-	96%	-
<b>SAT/ACT All Subjects</b>	All Students	30%	20%	27%	33%	-	-	-	*	9%	50%	*	33%	*	11%	43%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-
	CWOD	33%	20%	30%	40%	-	-	-	*	10%	55%	-	33%	-	14%	43%	-
	EL	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-
	Male	11%	*	20%	*	-	-	-	-	*	20%	*	14%	*	11%	-	-
	Female	43%	*	33%	*	-	-	-	*	14%	71%	-	43%	-	-	43%	-
<b>Non-Participation Rate</b>																	

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		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>All Subjects</b>	All Students	4%	4%	4%	5%	0%	0%	*	16%	5%	3%	3%	4%	2%	4%	4%	*
	CWD	3%	2%	3%	1%	-	-	-	17%	3%	2%	3%	-	2%	2%	4%	-
	CWOD	4%	5%	4%	6%	0%	0%	*	16%	5%	3%	-	4%	2%	4%	4%	*
	EL	2%	*	2%	*	*	*	-	*	1%	4%	2%	2%	2%	3%	2%	*
	Male	4%	5%	3%	4%	*	*	*	19%	4%	4%	2%	4%	3%	4%	-	-
	Female	4%	4%	4%	6%	0%	0%	*	10%	5%	3%	4%	4%	2%	-	4%	*
<b>Reading</b>	All Students	3%	3%	3%	4%	0%	0%	*	17%	4%	3%	2%	4%	2%	3%	3%	*
	CWD	2%	2%	3%	0%	-	-	-	*	3%	2%	2%	-	0%	1%	4%	-
	CWOD	4%	3%	3%	5%	0%	0%	*	16%	4%	3%	-	4%	2%	4%	3%	*
	EL	2%	*	1%	*	*	*	-	*	0%	3%	0%	2%	2%	2%	1%	*
	Male	3%	3%	3%	4%	*	*	*	22%	4%	3%	1%	4%	2%	3%	-	-
	Female	3%	3%	3%	5%	0%	*	*	8%	4%	2%	4%	3%	1%	-	3%	*
<b>Mathematics</b>	All Students	5%	6%	5%	8%	*	*	*	8%	6%	5%	4%	6%	2%	4%	6%	-
	CWD	4%	0%	5%	5%	-	-	-	*	2%	6%	4%	-	0%	3%	5%	-
	CWOD	6%	8%	5%	8%	*	*	*	9%	6%	4%	-	6%	3%	4%	7%	-
	EL	2%	*	3%	*	-	-	-	*	1%	4%	0%	3%	2%	1%	4%	-
	Male	4%	5%	3%	7%	-	*	-	14%	4%	5%	3%	4%	1%	4%	-	-
	Female	6%	7%	6%	9%	*	*	*	0%	8%	4%	5%	7%	4%	-	6%	-
<b>Science</b>	All Students	5%	6%	4%	2%	*	*	-	22%	5%	3%	3%	5%	6%	5%	4%	-
	CWD	3%	4%	3%	0%	-	-	-	*	5%	0%	3%	-	11%	3%	3%	-
	CWOD	5%	6%	4%	2%	*	*	-	25%	5%	4%	-	5%	5%	5%	4%	-
	EL	6%	*	5%	-	-	*	-	-	5%	8%	11%	5%	6%	5%	6%	-
	Male	5%	10%	3%	0%	-	-	-	18%	5%	4%	3%	5%	5%	5%	-	-
	Female	4%	2%	4%	4%	*	*	-	29%	5%	2%	3%	4%	6%	-	4%	-
<b>SAT/ACT All Subjects</b>	All Students	70%	80%	73%	67%	-	-	-	*	91%	50%	*	67%	*	89%	57%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-
	CWOD	67%	80%	70%	60%	-	-	-	*	90%	45%	-	67%	-	86%	57%	-
	EL	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-
	Male	89%	*	80%	*	-	-	-	-	*	80%	*	86%	*	89%	-	-
	Female	57%	*	67%	*	-	-	-	*	86%	29%	-	57%	-	-	57%	-

- 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 2020-21 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)

Campus Level of School Quality, Climate, and Safety

**Part (viii)(II)** This section provides information from the 2020-21 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.

Campus Level of Preschool Programs and Accelerated Coursework

**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	18.1	30.4%	4.2	30.7%		
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.

**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 (2022-23).

*To be updated by June 30th, 2025.*

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$941	\$187	\$725	\$912		\$28	\$28
Food services		\$99				\$40	\$59	\$99
Instruction		\$3,838	\$2,821	\$50	\$2,871	\$193	\$773	\$966
Support services, general administration		\$184		\$182	\$182		\$3	\$3
Support services, instructional staff		\$542	\$347	\$18	\$364		\$178	\$178
Support services, operation and maintenance of plant		\$1,569	\$1,429	\$128	\$1,557	\$9	\$3	\$12
Support services, pupils		\$658	\$605	\$8	\$613	\$1	\$43	\$44
Support services, school administration		\$1,026	\$997	\$1	\$998	\$4	\$24	\$28
Support services, student transportation		\$3	\$3		\$3			



	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
<b>Total</b>	<b>1,690</b>	<b>\$8,860</b>	<b>\$6,390</b>	<b>\$1,112</b>	<b>\$7,501</b>	<b>\$247</b>	<b>\$1,111</b>	<b>\$1,358</b>

**Campus Level PPE Summary Report**

**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 2023-24 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
<b>Grade 3</b>						
Reading	6,625	2%	623	2%	-	-
Mathematics	6,620	2%	624	2%	-	-
<b>Grade 4</b>						
Reading	6,491	2%	663	2%	-	-
Mathematics	6,491	2%	662	2%	-	-
<b>Grade 5</b>						
Reading	6,033	1%	569	2%	-	-
Mathematics	6,033	2%	569	2%	-	-
Science	6,033	2%	569	2%	-	-
<b>Grade 6</b>						
Reading	5,586	1%	579	2%	-	-
Mathematics	5,586	1%	579	2%	-	-
<b>Grade 7</b>						
Reading	5,233	1%	502	1%	-	-
Mathematics	5,227	2%	501	2%	-	-
<b>Grade 8</b>						
Reading	4,985	1%	451	1%	-	-
Mathematics	4,985	1%	450	1%	-	-
Science	4,984	1%	449	1%	-	-
<b>End of Course</b>						
English I	5,119	1%	525	1%	-	-
English II	4,683	1%	486	1%	-	-
Algebra I	5,112	1%	527	1%	-	-
Biology	5,027	1%	540	1%	-	-

	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
<b>All Grades</b>						
All Subjects	100,862	1%	9,869	1%	-	-
Reading	44,764	1%	4,399	1%	-	-
Mathematics	40,054	1%	3,912	1%	-	-
Science	16,044	1%	1,558	1%	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
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

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	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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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	14%	11%	16%	11%	-	-	-	*	14%	-	*
In-State Private Institutions	*	*	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	1%	*	*	*	-	-	-	-	1%	*	*

- 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 2022-23 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%	86%	84%	76%	83%	83%	70%	79%	83%	74%	77%

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

Region	District	District Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)	\$344,000	HQIM, Effective Instruction, Implement a Positive School Culture, Increase Strong School Leadership and Planning

School level Section 1003 Funds for District

Note: Downloadable PDF and Excel files are available.

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

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

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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 10 assessments or students for the all student group or any subgroup for every indicator.

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%



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

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

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

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

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

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

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**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 2023-2024 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**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 2023-24 school year. These results 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	67%	38%	<b>38%</b>	35%	47%	*	*	*	*	-	47%	24%	6%	49%	20%	29%	48%	-	-	-	*	
	CWD	35%	23%	<b>6%</b>	0%	*	-	-	-	-	-	0%	9%	6%	-	*	0%	14%	-	-	-	-	
	CWOD	73%	40%	<b>49%</b>	54%	50%	*	*	*	*	-	55%	33%	-	49%	*	40%	59%	-	-	-	*	
	EL	47%	22%	<b>20%</b>	-	*	-	-	*	-	-	*	*	*	*	20%	*	*	-	-	-	-	-
	Male	62%	31%	<b>29%</b>	25%	36%	*	-	-	*	-	45%	0%	0%	40%	*	29%	-	-	-	-	-	*
	Female	74%	47%	<b>48%</b>	44%	56%	*	*	*	-	-	47%	46%	14%	59%	*	-	48%	-	-	-	-	*
English II	All Students	74%	38%	<b>34%</b>	27%	44%	33%	*	*	*	*	33%	35%	27%	35%	22%	26%	40%	-	-	-	67%	
	CWD	39%	19%	<b>27%</b>	22%	33%	-	-	-	-	-	0%	40%	27%	-	*	14%	38%	-	-	-	*	
	CWOD	78%	41%	<b>35%</b>	29%	48%	33%	*	*	*	*	36%	33%	-	35%	29%	28%	41%	-	-	-	*	
	EL	52%	23%	<b>22%</b>	-	25%	-	-	*	-	-	33%	*	*	29%	22%	*	29%	-	-	-	-	-
	Male	69%	29%	<b>26%</b>	17%	31%	*	-	-	*	*	24%	28%	14%	28%	*	26%	-	-	-	-	-	*
	Female	79%	49%	<b>40%</b>	35%	57%	*	*	*	-	*	38%	46%	38%	41%	29%	-	40%	-	-	-	-	*
Algebra I	All Students	79%	44%	<b>27%</b>	30%	25%	20%	*	-	-	*	29%	23%	7%	34%	40%	19%	36%	-	-	-	40%	
	CWD	54%	25%	<b>7%</b>	10%	*	*	-	-	-	-	17%	0%	7%	-	-	0%	*	-	-	-	*	
	CWOD	83%	47%	<b>34%</b>	39%	31%	*	*	-	-	*	32%	36%	-	34%	40%	29%	38%	-	-	-	*	
	EL	72%	36%	<b>40%</b>	-	40%	-	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-	-
	Male	77%	40%	<b>19%</b>	21%	25%	*	-	-	-	-	21%	15%	0%	29%	*	19%	-	-	-	-	-	*
	Female	81%	48%	<b>36%</b>	43%	25%	*	*	-	-	*	38%	33%	*	38%	*	-	36%	-	-	-	-	*
Biology	All Students	90%	70%	<b>49%</b>	50%	63%	*	*	*	-	-	52%	40%	8%	73%	*	42%	56%	-	-	-	*	
	CWD	75%	53%	<b>8%</b>	9%	*	-	-	-	-	-	14%	0%	8%	-	*	11%	*	-	-	-	*	
	CWOD	92%	73%	<b>73%</b>	83%	83%	*	*	*	-	-	63%	*	-	73%	*	64%	75%	-	-	-	*	
	EL	84%	60%	<b>*</b>	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	89%	66%	<b>42%</b>	50%	40%	*	-	-	-	-	46%	29%	11%	64%	*	42%	-	-	-	-	-	*
	Female	91%	73%	<b>56%</b>	45%	*	-	-	*	*	-	54%	*	*	75%	*	-	56%	-	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>End of Course</b>																							
English I	All Students	50%	14%	<b>5%</b>	0%	11%	*	*	*	*	-	5%	4%	0%	6%	0%	6%	3%	-	-	-	*	
	CWD	19%	5%	<b>0%</b>	0%	*	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-	
	CWOD	55%	16%	<b>6%</b>	0%	13%	*	*	*	*	-	6%	7%	-	6%	*	8%	5%	-	-	-	*	
	EL	27%	7%	<b>0%</b>	-	*	-	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-	-
	Male	43%	10%	<b>6%</b>	0%	18%	*	-	-	*	-	9%	0%	0%	8%	*	6%	-	-	-	-	-	*
	Female	57%	20%	<b>3%</b>	0%	0%	*	*	*	-	-	0%	8%	0%	5%	*	-	3%	-	-	-	-	*
English II	All Students	57%	16%	<b>17%</b>	11%	22%	33%	*	*	*	*	17%	16%	13%	18%	0%	16%	18%	-	-	-	33%	
	CWD	23%	8%	<b>13%</b>	11%	17%	-	-	-	-	-	0%	20%	13%	-	*	14%	13%	-	-	-	*	
	CWOD	61%	17%	<b>18%</b>	11%	24%	33%	*	*	*	*	19%	14%	-	18%	0%	16%	19%	-	-	-	*	
	EL	30%	7%	<b>0%</b>	-	0%	-	-	*	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-	-
	Male	51%	10%	<b>16%</b>	6%	23%	*	-	-	*	*	14%	17%	14%	16%	*	16%	-	-	-	-	-	*
	Female	63%	24%	<b>18%</b>	15%	21%	*	*	*	-	*	19%	15%	13%	19%	0%	-	18%	-	-	-	-	*

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RICHARD MILBURN ALTER H S (KILLEEN) (014801001) - 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	41%	3%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	0%	
	CWD	17%	1%	0%	0%	*	*	-	-	-	-	0%	0%	0%	-	-	0%	*	-	-	-	*	
	CWOD	45%	3%	0%	0%	0%	*	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	*	
	EL	29%	0%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-	
	Male	39%	3%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	*	0%	-	-	-	-	-	*
	Female	43%	3%	0%	0%	0%	*	*	-	-	*	0%	0%	*	0%	*	-	0%	-	-	-	-	*
Biology	All Students	54%	6%	0%	0%	0%	*	*	*	-	-	0%	0%	0%	0%	*	0%	0%	-	-	-	*	
	CWD	26%	2%	0%	0%	*	-	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	*	
	CWOD	58%	7%	0%	0%	0%	*	*	*	-	-	0%	*	-	0%	*	0%	0%	-	-	-	*	
	EL	33%	1%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	54%	6%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	*	0%	-	-	-	-	-	*
	Female	54%	6%	0%	0%	*	-	*	*	-	-	0%	*	*	0%	*	-	0%	-	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																							
<b>End of Course</b>																							
English I	All Students	15%	1%	0%	0%	0%	*	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	*	
	CWD	4%	0%	0%	0%	*	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-	
	CWOD	17%	1%	0%	0%	0%	*	*	*	*	-	0%	0%	-	0%	*	0%	0%	-	-	-	*	
	EL	4%	0%	0%	-	*	-	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-	
	Male	11%	0%	0%	0%	0%	*	-	-	*	-	0%	0%	0%	0%	*	0%	-	-	-	-	-	*
	Female	19%	1%	0%	0%	0%	*	*	*	-	-	0%	0%	0%	0%	*	-	0%	-	-	-	-	*
English II	All Students	8%	0%	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	0%	
	CWD	3%	1%	0%	0%	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%	-	-	-	-	
	Male	7%	0%	0%	0%	0%	*	-	-	*	*	0%	0%	0%	0%	*	0%	-	-	-	-	-	*
	Female	10%	0%	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	-	0%	-	-	-	-	*
Algebra I	All Students	23%	0%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	0%	
	CWD	7%	0%	0%	0%	*	*	-	-	-	-	0%	0%	0%	-	-	0%	*	-	-	-	*	
	CWOD	25%	0%	0%	0%	0%	*	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	*	
	EL	13%	0%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-	
	Male	22%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	*	0%	-	-	-	-	-	*
	Female	23%	0%	0%	0%	0%	*	*	-	-	*	0%	0%	*	0%	*	-	0%	-	-	-	-	*
Biology	All Students	18%	0%	0%	0%	0%	*	*	*	-	-	0%	0%	0%	0%	*	0%	0%	-	-	-	*	
	CWD	5%	0%	0%	0%	*	-	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	*	
	CWOD	19%	0%	0%	0%	0%	*	*	*	-	-	0%	*	-	0%	*	0%	0%	-	-	-	*	
	EL	5%	0%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	18%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	*	0%	-	-	-	-	-	*
	Female	17%	0%	0%	0%	*	-	*	*	-	-	0%	*	*	0%	*	-	0%	-	-	-	-	*

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

All Grades

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RICHARD MILBURN ALTER H S (KILLEEN) (014801001) - 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%	45%	<b>36%</b>	34%	43%	33%	*	*	*	0%	39%	30%	12%	43%	26%	28%	43%	-	-	-	56%	
	CWD	46%	29%	<b>12%</b>	10%	20%	*	-	-	-	-	9%	14%	12%	-	0%	6%	22%	-	-	-	*	
	CWOD	77%	48%	<b>43%</b>	45%	50%	36%	*	*	*	0%	44%	40%	-	43%	33%	36%	49%	-	-	-	58%	
	EL	61%	32%	<b>26%</b>	-	30%	-	-	*	-	-	36%	11%	0%	33%	26%	17%	29%	-	-	-	-	
	Male	71%	39%	<b>28%</b>	26%	34%	18%	-	-	*	0%	34%	18%	6%	36%	17%	28%	-	-	-	-	50%	
	Female	74%	53%	<b>43%</b>	41%	53%	*	*	*	-	*	42%	46%	22%	49%	29%	-	43%	-	-	-	-	63%
Reading	All Students	74%	38%	<b>36%</b>	31%	46%	44%	*	*	*	0%	39%	30%	16%	41%	21%	28%	43%	-	-	-	67%	
	CWD	44%	21%	<b>16%</b>	9%	30%	-	-	-	-	-	0%	24%	16%	-	*	6%	27%	-	-	-	*	
	CWOD	80%	41%	<b>41%</b>	39%	50%	44%	*	*	*	0%	44%	34%	-	41%	30%	34%	47%	-	-	-	57%	
	EL	59%	23%	<b>21%</b>	-	25%	-	-	*	-	-	33%	0%	*	30%	21%	*	27%	-	-	-	-	
	Male	70%	30%	<b>28%</b>	21%	35%	33%	-	-	*	*	35%	16%	6%	34%	*	28%	-	-	-	-	-	*
	Female	78%	48%	<b>43%</b>	40%	57%	*	*	*	-	*	41%	48%	27%	47%	27%	-	43%	-	-	-	-	80%
Mathematics	All Students	70%	44%	<b>26%</b>	29%	25%	20%	*	-	-	*	29%	23%	7%	33%	40%	19%	36%	-	-	-	40%	
	CWD	45%	25%	<b>7%</b>	10%	*	*	-	-	-	-	17%	0%	7%	-	-	0%	*	-	-	-	*	
	CWOD	75%	46%	<b>33%</b>	38%	31%	*	*	-	-	*	31%	33%	-	33%	40%	27%	38%	-	-	-	*	
	EL	62%	36%	<b>40%</b>	-	40%	-	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-	-
	Male	71%	40%	<b>19%</b>	21%	25%	*	-	-	-	-	21%	15%	0%	27%	*	19%	-	-	-	-	-	*
	Female	70%	47%	<b>36%</b>	40%	25%	*	*	-	-	*	38%	30%	*	38%	*	-	36%	-	-	-	-	*
Science	All Students	73%	70%	<b>49%</b>	50%	63%	*	*	*	-	-	52%	40%	8%	73%	*	42%	56%	-	-	-	*	
	CWD	49%	53%	<b>8%</b>	9%	*	-	-	-	-	-	14%	0%	8%	-	*	11%	*	-	-	-	*	
	CWOD	77%	73%	<b>73%</b>	83%	83%	*	*	*	-	-	63%	*	-	73%	*	64%	75%	-	-	-	*	
	EL	61%	60%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	74%	66%	<b>42%</b>	50%	40%	*	-	-	-	-	46%	29%	11%	64%	*	42%	-	-	-	-	-	*
	Female	72%	73%	<b>56%</b>	45%	*	-	*	*	-	-	54%	*	*	75%	*	-	56%	-	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>All Grades</b>																							
All Subjects	All Students	47%	10%	<b>7%</b>	4%	12%	20%	*	*	*	0%	7%	7%	3%	8%	0%	7%	8%	-	-	-	13%	
	CWD	22%	4%	<b>3%</b>	2%	7%	*	-	-	-	-	0%	6%	3%	-	0%	3%	4%	-	-	-	*	
	CWOD	51%	11%	<b>8%</b>	4%	13%	21%	*	*	*	0%	9%	8%	-	8%	0%	8%	9%	-	-	-	8%	
	EL	31%	4%	<b>0%</b>	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	45%	7%	<b>7%</b>	1%	14%	9%	-	-	*	0%	7%	6%	3%	8%	0%	7%	-	-	-	-	-	13%
	Female	48%	14%	<b>8%</b>	6%	9%	*	*	*	-	*	8%	8%	4%	9%	0%	-	8%	-	-	-	-	13%
Reading	All Students	52%	15%	<b>12%</b>	6%	17%	33%	*	*	*	0%	12%	11%	6%	13%	0%	11%	12%	-	-	-	22%	
	CWD	23%	6%	<b>6%</b>	5%	10%	-	-	-	-	-	0%	10%	6%	-	*	6%	7%	-	-	-	*	
	CWOD	58%	17%	<b>13%</b>	7%	19%	33%	*	*	*	0%	14%	11%	-	13%	0%	13%	14%	-	-	-	14%	
	EL	34%	7%	<b>0%</b>	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	*	0%	-	-	-	-	-
	Male	48%	10%	<b>11%</b>	3%	22%	17%	-	-	*	*	12%	10%	6%	13%	*	11%	-	-	-	-	-	*
	Female	57%	22%	<b>12%</b>	9%	13%	*	*	*	-	*	12%	12%	7%	14%	0%	-	12%	-	-	-	-	20%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	42%	3%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	0%
	CWD	22%	1%	0%	0%	*	*	-	-	-	-	0%	0%	0%	-	-	0%	*	-	-	-	*
	CWOD	46%	3%	0%	0%	0%	*	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	EL	31%	0%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	43%	3%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	*	0%	-	-	-	-	*
	Female	40%	3%	0%	0%	0%	*	*	-	-	*	0%	0%	*	0%	*	-	0%	-	-	-	-
Science	All Students	42%	6%	0%	0%	0%	*	*	*	-	-	0%	0%	0%	0%	*	0%	0%	-	-	-	*
	CWD	21%	2%	0%	0%	*	-	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	*
	CWOD	45%	7%	0%	0%	0%	*	*	*	-	-	0%	*	-	0%	*	0%	0%	-	-	-	*
	EL	24%	1%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	44%	6%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	*	0%	-	-	-	-	*
	Female	40%	6%	0%	0%	*	-	*	*	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-	-	-	0%
	CWD	6%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	*
	CWOD	21%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-	-	-	0%
	EL	9%	0%	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	18%	0%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-	0%
	Female	19%	0%	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Reading	All Students	21%	1%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-	-	-	0%
	CWD	6%	0%	0%	0%	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	*
	CWOD	24%	1%	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-	-	-	0%
	EL	10%	0%	0%	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	*	0%	-	-	-	-
	Male	18%	0%	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	*	0%	-	-	-	-	*
	Female	24%	1%	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Mathematics	All Students	17%	0%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	0%
	CWD	6%	0%	0%	0%	*	*	-	-	-	-	0%	0%	0%	-	-	0%	*	-	-	-	*
	CWOD	19%	0%	0%	0%	0%	*	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	EL	10%	0%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	18%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	*	0%	-	-	-	-	*
	Female	15%	0%	0%	0%	0%	*	*	-	-	*	0%	0%	*	0%	*	-	0%	-	-	-	-
Science	All Students	15%	0%	0%	0%	0%	*	*	*	-	-	0%	0%	0%	0%	*	0%	0%	-	-	-	*
	CWD	5%	0%	0%	0%	*	-	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	*
	CWOD	17%	0%	0%	0%	0%	*	*	*	-	-	0%	*	-	0%	*	0%	0%	-	-	-	*
	EL	5%	0%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	16%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	*	0%	-	-	-	-	*
	Female	14%	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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	24	31	0	*	*	-	-	-	44	8	*
CWD	8	13	*	-	-	-	-	-	*	8	*
CWOD	38	47	*	*	*	-	-	-	50	-	*
EL ◇	*	-	*	-	-	-	-	-	*	*	*
Male	13	19	*	-	-	-	-	-	*	0	-
Female	34	42	*	*	*	-	-	-	42	20	*
<b>Mathematics</b>											
All Students	20	*	*	*	-	-	-	-	*	*	-
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 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	35.6%	35.0%	33.3%	46.2%	-	*	-	*	31.1%	33.3%	27.3%	28.6%	*
CWD	33.3%	*	14.3%	*	-	-	-	-	40.0%	33.3%	*	-	-
CWOD	36.0%	30.6%	39.1%	50.0%	-	*	-	*	29.4%	-	37.5%	28.6%	*
EL	27.3%	*	25.0%	-	-	*	-	*	40.0%	*	27.3%	-	-
Male	32.0%	28.6%	31.8%	60.0%	-	-	-	*	20.6%	12.5%	14.3%	*	*
Female	40.5%	42.1%	37.5%	37.5%	-	*	-	*	44.4%	*	*	*	*

- 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 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
7	-	-

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	14	13	18	18	*	*	*	*	16	5	9
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	51%	44%	63%	40%	*	*	*	50%	48%	67%	67%



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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N	N	N						N		
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	N						N		
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N						N		
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N						N		
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	N	N						N		
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N		
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N		
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											
Interim Goals (2028-2032)											36%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%

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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
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N	N	N	N					N	N	N
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N	N	N	N					N	N	N

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

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

**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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	95%	97%	97%	100%	*	*	*	33%	94%	98%	98%	94%	100%	92%	98%	-
	CWD	98%	98%	100%	*	-	-	-	-	96%	100%	98%	-	100%	97%	100%	-
	CWOD	94%	97%	97%	100%	*	*	*	33%	93%	96%	-	94%	100%	91%	98%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	92%	97%	95%	100%	-	-	*	14%	88%	100%	97%	91%	100%	92%	-	-
	Female	98%	97%	100%	*	*	*	-	*	100%	95%	100%	98%	100%	-	98%	-
<b>Reading</b>	All Students	97%	99%	98%	100%	*	*	*	40%	96%	98%	100%	96%	100%	95%	99%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	96%	98%	97%	100%	*	*	*	40%	95%	97%	-	96%	100%	93%	98%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	95%	100%	96%	100%	-	-	*	*	91%	100%	100%	93%	100%	95%	-	-
	Female	99%	98%	100%	*	*	*	-	*	100%	96%	100%	98%	100%	-	99%	-
<b>Mathematics</b>	All Students	93%	94%	94%	100%	*	-	-	*	92%	96%	100%	91%	100%	91%	96%	-
	CWD	100%	100%	*	*	-	-	-	-	100%	100%	100%	-	-	100%	*	-
	CWOD	91%	92%	92%	*	*	-	-	*	90%	93%	-	91%	100%	87%	95%	-
	EL	100%	-	100%	-	-	-	-	-	*	*	-	100%	100%	*	*	-
	Male	91%	95%	88%	*	-	-	-	*	85%	100%	100%	87%	*	91%	-	-
	Female	96%	93%	100%	*	*	-	-	*	100%	90%	*	95%	*	-	96%	-

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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	92%	96%	100%	*	*	*	-	*	88%	100%	92%	91%	*	85%	100%	-	
	CWD	92%	91%	*	-	-	-	-	-	86%	100%	92%	-	*	89%	*	-	
	CWOD	91%	100%	100%	*	*	*	-	*	89%	*	-	91%	*	82%	100%	-	
	EL	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-
	Male	85%	92%	100%	*	-	-	-	*	77%	100%	89%	82%	*	85%	-	-	
	Female	100%	100%	*	-	*	*	-	-	100%	*	*	100%	*	-	100%	-	
SAT/ACT All Subjects	All Students	*	*	-	-	-	-	-	-	*	*	-	*	-	*	*	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	*	*	-	-	-	-	-	-	*	*	-	*	-	*	*	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	*	*	-	-	-	-	-	-	*	-	-	*	-	*	-	-	
	Female	*	*	-	-	-	-	-	-	-	*	-	*	-	-	*	-	
<b>Non-Participation Rate</b>																		
All Subjects	All Students	5%	3%	3%	0%	*	*	*	67%	6%	2%	2%	6%	0%	8%	2%	-	
	CWD	2%	2%	0%	*	-	-	-	-	4%	0%	2%	-	0%	3%	0%	-	
	CWOD	6%	3%	3%	0%	*	*	*	67%	7%	4%	-	6%	0%	9%	2%	-	
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	8%	3%	5%	0%	-	-	*	86%	12%	0%	3%	9%	0%	8%	-	-	
	Female	2%	3%	0%	*	*	*	-	*	0%	5%	0%	2%	0%	-	2%	-	
Reading	All Students	3%	1%	2%	0%	*	*	*	60%	4%	2%	0%	4%	0%	5%	1%	-	
	CWD	0%	0%	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	
	CWOD	4%	2%	3%	0%	*	*	*	60%	5%	3%	-	4%	0%	7%	2%	-	
	EL	0%	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	
	Male	5%	0%	4%	0%	-	-	*	*	9%	0%	0%	7%	0%	5%	-	-	
	Female	1%	2%	0%	*	*	*	-	*	0%	4%	0%	2%	0%	-	1%	-	
Mathematics	All Students	7%	6%	6%	0%	*	-	-	*	8%	4%	0%	9%	0%	9%	4%	-	
	CWD	0%	0%	*	*	-	-	-	-	0%	0%	0%	-	-	0%	*	-	
	CWOD	9%	8%	8%	*	*	-	-	*	10%	7%	-	9%	0%	13%	5%	-	
	EL	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	
	Male	9%	5%	12%	*	-	-	-	*	15%	0%	0%	13%	*	9%	-	-	
	Female	4%	7%	0%	*	*	-	-	*	0%	10%	*	5%	*	-	4%	-	
Science	All Students	8%	4%	0%	*	*	*	-	*	12%	0%	8%	9%	*	15%	0%	-	
	CWD	8%	9%	*	-	-	-	-	-	14%	0%	8%	-	*	11%	*	-	
	CWOD	9%	0%	0%	*	*	*	-	*	11%	*	-	9%	*	18%	0%	-	
	EL	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	
	Male	15%	8%	0%	*	-	-	-	*	23%	0%	11%	18%	*	15%	-	-	

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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%	-
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 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	96	50	24	11	1	-8	1	9	8	27	16
	Female	87	47	25	8	-8	-8	2	5	6	14	17
	Total	183	97	49	19	1	-8	3	14	14	41	33

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

**Part (viii)(II)** This section provides information from the 2020-21 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.

Preschool Programs

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	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-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

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

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

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

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

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

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.1	22.4%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

**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 (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,069	\$316	\$725	\$1,041		\$28	\$28
Food services		\$98				\$39	\$59	\$98
Instruction		\$4,053	\$2,898	\$50	\$2,948	\$332	\$773	\$1,105
Support services, general administration		\$185		\$182	\$182		\$3	\$3
Support services, instructional staff		\$501	\$305	\$18	\$323		\$178	\$178
Support services, operation and maintenance of plant		\$992	\$853	\$128	\$981	\$8	\$3	\$11
Support services, pupils		\$768	\$716	\$8	\$724	\$0	\$43	\$43
Support services, school administration		\$1,153	\$1,128	\$1	\$1,129		\$24	\$24
<b>Total</b>	<b>157</b>	<b>\$8,818</b>	<b>\$6,216</b>	<b>\$1,112</b>	<b>\$7,328</b>	<b>\$379</b>	<b>\$1,111</b>	<b>\$1,490</b>

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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						



	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,491	2%	-	-	-	-
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	-	-	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	100,862	1%	-	-	-	-
Reading	44,764	1%	-	-	-	-
Mathematics	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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 ED Facts 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 2022-23 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%	88%	85%	79%	*	*	100%	65%	88%	80%	77%

- Indicates there are no students in the group.

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

Region	District	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	014801001	RICHARD MILBURN ALTER H S (KILLEEN)	\$43,000	HQIM, Effective Instruction

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

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

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

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

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

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



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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**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 2023-2024 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**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 2023-24 school year. These results 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	67%	38%	<b>33%</b>	75%	31%	29%	-	-	*	*	32%	33%	19%	33%	19%	26%	41%	*	*	-	-
	CWD	35%	23%	<b>19%</b>	*	10%	22%	-	-	-	-	43%	7%	19%	-	*	19%	20%	-	-	-	-
	CWOD	73%	40%	<b>33%</b>	83%	32%	31%	-	-	*	*	31%	36%	-	33%	20%	27%	42%	*	*	-	-
	EL	47%	22%	<b>19%</b>	-	21%	*	-	-	-	*	11%	25%	*	20%	19%	11%	31%	*	-	-	-
	Male	62%	31%	<b>26%</b>	*	24%	19%	-	-	-	*	26%	25%	19%	27%	11%	26%	-	-	*	-	-
	Female	74%	47%	<b>41%</b>	*	40%	43%	-	-	*	*	38%	43%	20%	42%	31%	-	41%	*	-	-	-
English II	All Students	74%	38%	<b>39%</b>	64%	37%	47%	-	*	-	*	38%	41%	18%	40%	24%	25%	53%	*	*	-	-
	CWD	39%	19%	<b>18%</b>	*	14%	*	-	-	-	-	*	14%	18%	-	*	17%	20%	-	-	-	-
	CWOD	78%	41%	<b>40%</b>	70%	38%	47%	-	*	-	*	38%	43%	-	40%	24%	26%	54%	*	*	-	-
	EL	52%	23%	<b>24%</b>	-	24%	-	-	-	-	-	22%	24%	*	24%	24%	15%	31%	*	-	-	-
	Male	69%	29%	<b>25%</b>	*	24%	40%	-	*	-	*	22%	29%	17%	26%	15%	25%	-	-	*	-	-
	Female	79%	49%	<b>53%</b>	86%	50%	50%	-	-	-	-	54%	52%	20%	54%	31%	-	53%	*	-	-	-
Algebra I	All Students	79%	44%	<b>38%</b>	17%	37%	45%	-	*	*	*	37%	39%	22%	39%	27%	34%	42%	-	*	-	-
	CWD	54%	25%	<b>22%</b>	-	25%	17%	-	-	-	-	50%	8%	22%	-	*	18%	29%	-	*	-	-
	CWOD	83%	47%	<b>39%</b>	17%	38%	52%	-	*	*	*	36%	43%	-	39%	27%	36%	43%	-	*	-	-
	EL	72%	36%	<b>27%</b>	-	27%	*	-	-	-	*	20%	30%	*	27%	27%	26%	27%	-	-	-	-
	Male	77%	40%	<b>34%</b>	*	33%	42%	-	*	-	*	40%	28%	18%	36%	26%	34%	-	-	*	-	-
	Female	81%	48%	<b>42%</b>	*	42%	50%	-	-	*	*	31%	52%	29%	43%	27%	-	42%	-	*	-	-
Biology	All Students	90%	70%	<b>63%</b>	*	64%	53%	-	-	-	*	66%	59%	45%	65%	49%	57%	68%	-	*	-	-
	CWD	75%	53%	<b>45%</b>	*	50%	*	-	-	-	-	80%	17%	45%	-	*	50%	*	-	-	-	-
	CWOD	92%	73%	<b>65%</b>	*	65%	54%	-	-	-	*	65%	63%	-	65%	52%	58%	70%	-	*	-	-
	EL	84%	60%	<b>49%</b>	-	50%	-	-	-	-	-	33%	60%	*	52%	49%	42%	56%	-	-	-	-
	Male	89%	66%	<b>57%</b>	*	59%	56%	-	-	-	-	64%	53%	50%	58%	42%	57%	-	-	*	-	-
	Female	91%	73%	<b>68%</b>	*	69%	50%	-	-	-	*	69%	68%	*	70%	56%	-	68%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	50%	14%	<b>12%</b>	13%	11%	14%	-	-	*	*	12%	11%	5%	12%	6%	7%	17%	*	*	-	-
	CWD	19%	5%	<b>5%</b>	*	0%	11%	-	-	-	-	14%	0%	5%	-	*	0%	20%	-	-	-	-
	CWOD	55%	16%	<b>12%</b>	17%	11%	15%	-	-	*	*	12%	13%	-	12%	7%	8%	17%	*	*	-	-
	EL	27%	7%	<b>6%</b>	-	7%	*	-	-	-	*	4%	8%	*	7%	6%	5%	8%	*	-	-	-
	Male	43%	10%	<b>7%</b>	*	7%	5%	-	-	-	*	6%	8%	0%	8%	5%	7%	-	-	*	-	-
	Female	57%	20%	<b>17%</b>	*	16%	29%	-	-	*	*	19%	15%	20%	17%	8%	-	17%	*	-	-	-
English II	All Students	57%	16%	<b>15%</b>	27%	13%	21%	-	*	-	*	12%	18%	0%	15%	6%	4%	25%	*	*	-	-
	CWD	23%	8%	<b>0%</b>	*	0%	*	-	-	-	-	*	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	61%	17%	<b>15%</b>	30%	14%	24%	-	*	-	*	12%	19%	-	15%	6%	4%	27%	*	*	-	-
	EL	30%	7%	<b>6%</b>	-	6%	-	-	-	-	-	4%	7%	*	6%	6%	0%	12%	*	-	-	-
	Male	51%	10%	<b>4%</b>	*	4%	0%	-	-	*	*	2%	6%	0%	4%	0%	4%	-	-	*	-	-
	Female	63%	24%	<b>25%</b>	43%	22%	40%	-	-	-	-	21%	30%	0%	27%	12%	-	25%	*	-	-	-

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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	41%	3%	0%	0%	1%	0%	-	*	*	*	1%	0%	0%	1%	0%	1%	0%	-	*	-	-
	CWD	17%	1%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	45%	3%	1%	0%	1%	0%	-	*	*	*	1%	0%	-	1%	0%	1%	0%	-	*	-	-
	EL	29%	0%	0%	-	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	39%	3%	1%	*	1%	0%	-	*	-	*	2%	0%	0%	1%	0%	1%	-	-	*	-	-
	Female	43%	3%	0%	*	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	-	0%	-	*	-	-
Biology	All Students	54%	6%	2%	*	3%	0%	-	-	-	*	2%	3%	0%	2%	0%	4%	0%	-	*	-	-
	CWD	26%	2%	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	58%	7%	2%	*	3%	0%	-	-	-	*	2%	3%	-	2%	0%	4%	0%	-	*	-	-
	EL	33%	1%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	54%	6%	4%	*	5%	0%	-	-	-	-	3%	5%	0%	4%	0%	4%	-	-	*	-	-
	Female	54%	6%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	15%	1%	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%	0%	*	*	-	-
	CWD	4%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	17%	1%	0%	0%	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	*	*	-	-
	EL	4%	0%	0%	-	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	*	-	-	-
	Male	11%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	19%	1%	0%	*	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	-	0%	*	-	-	-
English II	All Students	8%	0%	0%	0%	1%	0%	-	*	-	*	1%	0%	0%	0%	0%	1%	0%	*	*	-	-
	CWD	3%	1%	0%	*	0%	*	-	-	-	-	*	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	9%	0%	0%	0%	1%	0%	-	*	-	*	1%	0%	-	0%	0%	1%	0%	*	*	-	-
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	*	-	-	-
	Male	7%	0%	1%	*	1%	0%	-	*	-	*	2%	0%	0%	1%	0%	1%	-	-	*	-	-
	Female	10%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*	-	-	-
Algebra I	All Students	23%	0%	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	7%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	25%	0%	0%	0%	0%	0%	-	*	*	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	13%	0%	0%	-	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	22%	0%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	23%	0%	0%	*	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	-	0%	-	*	-	-
Biology	All Students	18%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	5%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	19%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	17%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						

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

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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
Reading	All Students	52%	15%	13%	21%	12%	17%	-	*	*	*	12%	14%	3%	14%	6%	6%	22%	*	*	-	-
	CWD	23%	6%	3%	*	0%	8%	-	-	-	-	9%	0%	3%	-	*	0%	10%	-	-	-	-
	CWOD	58%	17%	14%	25%	13%	19%	-	*	*	*	12%	16%	-	14%	6%	6%	22%	*	*	-	-
	EL	34%	7%	6%	-	6%	*	-	-	-	*	4%	8%	*	6%	6%	3%	10%	*	-	-	-
	Male	48%	10%	6%	0%	6%	3%	-	*	-	*	4%	7%	0%	6%	3%	6%	-	-	*	-	-
	Female	57%	22%	22%	36%	19%	35%	-	-	*	*	20%	23%	10%	22%	10%	-	22%	*	-	-	-
Mathematics	All Students	42%	3%	0%	0%	1%	0%	-	*	*	*	1%	0%	0%	1%	0%	1%	0%	-	*	-	-
	CWD	22%	1%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	46%	3%	1%	0%	1%	0%	-	*	*	*	1%	0%	-	1%	0%	1%	0%	-	*	-	-
	EL	31%	0%	0%	-	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	0%	-	-	-
	Male	43%	3%	1%	*	1%	0%	-	*	-	*	2%	0%	0%	1%	0%	1%	-	-	*	-	-
	Female	40%	3%	0%	*	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	-	0%	-	*	-	-
Science	All Students	42%	6%	2%	*	3%	0%	-	-	-	*	2%	3%	0%	2%	0%	4%	0%	-	*	-	-
	CWD	21%	2%	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	45%	7%	2%	*	3%	0%	-	-	-	*	2%	3%	-	2%	0%	4%	0%	-	*	-	-
	EL	24%	1%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	0%	-	-	-
	Male	44%	6%	4%	*	5%	0%	-	-	-	-	3%	5%	0%	4%	0%	4%	-	-	*	-	-
	Female	40%	6%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
SAT/ACT All Subjects	All Students	59%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	CWD	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	EL	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	*	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	55%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	0%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	-	-
	CWD	6%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	21%	0%	0%	0%	0%	0%	-	*	*	0%	0%	0%	-	0%	0%	0%	0%	*	0%	-	-
	EL	9%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*	-	-	-
	Male	18%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-	0%	-	-
	Female	19%	0%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	-	0%	*	*	-	-
Reading	All Students	21%	1%	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	*	*	-	-
	CWD	6%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	24%	1%	0%	0%	0%	0%	-	*	*	*	0%	0%	-	0%	0%	0%	0%	*	*	-	-
	EL	10%	0%	0%	-	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	*	-	-	-
	Male	18%	0%	0%	0%	1%	0%	-	*	-	*	1%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	24%	1%	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	-	0%	*	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	17%	0%	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	6%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	19%	0%	0%	0%	0%	0%	-	*	*	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	10%	0%	0%	-	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	0%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	15%	0%	0%	*	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%	-	0%	-	*	-
Science	All Students	15%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	5%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	16%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	14%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
SAT/ACT All Subjects	All Students	12%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	CWD	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	*	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	9%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-

- Indicates there are no students in the group.

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

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

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

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	39	80	38	34	-	-	-	*	41	23	38
CWD	23	*	20	17	-	-	-	-	30	23	*
CWOD	41	*	39	43	-	-	-	*	42	-	37
EL ◇	38	-	39	*	-	-	-	-	32	*	38
Male	24	*	23	20	-	-	-	*	24	16	19
Female	52	*	50	55	-	-	-	-	52	40	63

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	31	*	27	42	-	-	-	*	23	21	44
CWD	21	-	*	*	-	-	-	-	*	21	-
CWOD	33	*	28	50	-	-	-	*	25	-	44
EL ◇	44	-	44	-	-	-	-	-	*	-	44
Male	39	-	41	41	-	-	-	*	31	25	50
Female	23	*	15	45	-	-	-	-	18	*	*

- 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 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	27.5%	0.0%	27.7%	29.0%	-	-	-	*	24.4%	25.0%	37.5%	10.0%	*
CWD	25.0%	-	16.7%	20.0%	-	-	-	*	16.7%	25.0%	*	-	-
CWOD	27.7%	0.0%	28.3%	30.8%	-	-	-	-	25.0%	-	34.8%	10.0%	*
EL ◇	37.5%	-	37.5%	-	-	-	-	-	37.5%	*	37.5%	-	-
Male	20.3%	*	22.8%	15.8%	-	-	-	-	20.0%	0.0%	27.3%	16.7%	*
Female	35.7%	*	32.7%	50.0%	-	-	-	*	29.3%	50.0%	46.2%	*	*

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

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

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 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
46	2	4%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	16	23	16	17	-	*	*	19	16	9	11
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	47%	*	45%	60%	-	-	-	*	39%	40%	30%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	N	N					N	N	N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N		N	N					N		N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N		N	N					N		N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N	N					N		N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N	N					N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											N
Interim Goals (2028-2032)											36%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	N		N	N					N	N	N
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N		N	N					N	N	N
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N		N	N					N	N	N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N	N					N	N	N

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

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

**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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>All Subjects</b>	All Students	4%	0%	4%	7%	-	*	*	0%	4%	4%	0%	5%	5%	5%	4%	*
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	5%	0%	4%	8%	-	*	*	0%	4%	5%	-	5%	5%	5%	4%	*
	EL	5%	-	4%	*	-	-	-	*	0%	8%	0%	5%	5%	7%	2%	*
	Male	5%	0%	4%	3%	-	*	-	*	3%	6%	0%	5%	7%	5%	-	-
	Female	4%	0%	3%	11%	-	-	*	0%	5%	2%	0%	4%	2%	-	4%	*
<b>Reading</b>	All Students	4%	0%	4%	5%	-	*	*	*	4%	4%	0%	5%	4%	5%	4%	*
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	5%	0%	4%	7%	-	*	*	*	5%	4%	-	5%	4%	5%	4%	*
	EL	4%	-	3%	*	-	-	-	*	0%	7%	0%	4%	4%	7%	0%	*
	Male	5%	0%	4%	3%	-	*	-	*	3%	6%	0%	5%	7%	5%	-	-
	Female	4%	0%	3%	8%	-	-	*	*	6%	1%	0%	4%	0%	-	4%	*
<b>Mathematics</b>	All Students	4%	0%	3%	9%	-	*	*	*	4%	4%	0%	4%	4%	3%	5%	-
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	4%	0%	4%	11%	-	*	*	*	4%	5%	-	4%	4%	4%	5%	-
	EL	4%	-	4%	*	-	-	-	*	0%	6%	*	4%	4%	4%	4%	-
	Male	3%	*	3%	5%	-	*	-	*	2%	5%	0%	4%	4%	3%	-	-
	Female	5%	*	4%	14%	-	-	*	*	6%	4%	0%	5%	4%	-	5%	-
<b>Science</b>	All Students	5%	*	4%	7%	-	-	-	*	4%	6%	0%	5%	8%	6%	3%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	*	-
	CWOD	5%	*	5%	8%	-	-	-	*	5%	6%	-	5%	9%	7%	3%	-
	EL	8%	-	6%	-	-	-	-	-	0%	14%	*	9%	8%	10%	6%	-
	Male	6%	*	6%	0%	-	-	-	-	5%	7%	0%	7%	10%	6%	-	-
	Female	3%	*	2%	17%	-	-	-	*	3%	3%	*	3%	6%	-	3%	-
<b>SAT/ACT All Subjects</b>	All Students	*	-	*	-	-	-	-	-	-	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	-	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-

- Indicates there are no students in the group.

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

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	217	6	169	40	1	-8	-8	1	27	25	14
	Female	193	5	154	33	-8	-8	-8	1	26	16	3
	Total	410	11	323	73	1	-8	-8	2	53	41	17

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

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

Part (viii)(II) This section provides information from the 2020-21 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.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-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

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

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	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

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

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

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.6	32.7%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

**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 (2022-23).

*To be updated by June 30th, 2025.*

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$864	\$111	\$725	\$836		\$28	\$28
Food services		\$83				\$24	\$59	\$83
Instruction		\$3,110	\$2,190	\$50	\$2,240	\$97	\$773	\$870
Support services, general administration		\$185		\$182	\$182		\$3	\$3
Support services, instructional staff		\$459	\$263	\$18	\$281		\$178	\$178
Support services, operation and maintenance of plant		\$850	\$717	\$128	\$845	\$2	\$3	\$5
Support services, pupils		\$327	\$275	\$8	\$283	\$0	\$43	\$43

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$690	\$659	\$1	\$660	\$6	\$24	\$30
<b>Total</b>	<b>358</b>	<b>\$6,569</b>	<b>\$4,216</b>	<b>\$1,112</b>	<b>\$5,328</b>	<b>\$130</b>	<b>\$1,111</b>	<b>\$1,241</b>

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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						
Reading	6,491	2%	-	-	-	-
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	-	-	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	100,862	1%	-	-	-	-
Reading	44,764	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	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
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		

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	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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	15%	-	16%	*	-	-	-	-	14%	-	*
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 ED Facts 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 2022-23 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%	81%	78%	-	*	*	83%	82%	69%	78%

- Indicates there are no students in the group.

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

Region	District	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	014801002	RICHARD MILBURN ACADEMY ODESSA	\$43,000	Effective Instruction

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

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

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

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

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

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

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



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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**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 2023-2024 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**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 2023-24 school year. These results 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	67%	38%	<b>41%</b>	42%	41%	50%	-	-	-	*	38%	67%	18%	45%	*	32%	49%	-	*	-	-
	CWD	35%	23%	<b>18%</b>	-	0%	*	-	-	-	-	11%	*	18%	-	*	17%	20%	-	-	-	-
	CWOD	73%	40%	<b>45%</b>	45%	48%	33%	-	-	-	*	41%	71%	-	45%	*	34%	53%	-	*	-	-
	EL	47%	22%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	62%	31%	<b>32%</b>	*	30%	50%	-	-	-	*	27%	*	17%	34%	*	32%	-	-	*	-	-
	Female	74%	47%	<b>49%</b>	50%	48%	*	-	-	-	*	47%	60%	20%	53%	*	-	49%	-	*	-	-
English II	All Students	74%	38%	<b>40%</b>	38%	35%	56%	*	-	-	*	39%	45%	8%	46%	67%	24%	52%	-	*	-	-
	CWD	39%	19%	<b>8%</b>	-	0%	*	-	-	-	-	0%	*	8%	-	*	13%	*	-	-	-	-
	CWOD	78%	41%	<b>46%</b>	38%	44%	57%	*	-	-	*	45%	50%	-	46%	80%	28%	58%	-	*	-	-
	EL	52%	23%	<b>67%</b>	-	60%	-	*	-	-	-	67%	-	*	80%	67%	*	80%	-	-	-	-
	Male	69%	29%	<b>24%</b>	*	21%	60%	-	-	-	*	21%	*	13%	28%	*	24%	-	-	*	-	-
	Female	79%	49%	<b>52%</b>	50%	48%	*	*	-	-	*	54%	43%	*	58%	80%	-	52%	-	-	-	-
Algebra I	All Students	79%	44%	<b>36%</b>	35%	34%	33%	-	-	-	*	35%	33%	8%	40%	40%	38%	35%	-	*	*	-
	CWD	54%	25%	<b>8%</b>	*	0%	*	-	-	-	-	0%	*	8%	-	*	20%	0%	-	-	-	-
	CWOD	83%	47%	<b>40%</b>	38%	41%	20%	-	-	-	*	40%	38%	-	40%	*	40%	41%	-	*	*	-
	EL	72%	36%	<b>40%</b>	-	40%	-	-	-	-	-	40%	-	*	*	40%	*	*	-	-	-	-
	Male	77%	40%	<b>38%</b>	*	28%	40%	-	-	-	*	35%	*	20%	40%	*	38%	-	-	*	*	-
	Female	81%	48%	<b>35%</b>	31%	37%	*	-	-	-	-	35%	25%	0%	41%	*	-	35%	-	*	-	-
Biology	All Students	90%	70%	<b>77%</b>	71%	79%	80%	-	-	-	*	78%	73%	58%	82%	100%	67%	84%	-	*	-	-
	CWD	75%	53%	<b>58%</b>	*	60%	*	-	-	-	-	63%	*	58%	-	*	57%	60%	-	-	-	-
	CWOD	92%	73%	<b>82%</b>	83%	84%	*	-	-	-	*	81%	86%	-	82%	*	71%	89%	-	*	-	-
	EL	84%	60%	<b>100%</b>	-	100%	-	-	-	-	-	100%	-	*	*	100%	*	*	-	-	-	-
	Male	89%	66%	<b>67%</b>	*	69%	*	-	-	-	*	75%	*	57%	71%	*	67%	-	-	*	-	-
	Female	91%	73%	<b>84%</b>	80%	85%	*	-	-	-	-	80%	100%	60%	89%	*	-	84%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	50%	14%	<b>25%</b>	17%	30%	13%	-	-	-	*	23%	44%	9%	28%	*	18%	32%	-	*	-	-
	CWD	19%	5%	<b>9%</b>	-	0%	*	-	-	-	-	0%	*	9%	-	*	17%	0%	-	-	-	-
	CWOD	55%	16%	<b>28%</b>	18%	35%	0%	-	-	-	*	26%	43%	-	28%	*	17%	36%	-	*	-	-
	EL	27%	7%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	43%	10%	<b>18%</b>	*	22%	17%	-	-	-	*	17%	*	17%	17%	*	18%	-	-	*	-	-
	Female	57%	20%	<b>32%</b>	25%	35%	*	-	-	-	*	28%	60%	0%	36%	*	-	32%	-	*	-	-
English II	All Students	57%	16%	<b>17%</b>	8%	16%	11%	*	-	-	*	16%	27%	8%	19%	33%	6%	26%	-	*	-	-
	CWD	23%	8%	<b>8%</b>	-	0%	*	-	-	-	-	0%	*	8%	-	*	13%	*	-	-	-	-
	CWOD	61%	17%	<b>19%</b>	8%	21%	0%	*	-	-	*	18%	25%	-	19%	40%	4%	29%	-	*	-	-
	EL	30%	7%	<b>33%</b>	-	20%	-	*	-	-	-	33%	-	*	40%	33%	*	40%	-	-	-	-
	Male	51%	10%	<b>6%</b>	*	4%	20%	-	-	-	*	3%	*	13%	4%	*	6%	-	-	*	-	-
	Female	63%	24%	<b>26%</b>	10%	28%	*	*	-	-	*	26%	29%	*	29%	40%	-	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	41%	3%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	*	-
	CWD	17%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	45%	3%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	*	-
	EL	29%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	39%	3%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	*	0%	-	-	*	*	-
	Female	43%	3%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	*	-	0%	-	*	-	-
Biology	All Students	54%	6%	14%	0%	17%	20%	-	-	-	*	11%	27%	0%	18%	17%	4%	22%	-	*	-	-
	CWD	26%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	58%	7%	18%	0%	22%	*	-	-	-	*	14%	43%	-	18%	*	6%	26%	-	*	-	-
	EL	33%	1%	17%	-	17%	-	-	-	-	-	17%	-	*	*	17%	*	*	-	-	-	-
	Male	54%	6%	4%	*	6%	*	-	-	-	*	5%	*	0%	6%	*	4%	-	-	*	-	-
	Female	54%	6%	22%	0%	23%	*	-	-	-	-	16%	43%	0%	26%	*	-	22%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	15%	1%	1%	0%	2%	0%	-	-	-	*	0%	11%	0%	2%	*	0%	2%	-	*	-	-
	CWD	4%	0%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	17%	1%	2%	0%	2%	0%	-	-	-	*	0%	14%	-	2%	*	0%	3%	-	*	-	-
	EL	4%	0%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	11%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	*	0%	-	-	*	-	-
	Female	19%	1%	2%	0%	3%	*	-	-	-	*	0%	20%	0%	3%	*	-	2%	-	*	-	-
English II	All Students	8%	0%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	3%	1%	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%	-	-	-	-
	Male	7%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	*	0%	-	-	*	-	-
	Female	10%	0%	0%	0%	0%	*	*	-	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
Algebra I	All Students	23%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	*	-
	CWD	7%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	25%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	*	-
	EL	13%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	22%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	*	0%	-	-	*	*	-
	Female	23%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	*	-	0%	-	*	-	-
Biology	All Students	18%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	5%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	19%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	18%	0%	0%	*	0%	*	-	-	-	*	0%	*	0%	0%	*	0%	-	-	*	-	-
	Female	17%	0%	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%	45%	47%	43%	46%	54%	*	-	-	40%	45%	55%	24%	51%	67%	38%	53%	-	40%	*	-
	CWD	46%	29%	24%	*	17%	83%	-	-	-	-	18%	38%	24%	-	40%	28%	20%	-	-	-	-
	CWOD	77%	48%	51%	46%	53%	45%	*	-	-	40%	49%	60%	-	51%	75%	41%	58%	-	40%	*	-
	EL	61%	32%	67%	-	65%	-	*	-	-	-	67%	-	40%	75%	67%	60%	73%	-	-	-	-
	Male	71%	39%	38%	31%	35%	55%	-	-	-	38%	36%	50%	28%	41%	60%	38%	-	-	43%	*	-
	Female	74%	53%	53%	46%	54%	50%	*	-	-	*	52%	56%	20%	58%	73%	-	53%	-	*	-	-
Reading	All Students	74%	38%	41%	42%	38%	53%	*	-	-	20%	38%	55%	14%	45%	60%	28%	51%	-	0%	-	-
	CWD	44%	21%	14%	-	0%	*	-	-	-	-	6%	40%	14%	-	* 14%	11%	-	-	-	-	-
	CWOD	80%	41%	45%	43%	46%	46%	*	-	-	20%	43%	60%	-	45%	75%	31%	55%	-	0%	-	-
	EL	59%	23%	60%	-	56%	-	*	-	-	-	60%	-	*	75%	60%	*	67%	-	-	-	-
	Male	70%	30%	28%	14%	26%	55%	-	-	-	*	24%	63%	14%	31%	*	28%	-	-	*	-	-
	Female	78%	48%	51%	50%	48%	50%	*	-	-	*	51%	50%	11%	55%	67%	-	51%	-	*	-	-
Mathematics	All Students	70%	44%	34%	32%	33%	29%	-	-	-	*	35%	31%	8%	39%	40%	37%	33%	-	*	*	-
	CWD	45%	25%	8%	*	0%	*	-	-	-	-	0%	*	8%	-	* 20%	0%	-	-	-	-	-
	CWOD	75%	46%	39%	33%	41%	17%	-	-	-	*	40%	33%	-	39%	* 40%	38%	-	-	*	*	-
	EL	62%	36%	40%	-	40%	-	-	-	-	-	40%	-	*	* 40%	*	*	-	-	-	-	-
	Male	71%	40%	37%	*	28%	33%	-	-	-	*	35%	*	20%	40%	* 37%	-	-	-	*	*	-
	Female	70%	47%	33%	27%	35%	*	-	-	-	-	35%	22%	0%	38%	* -	33%	-	-	*	-	-
Science	All Students	73%	70%	77%	71%	79%	80%	-	-	-	*	78%	73%	58%	82%	100%	67%	84%	-	*	-	-
	CWD	49%	53%	58%	*	60%	*	-	-	-	-	63%	*	58%	-	* 57%	60%	-	-	-	-	-
	CWOD	77%	73%	82%	83%	84%	*	-	-	-	*	81%	86%	-	82%	* 71%	89%	-	-	*	-	-
	EL	61%	60%	100%	-	100%	-	-	-	-	-	100%	-	*	* 100%	*	*	-	-	-	-	-
	Male	74%	66%	67%	*	69%	*	-	-	-	*	75%	*	57%	71%	* 67%	-	-	-	*	-	-
	Female	72%	73%	84%	80%	85%	*	-	-	-	-	80%	100%	60%	89%	* -	84%	-	-	*	-	-
SAT/ACT All Subjects	All Students	88%	29%	*	*	-	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	29%	*	*	-	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	87%	33%	*	*	-	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	10%	14%	6%	16%	11%	*	-	-	10%	13%	24%	4%	16%	19%	8%	19%	-	0%	*	-
	CWD	22%	4%	4%	*	0%	33%	-	-	-	-	0%	15%	4%	-	0%	8%	0%	-	-	-	-
	CWOD	51%	11%	16%	7%	20%	5%	*	-	-	10%	15%	27%	-	16%	25%	7%	22%	-	0%	*	-
	EL	31%	4%	19%	-	15%	-	*	-	-	-	19%	-	0%	25%	19%	20%	18%	-	-	-	-
	Male	45%	7%	8%	0%	9%	10%	-	-	-	0%	7%	13%	8%	7%	20%	8%	-	-	0%	*	-
	Female	48%	14%	19%	8%	21%	13%	*	-	-	*	17%	30%	0%	22%	18%	-	19%	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	15%	21%	13%	23%	12%	*	-	-	20%	19%	35%	9%	23%	30%	12%	29%	-	0%	-	-
	CWD	23%	6%	9%	-	0%	*	-	-	-	-	0%	40%	9%	-	*	14%	0%	-	-	-	-
	CWOD	58%	17%	23%	13%	28%	0%	*	-	-	20%	22%	33%	-	23%	38%	11%	32%	-	0%	-	-
	EL	34%	7%	30%	-	22%	-	*	-	-	-	30%	-	*	38%	30%	*	33%	-	-	-	-
	Male	48%	10%	12%	0%	13%	18%	-	-	-	*	10%	25%	14%	11%	*	12%	-	-	*	-	-
	Female	57%	22%	29%	17%	32%	0%	*	-	-	*	27%	42%	0%	32%	33%	-	29%	-	*	-	-
Mathematics	All Students	42%	3%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	*	-
	CWD	22%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	46%	3%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	*	-
	EL	31%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	43%	3%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	*	0%	-	-	*	*	-
	Female	40%	3%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	*	-	0%	-	*	-	-
Science	All Students	42%	6%	14%	0%	17%	20%	-	-	-	*	11%	27%	0%	18%	17%	4%	22%	-	*	-	-
	CWD	21%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	45%	7%	18%	0%	22%	*	-	-	-	*	14%	43%	-	18%	*	6%	26%	-	*	-	-
	EL	24%	1%	17%	-	17%	-	-	-	-	-	17%	-	*	*	17%	*	*	-	-	-	-
	Male	44%	6%	4%	*	6%	*	-	-	-	*	5%	*	0%	6%	*	4%	-	-	*	-	-
	Female	40%	6%	22%	0%	23%	*	-	-	-	-	16%	43%	0%	26%	*	-	22%	-	*	-	-
SAT/ACT All Subjects	All Students	59%	0%	*	*	-	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	0%	*	*	-	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	55%	0%	*	*	-	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	0%	0%	0%	1%	0%	*	-	-	0%	0%	2%	0%	0%	0%	0%	1%	-	0%	*	-
	CWD	6%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	21%	0%	0%	0%	1%	0%	*	-	-	0%	0%	3%	-	0%	0%	0%	1%	-	0%	*	-
	EL	9%	0%	0%	-	0%	-	*	-	-	-	0%	-	0%	0%	0%	0%	0%	-	-	-	-
	Male	18%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	0%	*	-
	Female	19%	0%	1%	0%	1%	0%	*	-	-	*	0%	4%	0%	1%	0%	-	1%	-	*	-	-
Reading	All Students	21%	1%	1%	0%	1%	0%	*	-	-	0%	0%	5%	0%	1%	0%	0%	1%	-	0%	-	-
	CWD	6%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	24%	1%	1%	0%	1%	0%	*	-	-	0%	0%	7%	-	1%	0%	0%	1%	-	0%	-	-
	EL	10%	0%	0%	-	0%	-	*	-	-	-	0%	-	*	0%	0%	*	0%	-	-	-	-
	Male	18%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	*	-	-
	Female	24%	1%	1%	0%	2%	0%	*	-	-	*	0%	8%	0%	1%	0%	-	1%	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	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	17%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	*	-
	CWD	6%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	19%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	*	-
	EL	10%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	18%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	*	0%	-	-	*	*	-
	Female	15%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	*	-	0%	-	*	-	-
Science	All Students	15%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	5%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	17%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	16%	0%	0%	*	0%	*	-	-	-	*	0%	*	0%	0%	*	0%	-	-	*	-	-
	Female	14%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	*	-	0%	-	*	-	-
SAT/ACT All Subjects	All Students	12%	0%	*	*	-	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	*	*	-	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	9%	0%	*	*	-	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-

- Indicates there are no students in the group.

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

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

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

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	40	46	41	14	-	-	-	*	41	11	42
CWD	11	-	14	*	-	-	-	-	13	11	*
CWOD	46	46	47	20	-	-	-	*	46	-	*
EL ◇	42	-	42	-	-	-	-	-	42	*	42
Male	26	*	25	*	-	-	-	*	26	*	*
Female	47	54	48	*	-	-	-	*	48	20	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	35	*	35	*	-	-	-	*	38	*	*
CWD	*	-	*	-	-	-	-	-	*	*	*
CWOD	27	*	22	*	-	-	-	*	29	-	*
EL ◇	*	-	*	-	-	-	-	-	*	*	*
Male	7	*	*	*	-	-	-	*	7	*	*
Female	55	*	50	-	-	-	-	-	61	*	*

- Indicates there are no students in the group.

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

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

This section provides information on high school graduation rates for the class of 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	29.8%	33.3%	30.6%	26.7%	-	-	-	*	22.9%	35.7%	*	21.4%	*
CWD	35.7%	*	55.6%	*	-	-	-	-	30.8%	35.7%	-	-	*
CWOD	28.6%	*	26.4%	33.3%	-	-	-	*	21.1%	-	*	21.4%	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*	-	-
Male	25.0%	*	25.0%	33.3%	-	-	-	-	20.0%	42.9%	-	14.3%	-
Female	34.1%	*	36.7%	22.2%	-	-	-	*	25.7%	28.6%	*	28.6%	*

- 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 2024 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
9	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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	20	17	21	22	*	-	-	17	19	10	29
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	53%	*	54%	44%	-	-	-	-	56%	71%	*

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N	N	N	N					N	Y	
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	N	N					N	N	
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N	N					N	N	
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N					N	N	
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	N	N						N		
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N		
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N		
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											
Interim Goals (2028-2032)											36%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	N		N	N					N	N	
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N		N	N					N	N	
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N		N	N					N	N	
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N	N					N	N	

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

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

**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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	97%	92%	98%	97%	*	-	-	100%	98%	93%	94%	98%	100%	98%	97%	-
	CWD	94%	*	95%	100%	-	-	-	-	97%	85%	94%	-	100%	92%	95%	-
	CWOD	98%	94%	99%	96%	*	-	-	100%	98%	97%	-	98%	100%	99%	97%	-
	EL	100%	-	100%	-	*	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	98%	92%	99%	95%	-	-	-	100%	98%	94%	92%	99%	100%	98%	-	-
	Female	97%	92%	98%	100%	*	-	-	*	98%	93%	95%	97%	100%	-	97%	-
<b>Reading</b>	All Students	99%	92%	100%	100%	*	-	-	100%	98%	100%	96%	99%	100%	99%	99%	-
	CWD	96%	*	100%	*	-	-	-	-	94%	100%	96%	-	*	93%	100%	-
	CWOD	99%	96%	100%	100%	*	-	-	100%	99%	100%	-	99%	100%	100%	99%	-
	EL	100%	-	100%	-	*	-	-	-	100%	*	*	100%	100%	*	100%	-
	Male	99%	86%	100%	100%	-	-	-	*	98%	100%	93%	100%	*	99%	-	-
	Female	99%	94%	100%	100%	*	-	-	*	99%	100%	100%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	92%	89%	94%	86%	-	-	-	*	95%	77%	83%	94%	100%	94%	92%	-
	CWD	83%	*	80%	*	-	-	-	-	100%	*	83%	-	*	80%	86%	-
	CWOD	94%	89%	98%	83%	-	-	-	*	95%	89%	-	94%	*	96%	93%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	*	100%	*	*	-
	Male	94%	*	94%	83%	-	-	-	*	96%	*	80%	96%	*	94%	-	-
	Female	92%	87%	94%	*	-	-	-	-	95%	78%	86%	93%	*	-	92%	-
<b>Science</b>	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	*	-	-	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	*	100%	*	*	-
	Male	100%	*	100%	*	-	-	-	*	100%	*	100%	100%	*	100%	-	-
	Female	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	*	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	*	*	*	*	-	-	-	-	*	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	*	*	*	-	-	-	-	*	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-
<b>Non-Participation Rate</b>																	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>All Subjects</b>	All Students	3%	8%	2%	3%	*	-	-	0%	2%	7%	6%	2%	0%	2%	3%	-	
	CWD	6%	*	5%	0%	-	-	-	-	3%	15%	6%	-	0%	8%	5%	-	
	CWOD	2%	6%	1%	4%	*	-	-	0%	2%	3%	-	2%	0%	1%	3%	-	
	EL	0%	-	0%	-	*	-	-	-	0%	*	0%	0%	0%	0%	0%	0%	-
	Male	2%	8%	1%	5%	-	-	-	0%	2%	6%	8%	1%	0%	2%	-	-	-
	Female	3%	8%	2%	0%	*	-	-	*	2%	7%	5%	3%	0%	-	3%	-	-
<b>Reading</b>	All Students	1%	8%	0%	0%	*	-	-	0%	2%	0%	4%	1%	0%	1%	1%	-	
	CWD	4%	*	0%	*	-	-	-	-	6%	0%	4%	-	*	7%	0%	-	
	CWOD	1%	4%	0%	0%	*	-	-	0%	1%	0%	-	1%	0%	0%	1%	-	
	EL	0%	-	0%	-	*	-	-	-	0%	*	*	0%	0%	*	0%	-	
	Male	1%	14%	0%	0%	-	-	-	*	2%	0%	7%	0%	*	1%	-	-	
	Female	1%	6%	0%	0%	*	-	-	*	1%	0%	0%	1%	0%	-	1%	-	
<b>Mathematics</b>	All Students	8%	11%	6%	14%	-	-	-	*	5%	23%	17%	6%	0%	6%	8%	-	
	CWD	17%	*	20%	*	-	-	-	-	0%	*	17%	-	*	20%	14%	-	
	CWOD	6%	11%	2%	17%	-	-	-	*	5%	11%	-	6%	*	4%	7%	-	
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	
	Male	6%	*	6%	17%	-	-	-	*	4%	*	20%	4%	*	6%	-	-	
	Female	8%	13%	6%	*	-	-	-	-	5%	22%	14%	7%	*	-	8%	-	
<b>Science</b>	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	
	CWOD	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	
	Male	0%	*	0%	*	-	-	-	*	0%	*	0%	0%	*	0%	-	-	
	Female	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	*	-	0%	-	
<b>SAT/ACT All Subjects</b>	All Students	*	*	*	*	-	-	-	-	*	*	-	*	-	*	*	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	*	*	*	*	-	-	-	-	*	*	-	*	-	*	*	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	
	Female	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	

- Indicates there are no students in the group.

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

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	1	0	1	0	0	0	0	0	0		1
	Total	1	0	1	0	0	0	0	0	0		1
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	84	6	61	16	1	-8	-8	-8	-8	17	7
	Female	124	9	94	19	1	-8	-8	1	3	12	10
	Total	208	15	155	35	2	-8	-8	1	3	29	17

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

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

Part (viii)(II) This section provides information from the 2020-21 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.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-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

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

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	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

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

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

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.1	16.2%
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.

**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 (2022-23).

*To be updated by June 30th, 2025.*

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$957	\$204	\$725	\$929		\$28	\$28
Food services		\$120				\$61	\$59	\$120
Instruction		\$4,590	\$3,558	\$50	\$3,608	\$210	\$773	\$983
Support services, general administration		\$185		\$182	\$182		\$3	\$3
Support services, instructional staff		\$625	\$429	\$18	\$447		\$178	\$178
Support services, operation and maintenance of plant		\$1,504	\$1,360	\$128	\$1,488	\$13	\$3	\$16

	Enrollment	State & Local and Federal		State & Local		Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, pupils		\$855	\$804	\$8	\$812		\$43	\$43
Support services, school administration		\$1,285	\$1,252	\$1	\$1,253	\$8	\$24	\$32
Support services, student transportation		\$4	\$4		\$4			
<b>Total</b>	<b>142</b>	<b>\$10,126</b>	<b>\$7,611</b>	<b>\$1,112</b>	<b>\$8,723</b>	<b>\$292</b>	<b>\$1,111</b>	<b>\$1,403</b>

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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						
Reading	6,491	2%	-	-	-	-
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	-	-	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						



	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects	100,862	1%	-	-	-	-
Reading	44,764	1%	-	-	-	-
Mathematics	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

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

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

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

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	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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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 ED Facts 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 2022-23 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	82%	82%	85%	72%	-	-	-	75%	79%	82%	*

- Indicates there are no students in the group.

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

Region	District	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	014801004	RICHARD MILBURN ACADEMY LUBBOCK	\$43,000	Implement a Positive School Culture, Effective Instruction

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

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

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

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

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

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



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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**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 2023-2024 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**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 2023-24 school year. These results 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	67%	38%	<b>33%</b>	40%	30%	*	*	*	-	*	33%	29%	0%	36%	23%	29%	39%	-	*	-	-
	CWD	35%	23%	<b>0%</b>	0%	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	73%	40%	<b>36%</b>	47%	31%	-	*	*	-	*	36%	29%	-	36%	24%	32%	41%	-	*	-	-
	EL	47%	22%	<b>23%</b>	-	23%	-	-	-	-	-	24%	*	*	24%	23%	26%	17%	-	-	-	-
	Male	62%	31%	<b>29%</b>	27%	30%	-	*	-	-	-	29%	29%	0%	32%	26%	29%	-	-	-	-	-
	Female	74%	47%	<b>39%</b>	56%	28%	*	-	*	-	*	39%	-	*	41%	17%	-	39%	-	*	-	-
English II	All Students	74%	38%	<b>39%</b>	44%	37%	-	*	-	-	-	38%	50%	0%	42%	29%	37%	43%	-	*	-	-
	CWD	39%	19%	<b>0%</b>	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	78%	41%	<b>42%</b>	52%	39%	-	*	-	-	-	41%	50%	-	42%	31%	40%	46%	-	*	-	-
	EL	52%	23%	<b>29%</b>	-	29%	-	-	-	-	-	29%	*	*	31%	29%	29%	28%	-	-	-	-
	Male	69%	29%	<b>37%</b>	40%	36%	-	*	-	-	-	35%	50%	*	40%	29%	37%	-	-	-	-	-
	Female	79%	49%	<b>43%</b>	46%	39%	-	-	-	-	-	42%	*	*	46%	28%	-	43%	-	*	-	-
Algebra I	All Students	79%	44%	<b>47%</b>	54%	43%	*	-	-	-	-	46%	50%	22%	49%	36%	43%	49%	-	-	-	-
	CWD	54%	25%	<b>22%</b>	33%	*	*	-	-	-	-	22%	-	22%	-	*	33%	*	-	-	-	-
	CWOD	83%	47%	<b>49%</b>	59%	44%	-	-	-	-	-	49%	50%	-	49%	38%	44%	53%	-	-	-	-
	EL	72%	36%	<b>36%</b>	-	36%	-	-	-	-	-	33%	*	*	38%	36%	35%	36%	-	-	-	-
	Male	77%	40%	<b>43%</b>	47%	43%	-	-	-	-	-	42%	50%	33%	44%	35%	43%	-	-	-	-	-
	Female	81%	48%	<b>49%</b>	60%	40%	*	-	-	-	-	49%	-	*	53%	36%	-	49%	-	-	-	-
Biology	All Students	90%	70%	<b>69%</b>	67%	70%	*	-	-	-	-	69%	71%	63%	70%	68%	68%	66%	-	*	-	-
	CWD	75%	53%	<b>63%</b>	*	*	*	-	-	-	-	57%	*	63%	-	*	67%	*	-	-	-	-
	CWOD	92%	73%	<b>70%</b>	69%	69%	-	-	-	-	-	70%	67%	-	70%	67%	69%	67%	-	*	-	-
	EL	84%	60%	<b>68%</b>	-	68%	-	-	-	-	-	68%	-	*	67%	68%	62%	71%	-	-	-	-
	Male	89%	66%	<b>68%</b>	62%	72%	-	-	-	-	-	68%	71%	67%	69%	62%	68%	-	-	-	-	-
	Female	91%	73%	<b>66%</b>	67%	57%	*	-	-	-	-	66%	-	*	67%	71%	-	66%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	50%	14%	<b>10%</b>	15%	7%	*	*	*	-	*	10%	14%	0%	11%	6%	6%	16%	-	*	-	-
	CWD	19%	5%	<b>0%</b>	0%	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	55%	16%	<b>11%</b>	18%	7%	-	*	*	-	*	11%	14%	-	11%	6%	7%	16%	-	*	-	-
	EL	27%	7%	<b>6%</b>	-	6%	-	-	-	-	-	6%	*	*	6%	6%	4%	8%	-	-	-	-
	Male	43%	10%	<b>6%</b>	9%	5%	-	*	-	-	-	5%	14%	0%	7%	4%	6%	-	-	-	-	-
	Female	57%	20%	<b>16%</b>	22%	11%	*	-	*	-	*	16%	-	*	16%	8%	-	16%	-	*	-	-
English II	All Students	57%	16%	<b>14%</b>	26%	10%	-	*	-	-	-	15%	10%	0%	15%	11%	14%	15%	-	*	-	-
	CWD	23%	8%	<b>0%</b>	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	61%	17%	<b>15%</b>	30%	10%	-	*	-	-	-	16%	10%	-	15%	12%	15%	16%	-	*	-	-
	EL	30%	7%	<b>11%</b>	-	11%	-	-	-	-	-	12%	*	*	12%	11%	14%	6%	-	-	-	-
	Male	51%	10%	<b>14%</b>	20%	12%	-	*	-	-	-	14%	13%	*	15%	14%	14%	-	-	-	-	-
	Female	63%	24%	<b>15%</b>	31%	7%	-	-	-	-	-	16%	*	*	16%	6%	-	15%	-	*	-	-

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RICHARD MILBURN ACADEMY HOUSTON (SUBURBAN) (014801005) - 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	41%	3%	3%	6%	2%	*	-	-	-	-	4%	0%	0%	4%	0%	2%	5%	-	-	-	-
	CWD	17%	1%	0%	0%	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	45%	3%	4%	7%	2%	-	-	-	-	-	4%	0%	-	4%	0%	2%	5%	-	-	-	-
	EL	29%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	39%	3%	2%	0%	3%	-	-	-	-	-	2%	0%	0%	2%	0%	2%	-	-	-	-	-
	Female	43%	3%	5%	10%	0%	*	-	-	-	-	5%	-	*	5%	0%	-	5%	-	-	-	-
Biology	All Students	54%	6%	7%	13%	3%	*	-	-	-	-	7%	14%	0%	8%	0%	8%	6%	-	*	-	-
	CWD	26%	2%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	58%	7%	8%	15%	3%	-	-	-	-	-	7%	17%	-	8%	0%	9%	7%	-	*	-	-
	EL	33%	1%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	54%	6%	8%	15%	4%	-	-	-	-	-	6%	14%	0%	9%	0%	8%	-	-	-	-	-
	Female	54%	6%	6%	11%	0%	*	-	-	-	-	6%	-	*	7%	0%	-	6%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	15%	1%	1%	3%	0%	*	*	*	-	*	1%	0%	0%	1%	0%	0%	3%	-	*	-	-
	CWD	4%	0%	0%	0%	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	1%	1%	3%	0%	-	*	*	-	*	1%	0%	-	1%	0%	0%	3%	-	*	-	-
	EL	4%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	11%	0%	0%	0%	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	19%	1%	3%	6%	0%	*	-	*	-	*	3%	-	*	3%	0%	-	3%	-	*	-	-
English II	All Students	8%	0%	0%	0%	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	3%	1%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	9%	0%	0%	0%	0%	-	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	7%	0%	0%	0%	0%	-	*	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	10%	0%	0%	0%	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-	*	-	-
Algebra I	All Students	23%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	7%	0%	0%	0%	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	0%	0%	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	13%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	22%	0%	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	23%	0%	0%	0%	0%	*	-	-	-	-	0%	-	*	0%	0%	-	0%	-	-	-	-
Biology	All Students	18%	0%	1%	3%	0%	*	-	-	-	-	0%	14%	0%	2%	0%	3%	0%	-	*	-	-
	CWD	5%	0%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	19%	0%	2%	4%	0%	-	-	-	-	-	0%	17%	-	2%	0%	3%	0%	-	*	-	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	0%	3%	8%	0%	-	-	-	-	-	0%	14%	0%	3%	0%	3%	-	-	-	-	-
	Female	17%	0%	0%	0%	0%	*	-	-	-	-	0%	-	*	0%	0%	-	0%	-	*	-	-

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

All Grades

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RICHARD MILBURN ACADEMY HOUSTON (SUBURBAN) (014801005) - 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%	45%	<b>45%</b>	51%	42%	*	*	*	-	*	45%	50%	22%	47%	35%	42%	48%	-	60%	-	-
	CWD	46%	29%	<b>22%</b>	20%	22%	*	-	-	-	-	19%	*	22%	-	14%	26%	11%	-	-	-	-
	CWOD	77%	48%	<b>47%</b>	57%	43%	-	*	*	-	*	47%	48%	-	47%	36%	44%	50%	-	60%	-	-
	EL	61%	32%	<b>35%</b>	-	35%	-	-	-	-	-	34%	40%	14%	36%	35%	35%	35%	-	-	-	-
	Male	71%	39%	<b>42%</b>	42%	42%	-	*	-	-	-	40%	50%	26%	44%	35%	42%	-	-	-	-	-
	Female	74%	53%	<b>48%</b>	59%	41%	*	-	*	-	*	48%	*	11%	50%	35%	-	48%	-	60%	-	-
Reading	All Students	74%	38%	<b>36%</b>	42%	34%	*	*	*	-	*	36%	41%	0%	39%	26%	33%	41%	-	*	-	-
	CWD	44%	21%	<b>0%</b>	0%	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	80%	41%	<b>39%</b>	49%	35%	-	*	*	-	*	39%	41%	-	39%	28%	36%	43%	-	*	-	-
	EL	59%	23%	<b>26%</b>	-	26%	-	-	-	-	-	26%	*	*	28%	26%	27%	24%	-	-	-	-
	Male	70%	30%	<b>33%</b>	32%	33%	-	*	-	-	-	32%	40%	0%	36%	27%	33%	-	-	-	-	-
	Female	78%	48%	<b>41%</b>	52%	36%	*	-	*	-	*	41%	*	*	43%	24%	-	41%	-	*	-	-
Mathematics	All Students	70%	44%	<b>47%</b>	54%	43%	*	-	-	-	-	46%	50%	22%	49%	36%	43%	48%	-	-	-	-
	CWD	45%	25%	<b>22%</b>	33%	*	*	-	-	-	-	22%	-	22%	-	*	33%	*	-	-	-	-
	CWOD	75%	46%	<b>49%</b>	59%	44%	-	-	-	-	-	48%	50%	-	49%	38%	44%	51%	-	-	-	-
	EL	62%	36%	<b>36%</b>	-	36%	-	-	-	-	-	33%	*	*	38%	36%	35%	36%	-	-	-	-
	Male	71%	40%	<b>43%</b>	47%	43%	-	-	-	-	-	42%	50%	33%	44%	35%	43%	-	-	-	-	-
	Female	70%	47%	<b>48%</b>	60%	38%	*	-	-	-	-	48%	-	*	51%	36%	-	48%	-	-	-	-
Science	All Students	73%	70%	<b>69%</b>	67%	70%	*	-	-	-	-	69%	71%	63%	70%	68%	68%	66%	-	*	-	-
	CWD	49%	53%	<b>63%</b>	*	*	*	-	-	-	-	57%	*	63%	-	*	67%	*	-	-	-	-
	CWOD	77%	73%	<b>70%</b>	69%	69%	-	-	-	-	-	70%	67%	-	70%	67%	69%	67%	-	*	-	-
	EL	61%	60%	<b>68%</b>	-	68%	-	-	-	-	-	68%	-	*	67%	68%	62%	71%	-	-	-	-
	Male	74%	66%	<b>68%</b>	62%	72%	-	-	-	-	-	68%	71%	67%	69%	62%	68%	-	-	-	-	-
	Female	72%	73%	<b>66%</b>	67%	57%	*	-	-	-	-	66%	-	*	67%	71%	-	66%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	10%	<b>9%</b>	15%	6%	*	*	*	-	*	9%	9%	0%	10%	6%	8%	11%	-	20%	-	-
	CWD	22%	4%	<b>0%</b>	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	51%	11%	<b>10%</b>	17%	6%	-	*	*	-	*	10%	10%	-	10%	6%	9%	11%	-	20%	-	-
	EL	31%	4%	<b>6%</b>	-	6%	-	-	-	-	-	6%	0%	0%	6%	6%	6%	4%	-	-	-	-
	Male	45%	7%	<b>8%</b>	11%	6%	-	*	-	-	-	7%	10%	0%	9%	6%	8%	-	-	-	-	-
	Female	48%	14%	<b>11%</b>	18%	5%	*	-	*	-	*	11%	*	0%	11%	4%	-	11%	-	20%	-	-
Reading	All Students	52%	15%	<b>12%</b>	19%	9%	*	*	*	-	*	12%	12%	0%	13%	9%	10%	15%	-	*	-	-
	CWD	23%	6%	<b>0%</b>	0%	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	58%	17%	<b>13%</b>	23%	9%	-	*	*	-	*	13%	12%	-	13%	9%	11%	16%	-	*	-	-
	EL	34%	7%	<b>9%</b>	-	9%	-	-	-	-	-	9%	*	*	9%	9%	10%	7%	-	-	-	-
	Male	48%	10%	<b>10%</b>	14%	9%	-	*	-	-	-	9%	13%	0%	11%	10%	10%	-	-	-	-	-
	Female	57%	22%	<b>15%</b>	26%	9%	*	-	*	-	*	16%	*	*	16%	7%	-	15%	-	*	-	-

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RICHARD MILBURN ACADEMY HOUSTON (SUBURBAN) (014801005) - 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	42%	3%	3%	6%	2%	*	-	-	-	-	4%	0%	0%	4%	0%	2%	5%	-	-	-	-
	CWD	22%	1%	0%	0%	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	46%	3%	4%	7%	2%	-	-	-	-	-	4%	0%	-	4%	0%	2%	5%	-	-	-	-
	EL	31%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	43%	3%	2%	0%	3%	-	-	-	-	-	2%	0%	0%	2%	0%	2%	-	-	-	-	-
	Female	40%	3%	5%	10%	0%	*	-	-	-	-	5%	-	*	5%	0%	-	5%	-	-	-	-
Science	All Students	42%	6%	7%	13%	3%	*	-	-	-	-	7%	14%	0%	8%	0%	8%	6%	-	*	-	-
	CWD	21%	2%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	45%	7%	8%	15%	3%	-	-	-	-	-	7%	17%	-	8%	0%	9%	7%	-	*	-	-
	EL	24%	1%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	44%	6%	8%	15%	4%	-	-	-	-	-	6%	14%	0%	9%	0%	8%	-	-	-	-	-
	Female	40%	6%	6%	11%	0%	*	-	-	-	-	6%	-	*	7%	0%	-	6%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	0%	1%	2%	0%	*	*	*	-	*	0%	3%	0%	1%	0%	0%	1%	-	0%	-	-
	CWD	6%	0%	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	21%	0%	1%	2%	0%	-	*	*	-	*	0%	3%	-	1%	0%	1%	1%	-	0%	-	-
	EL	9%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	18%	0%	0%	2%	0%	-	*	-	-	-	0%	3%	0%	1%	0%	0%	-	-	-	-	-
	Female	19%	0%	1%	1%	0%	*	-	*	-	*	1%	*	0%	1%	0%	-	1%	-	0%	-	-
Reading	All Students	21%	1%	1%	1%	0%	*	*	*	-	*	1%	0%	0%	1%	0%	0%	1%	-	*	-	-
	CWD	6%	0%	0%	0%	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	24%	1%	1%	2%	0%	-	*	*	-	*	1%	0%	-	1%	0%	0%	1%	-	*	-	-
	EL	10%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	0%	0%	0%	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	24%	1%	1%	3%	0%	*	-	*	-	*	1%	*	*	1%	0%	-	1%	-	*	-	-
Mathematics	All Students	17%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	6%	0%	0%	0%	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	19%	0%	0%	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	10%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	0%	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	15%	0%	0%	0%	0%	*	-	-	-	-	0%	-	*	0%	0%	-	0%	-	-	-	-
Science	All Students	15%	0%	1%	3%	0%	*	-	-	-	-	0%	14%	0%	2%	0%	3%	0%	-	*	-	-
	CWD	5%	0%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	0%	2%	4%	0%	-	-	-	-	-	0%	17%	-	2%	0%	3%	0%	-	*	-	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	16%	0%	3%	8%	0%	-	-	-	-	-	0%	14%	0%	3%	0%	3%	-	-	-	-	-
	Female	14%	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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	42	51	33	*	-	-	-	-	40	29	35
CWD	29	40	*	*	-	-	-	-	29	29	*
CWOD	45	56	36	-	-	-	-	-	44	-	39
EL ◇	35	-	35	-	-	-	-	-	35	*	35
Male	46	66	28	-	-	-	-	-	43	40	42
Female	38	39	42	*	-	-	-	-	38	*	*
<b>Mathematics</b>											
All Students	42	*	*	*	-	-	-	-	42	*	-
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 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	28.7%	28.1%	28.4%	*	-	-	-	-	25.0%	0.0%	12.1%	20.0%	-
CWD	0.0%	*	*	-	-	-	-	-	0.0%	0.0%	*	-	-
CWOD	30.1%	31.0%	29.2%	*	-	-	-	-	26.4%	-	12.9%	20.0%	-
EL	12.1%	-	12.1%	-	-	-	-	-	6.9%	*	12.1%	*	-
Male	20.0%	20.0%	20.6%	*	-	-	-	-	12.5%	*	6.7%	-	-
Female	36.2%	35.3%	35.0%	*	-	-	-	-	34.6%	*	16.7%	20.0%	-

- 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 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
27	3	11%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	18	23	16	*	*	*	-	*	18	7	14
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	93%	87%	95%	*	-	-	-	*	91%	-	100%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	N						N		N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N						N		N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N		N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N		N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											N
Interim Goals (2028-2032)											36%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%



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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
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N	N	N						N		N
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N	N	N						N		N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N	N	N						N		N

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

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

**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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	96%	96%	96%	*	*	*	-	*	96%	100%	100%	96%	99%	99%	92%	-
	CWD	100%	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	96%	96%	95%	-	*	*	-	*	95%	100%	-	96%	98%	99%	91%	-
	EL	99%	*	98%	-	-	-	-	-	98%	100%	100%	98%	99%	100%	96%	-
	Male	99%	100%	99%	-	*	-	-	-	99%	100%	100%	99%	100%	99%	-	-
	Female	92%	93%	90%	*	-	*	-	*	92%	*	100%	91%	96%	-	92%	-
<b>Reading</b>	All Students	97%	97%	96%	*	*	*	-	*	96%	100%	100%	96%	99%	98%	94%	-
	CWD	100%	100%	*	*	-	-	-	-	100%	-	100%	-	*	100%	*	-
	CWOD	96%	97%	96%	-	*	*	-	*	96%	100%	-	96%	99%	98%	94%	-
	EL	99%	*	99%	-	-	-	-	-	99%	100%	*	99%	99%	100%	97%	-
	Male	98%	100%	98%	-	*	-	-	-	98%	100%	100%	98%	100%	98%	-	-
	Female	94%	94%	94%	*	-	*	-	*	94%	*	*	94%	97%	-	94%	-
<b>Mathematics</b>	All Students	95%	94%	95%	*	-	-	-	-	94%	100%	100%	94%	100%	100%	89%	-
	CWD	100%	100%	*	*	-	-	-	-	100%	-	100%	-	*	100%	*	-
	CWOD	94%	93%	95%	-	-	-	-	-	94%	100%	-	94%	100%	100%	88%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	89%	90%	86%	*	-	-	-	-	89%	-	*	88%	100%	-	89%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Science</b>	All Students	96%	97%	95%	*	-	-	-	-	95%	100%	100%	95%	95%	100%	91%	-	
	CWD	100%	*	*	*	-	-	-	-	100%	* 100%	-	* 100%	*	100%	*	-	
	CWOD	95%	96%	94%	-	-	-	-	-	95%	100%	-	95%	95%	100%	90%	-	
	EL	95%	-	95%	-	-	-	-	-	95%	-	*	95%	95%	100%	86%	-	
	Male	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-	
	Female	91%	94%	86%	*	-	-	-	-	91%	-	*	90%	86%	-	91%	-	
<b>SAT/ACT All Subjects</b>	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	
<b>Non-Participation Rate</b>																		
<b>All Subjects</b>	All Students	4%	4%	4%	*	*	*	-	*	4%	0%	0%	4%	1%	1%	8%	-	
	CWD	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	
	CWOD	4%	4%	5%	-	*	*	-	*	5%	0%	-	4%	2%	1%	9%	-	
	EL	1%	*	2%	-	-	-	-	-	2%	0%	0%	2%	1%	0%	4%	-	
	Male	1%	0%	1%	-	*	-	-	-	1%	0%	0%	1%	0%	1%	-	-	
	Female	8%	7%	10%	*	-	*	-	*	8%	*	0%	9%	4%	-	8%	-	
<b>Reading</b>	All Students	3%	3%	4%	*	*	*	-	*	4%	0%	0%	4%	1%	2%	6%	-	
	CWD	0%	0%	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	
	CWOD	4%	3%	4%	-	*	*	-	*	4%	0%	-	4%	1%	2%	6%	-	
	EL	1%	*	1%	-	-	-	-	-	1%	0%	*	1%	1%	0%	3%	-	
	Male	2%	0%	2%	-	*	-	-	-	2%	0%	0%	2%	0%	2%	-	-	
	Female	6%	6%	6%	*	-	*	-	*	6%	*	*	6%	3%	-	6%	-	
<b>Mathematics</b>	All Students	5%	6%	5%	*	-	-	-	-	6%	0%	0%	6%	0%	0%	11%	-	
	CWD	0%	0%	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	
	CWOD	6%	7%	5%	-	-	-	-	-	6%	0%	-	6%	0%	0%	12%	-	
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	
	Male	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	
	Female	11%	10%	14%	*	-	-	-	-	11%	-	*	12%	0%	-	11%	-	
<b>Science</b>	All Students	4%	3%	5%	*	-	-	-	-	5%	0%	0%	5%	5%	0%	9%	-	
	CWD	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	
	CWOD	5%	4%	6%	-	-	-	-	-	5%	0%	-	5%	5%	0%	10%	-	
	EL	5%	-	5%	-	-	-	-	-	5%	-	*	5%	5%	0%	14%	-	
	Male	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	9%	6%	14%	*	-	-	-	-	9%	-	*	10%	14%	-	9%	-
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 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	105	27	71	3	-8	1	-8	3	26	6	3
	Female	123	27	93	2	-8	-8	-8	1	28	3	2
	Total	228	54	164	5	-8	1	-8	4	54	9	5

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

**Part (viii)(II)** This section provides information from the 2020-21 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.

Preschool Programs

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	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-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

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

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

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

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

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

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.1	44.9%
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.

**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 (2022-23).

*To be updated by June 30th, 2025.*

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$939	\$186	\$725	\$911		\$28	\$28
Food services		\$121				\$62	\$59	\$121
Instruction		\$4,380	\$3,317	\$50	\$3,367	\$239	\$773	\$1,012
Support services, general administration		\$185		\$182	\$182		\$3	\$3
Support services, instructional staff		\$635	\$439	\$18	\$457		\$178	\$178
Support services, operation and maintenance of plant		\$2,565	\$2,420	\$128	\$2,548	\$14	\$3	\$17
Support services, pupils		\$869	\$817	\$8	\$825	\$2	\$43	\$45
Support services, school administration		\$1,500	\$1,473	\$1	\$1,474	\$1	\$24	\$25
Support services, student transportation		\$0	\$0		\$0			
<b>Total</b>	<b>156</b>	<b>\$11,193</b>	<b>\$8,651</b>	<b>\$1,112</b>	<b>\$9,763</b>	<b>\$319</b>	<b>\$1,111</b>	<b>\$1,430</b>

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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						
Reading	6,491	2%	-	-	-	-
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	-	-	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	100,862	1%	-	-	-	-
Reading	44,764	1%	-	-	-	-
Mathematics	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

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

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



State Level: 2022 Percentages at NAEP Achievement Levels										
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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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	11%	*	*	-	-	-	-	-	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 2022-23 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%	85%	84%	*	*	-	*	*	81%	63%	79%

- Indicates there are no students in the group.

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

Region	District	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	014801005	RICHARD MILBURN ACADEMY HOUSTON (SUBURBAN)	\$43,000	Effective Instruction

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

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

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

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

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

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

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**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 2023-2024 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**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 2023-24 school year. These results 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	67%	38%	<b>33%</b>	36%	22%	50%	-	*	-	*	47%	15%	39%	31%	24%	32%	33%	-	-	-	-
	CWD	35%	23%	<b>39%</b>	14%	33%	80%	-	-	-	-	50%	30%	39%	-	*	46%	20%	-	-	-	-
	CWOD	73%	40%	<b>31%</b>	41%	20%	29%	-	*	-	*	46%	10%	-	31%	20%	26%	34%	-	-	-	-
	EL	47%	22%	<b>24%</b>	-	24%	-	-	-	-	-	30%	14%	*	20%	24%	33%	13%	-	-	-	-
	Male	62%	31%	<b>32%</b>	28%	29%	50%	-	-	-	*	40%	24%	46%	26%	33%	32%	-	-	-	-	-
	Female	74%	47%	<b>33%</b>	44%	13%	*	-	*	-	*	52%	0%	20%	34%	13%	-	33%	-	-	-	-
English II	All Students	74%	38%	<b>28%</b>	22%	24%	57%	-	-	-	*	37%	18%	15%	30%	8%	19%	41%	-	-	-	-
	CWD	39%	19%	<b>15%</b>	0%	*	*	-	-	-	-	20%	13%	15%	-	*	11%	*	-	-	-	-
	CWOD	78%	41%	<b>30%</b>	27%	26%	60%	-	-	-	*	39%	19%	-	30%	10%	21%	43%	-	-	-	-
	EL	52%	23%	<b>8%</b>	-	8%	-	-	-	-	-	14%	0%	*	10%	8%	17%	0%	-	-	-	-
	Male	69%	29%	<b>19%</b>	10%	22%	38%	-	-	-	*	26%	12%	11%	21%	17%	19%	-	-	-	-	-
	Female	79%	49%	<b>41%</b>	42%	29%	83%	-	-	-	-	53%	27%	*	43%	0%	-	41%	-	-	-	-
Algebra I	All Students	79%	44%	<b>32%</b>	32%	31%	11%	-	*	-	*	38%	25%	14%	35%	30%	23%	41%	-	-	-	-
	CWD	54%	25%	<b>14%</b>	33%	*	0%	-	-	-	-	20%	11%	14%	-	*	9%	*	-	-	-	-
	CWOD	83%	47%	<b>35%</b>	32%	33%	*	-	*	-	*	41%	29%	-	35%	33%	27%	42%	-	-	-	-
	EL	72%	36%	<b>30%</b>	-	30%	-	-	-	-	-	43%	*	*	33%	30%	20%	40%	-	-	-	-
	Male	77%	40%	<b>23%</b>	19%	17%	14%	-	-	-	*	20%	25%	9%	27%	20%	23%	-	-	-	-	-
	Female	81%	48%	<b>41%</b>	44%	44%	*	-	*	-	*	52%	25%	*	42%	40%	-	41%	-	-	-	-
Biology	All Students	90%	70%	<b>75%</b>	64%	81%	83%	-	*	-	*	73%	75%	70%	75%	83%	62%	86%	-	-	-	-
	CWD	75%	53%	<b>70%</b>	*	*	*	-	-	-	-	80%	60%	70%	-	-	86%	*	-	-	-	-
	CWOD	92%	73%	<b>75%</b>	58%	84%	*	-	*	-	*	71%	78%	-	75%	83%	53%	92%	-	-	-	-
	EL	84%	60%	<b>83%</b>	-	83%	-	-	-	-	-	*	*	-	83%	83%	*	80%	-	-	-	-
	Male	89%	66%	<b>62%</b>	46%	63%	*	-	-	-	*	50%	69%	86%	53%	*	62%	-	-	-	-	-
	Female	91%	73%	<b>86%</b>	80%	92%	*	-	*	-	*	92%	75%	*	92%	80%	-	86%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	50%	14%	<b>9%</b>	11%	8%	8%	-	*	-	*	14%	3%	6%	10%	12%	8%	10%	-	-	-	-
	CWD	19%	5%	<b>6%</b>	0%	17%	0%	-	-	-	-	13%	0%	6%	-	*	8%	0%	-	-	-	-
	CWOD	55%	16%	<b>10%</b>	14%	7%	14%	-	*	-	*	15%	3%	-	10%	7%	8%	11%	-	-	-	-
	EL	27%	7%	<b>12%</b>	-	12%	-	-	-	-	-	20%	0%	*	7%	12%	22%	0%	-	-	-	-
	Male	43%	10%	<b>8%</b>	6%	10%	13%	-	-	-	*	12%	4%	8%	8%	22%	8%	-	-	-	-	-
	Female	57%	20%	<b>10%</b>	17%	7%	*	-	*	-	*	16%	0%	0%	11%	0%	-	10%	-	-	-	-
English II	All Students	57%	16%	<b>6%</b>	6%	3%	14%	-	-	-	*	9%	3%	8%	5%	8%	6%	6%	-	-	-	-
	CWD	23%	8%	<b>8%</b>	0%	*	*	-	-	-	-	0%	13%	8%	-	*	11%	*	-	-	-	-
	CWOD	61%	17%	<b>5%</b>	8%	3%	10%	-	-	-	*	10%	0%	-	5%	10%	5%	7%	-	-	-	-
	EL	30%	7%	<b>8%</b>	-	8%	-	-	-	-	-	14%	0%	*	10%	8%	17%	0%	-	-	-	-
	Male	51%	10%	<b>6%</b>	0%	4%	25%	-	-	-	*	7%	4%	11%	5%	17%	6%	-	-	-	-	-
	Female	63%	24%	<b>6%</b>	17%	0%	0%	-	-	-	-	11%	0%	*	7%	0%	-	6%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	41%	3%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	17%	1%	0%	0%	*	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	45%	3%	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	29%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	39%	3%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	43%	3%	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
Biology	All Students	54%	6%	4%	0%	10%	0%	-	*	-	*	8%	0%	0%	5%	0%	0%	7%	-	-	-	-
	CWD	26%	2%	0%	*	*	*	-	-	-	-	0%	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	58%	7%	5%	0%	11%	*	-	*	-	*	10%	0%	-	5%	0%	0%	8%	-	-	-	-
	EL	33%	1%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	0%	-	-	-	-
	Male	54%	6%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	54%	6%	7%	0%	15%	*	-	*	-	*	15%	0%	*	8%	0%	-	7%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	15%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	4%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	17%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	4%	0%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	11%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	19%	1%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-	-	-	-
English II	All Students	8%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	3%	1%	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%	0%	-	-	-	-
	Male	7%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	10%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
Algebra I	All Students	23%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	7%	0%	0%	0%	*	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	0%	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	13%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	22%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	23%	0%	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
Biology	All Students	18%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	5%	0%	0%	*	*	*	-	-	-	-	0%	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	19%	0%	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	0%	-	-	-	-
	Male	18%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	17%	0%	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-

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

All Grades

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	15%	7%	9%	5%	12%	-	*	-	0%	12%	3%	6%	8%	10%	7%	8%	-	-	-	-
	CWD	23%	6%	6%	0%	11%	11%	-	-	-	-	8%	6%	6%	-	*	9%	0%	-	-	-	-
	CWOD	58%	17%	8%	11%	5%	12%	-	*	-	0%	12%	2%	-	8%	8%	6%	9%	-	-	-	-
	EL	34%	7%	10%	-	10%	-	-	-	-	-	18%	0%	*	8%	10%	20%	0%	-	-	-	-
	Male	48%	10%	7%	3%	7%	19%	-	-	-	*	10%	4%	9%	6%	20%	7%	-	-	-	-	-
	Female	57%	22%	8%	17%	3%	0%	-	*	-	*	14%	0%	0%	9%	0%	-	8%	-	-	-	-
Mathematics	All Students	42%	3%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	0%	-	-	-
	CWD	22%	1%	0%	0%	*	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	46%	3%	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	31%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	43%	3%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	40%	3%	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
Science	All Students	42%	6%	4%	0%	10%	0%	-	*	-	*	7%	0%	0%	4%	0%	0%	7%	-	-	-	-
	CWD	21%	2%	0%	*	*	*	-	-	-	-	0%	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	45%	7%	4%	0%	11%	*	-	*	-	*	10%	0%	-	4%	0%	0%	8%	-	-	-	-
	EL	24%	1%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	44%	6%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	40%	6%	7%	0%	15%	*	-	*	-	*	15%	0%	*	8%	0%	-	7%	-	-	-	-
SAT/ACT All Subjects	All Students	59%	0%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	CWD	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	0%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	55%	0%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	6%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	21%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	9%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	18%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	19%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Reading	All Students	21%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	6%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	24%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	10%	0%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	24%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	17%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	6%	0%	0%	0%	*	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	19%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	10%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	15%	0%	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
Science	All Students	15%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	5%	0%	0%	*	*	*	-	-	-	-	0%	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	17%	0%	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	16%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	14%	0%	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
SAT/ACT All Subjects	All Students	12%	0%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	CWD	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	9%	0%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-

- Indicates there are no students in the group.

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

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

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

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	29	27	31	*	-	*	-	*	27	*	*
CWD	*	-	*	*	-	-	-	-	*	*	-
CWOD	28	27	36	*	-	*	-	*	29	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	21	21	*	*	-	-	-	*	28	*	*
Female	35	33	31	*	-	*	-	-	25	*	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	78	*	*	-	-	*	-	*	*	*	*
CWD	*	-	*	-	-	-	-	-	*	*	-
CWOD	81	*	*	-	-	*	-	*	-	-	*
EL ◇	*	-	*	-	-	-	-	-	-	-	*
Male	*	*	*	-	-	-	-	*	-	-	*
Female	88	*	*	-	-	*	-	-	*	*	-

- Indicates there are no students in the group.

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

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

This section provides information on high school graduation rates for the class of 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	16.7%	10.5%	19.4%	27.8%	-	-	-	0.0%	16.3%	30.0%	27.3%	0.0%	-
CWD	30.0%	*	*	*	-	-	-	*	25.0%	30.0%	*	-	-
CWOD	15.5%	8.8%	18.6%	25.0%	-	-	-	0.0%	15.5%	-	23.8%	0.0%	-
EL ◇	27.3%	*	28.6%	-	-	-	-	-	31.6%	*	27.3%	*	-
Male	14.5%	4.2%	20.0%	27.3%	-	-	-	*	14.0%	42.9%	30.0%	*	-
Female	19.3%	21.4%	18.8%	28.6%	-	-	-	*	19.0%	*	25.0%	*	-

- 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 2024 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
17	1	6%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	15	14	13	19	-	*	-	19	18	12	12
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	47%	56%	39%	64%	-	-	-	-	40%	50%	22%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	N	N					N	N	N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	N	N						N	N	
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N	N	
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											
Interim Goals (2028-2032)											36%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N	N	N	N					N	N	N
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N	N	N	N					N	N	N

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

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

**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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)



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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	96%	96%	98%	98%	-	*	-	64%	95%	96%	97%	96%	98%	94%	98%	-
	CWD	97%	100%	94%	95%	-	-	-	-	96%	97%	97%	-	86%	95%	100%	-
	CWOD	96%	95%	98%	100%	-	*	-	64%	95%	96%	-	96%	100%	94%	98%	-
	EL	98%	-	98%	-	-	-	-	-	97%	100%	86%	100%	98%	96%	100%	-
	Male	94%	94%	96%	96%	-	-	-	63%	92%	96%	95%	94%	96%	94%	-	-
	Female	98%	98%	100%	100%	-	*	-	67%	99%	97%	100%	98%	100%	-	98%	-
<b>Reading</b>	All Students	97%	99%	99%	100%	-	*	-	50%	97%	98%	100%	97%	100%	96%	99%	-
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	97%	98%	99%	100%	-	*	-	50%	97%	97%	-	97%	100%	96%	99%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	96%	97%	98%	100%	-	-	-	*	95%	98%	100%	96%	100%	96%	-	-
	Female	99%	100%	100%	100%	-	*	-	*	100%	97%	100%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	94%	94%	97%	91%	-	*	-	*	93%	95%	93%	95%	100%	91%	98%	-
	CWD	93%	100%	*	83%	-	-	-	-	100%	90%	93%	-	*	92%	*	-
	CWOD	95%	93%	97%	100%	-	*	-	*	93%	97%	-	95%	100%	91%	97%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	91%	94%	95%	88%	-	-	-	*	90%	92%	92%	91%	100%	91%	-	-
	Female	98%	94%	100%	*	-	*	-	*	96%	100%	*	97%	100%	-	98%	-
<b>Science</b>	All Students	93%	91%	95%	100%	-	*	-	*	93%	93%	91%	94%	86%	89%	97%	-
	CWD	91%	*	*	*	-	-	-	-	83%	100%	91%	-	*	88%	*	-
	CWOD	94%	89%	100%	*	-	*	-	*	95%	92%	-	94%	100%	90%	96%	-
	EL	86%	-	86%	-	-	-	-	-	80%	*	*	100%	86%	*	100%	-
	Male	89%	85%	89%	*	-	-	-	*	87%	92%	88%	90%	*	89%	-	-
	Female	97%	100%	100%	*	-	*	-	*	100%	94%	*	96%	100%	-	97%	-
<b>SAT/ACT All Subjects</b>	All Students	43%	*	*	*	-	-	-	-	*	*	*	60%	*	*	*	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-
	CWOD	60%	*	*	*	-	-	-	-	*	*	-	60%	-	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-
	Male	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-
	Female	*	*	*	*	-	-	-	-	*	*	-	*	-	-	*	-
<b>Non-Participation Rate</b>																	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>All Subjects</b>	All Students	4%	4%	2%	2%	-	*	-	36%	5%	4%	3%	4%	2%	6%	2%	-
	CWD	3%	0%	6%	5%	-	-	-	-	4%	3%	3%	-	14%	5%	0%	-
	CWOD	4%	5%	2%	0%	-	*	-	36%	5%	4%	-	4%	0%	6%	2%	-
	EL	2%	-	2%	-	-	-	-	-	3%	0%	14%	0%	2%	4%	0%	-
	Male	6%	6%	4%	4%	-	-	-	37%	8%	4%	5%	6%	4%	6%	-	-
	Female	2%	2%	0%	0%	-	*	-	33%	1%	3%	0%	2%	0%	-	2%	-
<b>Reading</b>	All Students	3%	1%	1%	0%	-	*	-	50%	3%	2%	0%	3%	0%	4%	1%	-
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	3%	2%	1%	0%	-	*	-	50%	3%	3%	-	3%	0%	4%	1%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	4%	3%	2%	0%	-	-	-	*	5%	2%	0%	4%	0%	4%	-	-
	Female	1%	0%	0%	0%	-	*	-	*	0%	3%	0%	1%	0%	-	1%	-
<b>Mathematics</b>	All Students	6%	6%	3%	9%	-	*	-	*	7%	5%	7%	5%	0%	9%	2%	-
	CWD	7%	0%	*	17%	-	-	-	-	0%	10%	7%	-	*	8%	*	-
	CWOD	5%	7%	3%	0%	-	*	-	*	7%	3%	-	5%	0%	9%	3%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	9%	6%	5%	12%	-	-	-	*	10%	8%	8%	9%	0%	9%	-	-
	Female	2%	6%	0%	*	-	*	-	*	4%	0%	*	3%	0%	-	2%	-
<b>Science</b>	All Students	7%	9%	5%	0%	-	*	-	*	7%	7%	9%	6%	14%	11%	3%	-
	CWD	9%	*	*	*	-	-	-	-	17%	0%	9%	-	*	12%	*	-
	CWOD	6%	11%	0%	*	-	*	-	*	5%	8%	-	6%	0%	10%	4%	-
	EL	14%	-	14%	-	-	-	-	-	20%	*	*	0%	14%	*	0%	-
	Male	11%	15%	11%	*	-	-	-	*	13%	8%	12%	10%	*	11%	-	-
	Female	3%	0%	0%	*	-	*	-	*	0%	6%	*	4%	0%	-	3%	-
<b>SAT/ACT All Subjects</b>	All Students	57%	*	*	*	-	-	-	-	*	*	*	40%	*	*	*	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-
	CWOD	40%	*	*	*	-	-	-	-	*	*	-	40%	-	*	*	-
	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 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	1	0	0	1	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	0	1	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	4	0	0	4	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	0	0	4	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	99	37	47	15	-8	-8	-8	-8	11	17	12
	Female	89	31	40	12	-8	-8	-8	6	10	11	8
	Total	188	68	87	27	-8	-8	-8	6	21	28	20

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

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

Part (viii)(II) This section provides information from the 2020-21 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.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-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

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

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	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

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

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

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.1	30.9%
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.

**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 (2022-23).

*To be updated by June 30th, 2025.*

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$926	\$173	\$725	\$898		\$28	\$28
Food services		\$107				\$48	\$59	\$107
Instruction		\$3,550	\$2,488	\$50	\$2,538	\$239	\$773	\$1,012
Support services, general administration		\$185		\$182	\$182		\$3	\$3
Support services, instructional staff		\$503	\$307	\$18	\$325		\$178	\$178
Support services, operation and maintenance of plant		\$1,776	\$1,633	\$128	\$1,761	\$11	\$3	\$14
Support services, pupils		\$656	\$601	\$8	\$609	\$3	\$43	\$46

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$838	\$812	\$1	\$813	\$1	\$24	\$25
Support services, student transportation		\$9	\$9		\$9			
<b>Total</b>	<b>191</b>	<b>\$8,549</b>	<b>\$6,024</b>	<b>\$1,112</b>	<b>\$7,136</b>	<b>\$303</b>	<b>\$1,111</b>	<b>\$1,414</b>

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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						
Reading	6,491	2%	-	-	-	-
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	-	-	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	100,862	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
Reading	44,764	1%	-	-	-	-
Mathematics	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
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		



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	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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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 ED Facts 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 2022-23 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	87%	87%	88%	86%	-	*	-	89%	86%	75%	78%

- Indicates there are no students in the group.

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

Region	District	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	014801006	RICHARD MILBURN ACADEMY FORT WORTH	\$43,000	Implement a Positive School Culture, Effective Instruction

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

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

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

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

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

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

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**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 2023-2024 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**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 2023-24 school year. These results 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	67%	38%	<b>47%</b>	33%	47%	42%	-	-	-	*	48%	47%	28%	51%	27%	40%	54%	-	*	*	*	
	CWD	35%	23%	<b>28%</b>	*	20%	-	-	-	-	*	25%	33%	28%	-	-	33%	*	-	-	-	-	
	CWOD	73%	40%	<b>51%</b>	*	52%	42%	-	-	-	*	52%	49%	-	51%	27%	41%	57%	-	*	*	*	
	EL	47%	22%	<b>27%</b>	-	27%	-	-	-	-	-	33%	20%	-	27%	27%	0%	*	-	-	-	-	*
	Male	62%	31%	<b>40%</b>	*	36%	43%	-	-	-	*	34%	48%	33%	41%	0%	40%	-	-	-	*	-	*
	Female	74%	47%	<b>54%</b>	*	57%	40%	-	-	-	-	59%	45%	*	57%	*	-	54%	-	-	-	*	-
English II	All Students	74%	38%	<b>50%</b>	40%	51%	40%	-	-	-	*	52%	43%	31%	52%	0%	44%	56%	-	-	*	*	
	CWD	39%	19%	<b>31%</b>	*	33%	*	-	-	-	-	33%	29%	31%	-	-	33%	*	-	-	-	-	
	CWOD	78%	41%	<b>52%</b>	*	54%	38%	-	-	-	*	54%	46%	-	52%	0%	45%	58%	-	-	*	*	
	EL	52%	23%	<b>0%</b>	-	0%	-	-	-	-	-	*	0%	-	0%	0%	0%	*	-	-	-	-	*
	Male	69%	29%	<b>44%</b>	*	44%	45%	-	-	-	*	45%	40%	33%	45%	0%	44%	-	-	-	-	-	*
	Female	79%	49%	<b>56%</b>	*	58%	*	-	-	-	-	60%	47%	*	58%	*	-	56%	-	-	-	*	-
Algebra I	All Students	79%	44%	<b>56%</b>	33%	55%	58%	-	-	-	*	57%	51%	53%	57%	*	53%	58%	-	-	*	*	*
	CWD	54%	25%	<b>53%</b>	*	60%	*	-	-	-	-	64%	38%	53%	-	-	57%	40%	-	-	-	-	
	CWOD	83%	47%	<b>57%</b>	*	54%	60%	-	-	-	*	55%	56%	-	57%	*	52%	60%	-	-	*	*	*
	EL	72%	36%	<b>*</b>	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	*
	Male	77%	40%	<b>53%</b>	*	51%	56%	-	-	-	*	59%	42%	57%	52%	*	53%	-	-	-	*	-	*
	Female	81%	48%	<b>58%</b>	*	57%	*	-	-	-	-	54%	63%	40%	60%	*	-	58%	-	-	-	*	-
Biology	All Students	90%	70%	<b>73%</b>	71%	72%	100%	-	-	-	*	71%	75%	60%	75%	60%	71%	75%	-	-	*	*	*
	CWD	75%	53%	<b>60%</b>	*	58%	-	-	-	-	*	55%	*	60%	-	-	58%	*	-	-	-	-	
	CWOD	92%	73%	<b>75%</b>	60%	74%	100%	-	-	-	*	75%	75%	-	75%	60%	74%	76%	-	-	*	*	*
	EL	84%	60%	<b>60%</b>	-	60%	-	-	-	-	-	*	*	-	60%	60%	*	*	-	-	-	-	*
	Male	89%	66%	<b>71%</b>	60%	72%	*	-	-	-	*	62%	85%	58%	74%	*	71%	-	-	-	*	-	*
	Female	91%	73%	<b>75%</b>	*	72%	*	-	-	-	-	79%	63%	*	76%	*	-	75%	-	-	-	*	-
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>End of Course</b>																							
English I	All Students	50%	14%	<b>22%</b>	17%	21%	25%	-	-	-	*	22%	21%	0%	26%	9%	11%	31%	-	-	*	*	*
	CWD	19%	5%	<b>0%</b>	*	0%	-	-	-	-	*	0%	0%	0%	-	-	0%	*	-	-	-	-	
	CWOD	55%	16%	<b>26%</b>	*	25%	25%	-	-	-	*	26%	24%	-	26%	9%	15%	33%	-	-	*	*	*
	EL	27%	7%	<b>9%</b>	-	9%	-	-	-	-	-	0%	20%	-	9%	9%	0%	*	-	-	-	-	*
	Male	43%	10%	<b>11%</b>	*	9%	29%	-	-	-	*	11%	10%	0%	15%	0%	11%	-	-	-	*	-	*
	Female	57%	20%	<b>31%</b>	*	32%	20%	-	-	-	-	31%	32%	*	33%	*	-	31%	-	-	-	*	-
English II	All Students	57%	16%	<b>29%</b>	40%	31%	13%	-	-	-	*	30%	25%	13%	31%	0%	20%	39%	-	-	*	*	
	CWD	23%	8%	<b>13%</b>	*	17%	*	-	-	-	-	11%	14%	13%	-	-	8%	*	-	-	-	-	
	CWOD	61%	17%	<b>31%</b>	*	33%	15%	-	-	-	*	32%	27%	-	31%	0%	22%	40%	-	-	*	*	
	EL	30%	7%	<b>0%</b>	-	0%	-	-	-	-	-	*	0%	-	0%	0%	0%	*	-	-	-	-	*
	Male	51%	10%	<b>20%</b>	*	20%	18%	-	-	-	*	21%	16%	8%	22%	0%	20%	-	-	-	-	-	*
	Female	63%	24%	<b>39%</b>	*	42%	*	-	-	-	-	40%	37%	*	40%	*	-	39%	-	-	-	*	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	41%	3%	7%	0%	7%	8%	-	-	-	*	7%	9%	0%	9%	*	7%	8%	-	*	*	*
	CWD	17%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	45%	3%	9%	*	8%	10%	-	-	-	*	8%	11%	-	9%	*	9%	9%	-	*	*	*
	EL	29%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	39%	3%	7%	*	4%	11%	-	-	-	*	5%	11%	0%	9%	*	7%	-	-	*	-	*
	Female	43%	3%	8%	*	9%	*	-	-	-	-	8%	6%	0%	9%	*	-	8%	-	-	*	-
Biology	All Students	54%	6%	5%	0%	4%	20%	-	-	-	*	5%	4%	0%	6%	0%	5%	5%	-	*	*	*
	CWD	26%	2%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	58%	7%	6%	0%	5%	20%	-	-	-	*	7%	4%	-	6%	0%	7%	5%	-	*	*	*
	EL	33%	1%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	54%	6%	5%	0%	3%	*	-	-	-	*	4%	8%	0%	7%	*	5%	-	-	*	-	*
	Female	54%	6%	5%	*	5%	*	-	-	-	-	7%	0%	*	5%	*	-	5%	-	-	*	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	15%	1%	2%	0%	2%	0%	-	-	-	*	1%	2%	0%	2%	0%	2%	2%	-	*	*	*
	CWD	4%	0%	0%	*	0%	-	-	-	-	*	0%	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	17%	1%	2%	*	2%	0%	-	-	-	*	2%	3%	-	2%	0%	2%	2%	-	*	*	*
	EL	4%	0%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	*	-	-	-	-
	Male	11%	0%	2%	*	2%	0%	-	-	-	*	0%	5%	0%	2%	0%	2%	-	-	*	-	*
	Female	19%	1%	2%	*	2%	0%	-	-	-	-	3%	0%	*	2%	*	-	2%	-	-	*	-
English II	All Students	8%	0%	2%	0%	2%	0%	-	-	-	*	1%	2%	6%	1%	0%	0%	3%	-	-	*	*
	CWD	3%	1%	6%	*	8%	*	-	-	-	-	0%	14%	6%	-	-	0%	*	-	-	-	-
	CWOD	9%	0%	1%	*	1%	0%	-	-	-	*	1%	0%	-	1%	0%	0%	2%	-	-	*	*
	EL	1%	0%	0%	-	0%	-	-	-	-	-	*	0%	-	0%	0%	0%	*	-	-	-	-
	Male	7%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	10%	0%	3%	*	4%	*	-	-	-	-	3%	5%	*	2%	*	-	3%	-	-	*	-
Algebra I	All Students	23%	0%	1%	0%	1%	0%	-	-	-	*	1%	0%	0%	1%	*	0%	2%	-	*	*	*
	CWD	7%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	25%	0%	1%	*	1%	0%	-	-	-	*	2%	0%	-	1%	*	0%	2%	-	*	*	*
	EL	13%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	22%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	*	-	*
	Female	23%	0%	2%	*	2%	*	-	-	-	-	3%	0%	0%	2%	*	-	2%	-	-	*	-
Biology	All Students	18%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	*	*
	CWD	5%	0%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	19%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	*	*
	EL	5%	0%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	18%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	*	-	*
	Female	17%	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%	45%	<b>55%</b>	48%	55%	53%	-	-	-	60%	56%	52%	43%	57%	30%	50%	60%	-	*	60%	*	
	CWD	46%	29%	<b>43%</b>	38%	43%	*	-	-	-	*	44%	40%	43%	-	-	45%	33%	-	-	-	-	
	CWOD	77%	48%	<b>57%</b>	50%	57%	54%	-	-	-	63%	58%	54%	-	57%	30%	51%	62%	-	*	60%	*	
	EL	61%	32%	<b>30%</b>	-	30%	-	-	-	-	-	33%	25%	-	30%	30%	17%	50%	-	-	-	-	*
	Male	71%	39%	<b>50%</b>	40%	49%	52%	-	-	-	60%	49%	51%	45%	51%	17%	50%	-	-	*	-	-	*
	Female	74%	53%	<b>60%</b>	56%	61%	53%	-	-	-	-	63%	53%	33%	62%	50%	-	60%	-	-	-	60%	-
Reading	All Students	74%	38%	<b>49%</b>	36%	49%	42%	-	-	-	60%	50%	45%	29%	51%	16%	42%	55%	-	*	*	*	
	CWD	44%	21%	<b>29%</b>	*	26%	*	-	-	-	*	29%	31%	29%	-	-	33%	14%	-	-	-	-	
	CWOD	80%	41%	<b>51%</b>	43%	53%	42%	-	-	-	*	53%	47%	-	51%	16%	44%	58%	-	*	*	*	
	EL	59%	23%	<b>16%</b>	-	16%	-	-	-	-	-	29%	8%	-	16%	16%	0%	50%	-	-	-	-	*
	Male	70%	30%	<b>42%</b>	33%	40%	44%	-	-	-	60%	41%	43%	33%	44%	0%	42%	-	-	*	-	-	*
	Female	78%	48%	<b>55%</b>	40%	58%	33%	-	-	-	-	59%	46%	14%	58%	50%	-	55%	-	-	-	*	-
Mathematics	All Students	70%	44%	<b>56%</b>	33%	55%	54%	-	-	-	*	57%	51%	53%	55%	*	53%	58%	-	*	*	*	
	CWD	45%	25%	<b>53%</b>	*	60%	*	-	-	-	-	64%	38%	53%	-	-	57%	40%	-	-	-	-	
	CWOD	75%	46%	<b>55%</b>	*	54%	55%	-	-	-	*	55%	56%	-	55%	*	51%	60%	-	*	*	*	
	EL	62%	36%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	*
	Male	71%	40%	<b>53%</b>	*	51%	50%	-	-	-	*	58%	42%	57%	51%	*	53%	-	-	*	-	-	*
	Female	70%	47%	<b>58%</b>	*	57%	*	-	-	-	-	54%	63%	40%	60%	*	-	58%	-	-	-	*	-
Science	All Students	73%	70%	<b>73%</b>	71%	72%	100%	-	-	-	*	71%	75%	60%	75%	60%	71%	75%	-	*	*	*	
	CWD	49%	53%	<b>60%</b>	*	58%	-	-	-	-	*	55%	*	60%	-	-	58%	*	-	-	-	-	
	CWOD	77%	73%	<b>75%</b>	60%	74%	100%	-	-	-	*	75%	75%	-	75%	60%	74%	76%	-	*	*	*	
	EL	61%	60%	<b>60%</b>	-	60%	-	-	-	-	-	*	*	-	60%	60%	*	*	-	-	-	-	*
	Male	74%	66%	<b>71%</b>	60%	72%	*	-	-	-	*	62%	85%	58%	74%	*	71%	-	-	*	-	-	*
	Female	72%	73%	<b>75%</b>	*	72%	*	-	-	-	-	79%	63%	*	76%	*	-	75%	-	-	-	*	-
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>All Grades</b>																							
All Subjects	All Students	47%	10%	<b>17%</b>	13%	17%	16%	-	-	-	10%	17%	16%	3%	19%	4%	12%	22%	-	*	20%	*	
	CWD	22%	4%	<b>3%</b>	0%	4%	*	-	-	-	*	2%	4%	3%	-	-	2%	7%	-	-	-	-	
	CWOD	51%	11%	<b>19%</b>	19%	20%	18%	-	-	-	13%	20%	18%	-	19%	4%	14%	24%	-	*	20%	*	
	EL	31%	4%	<b>4%</b>	-	4%	-	-	-	-	-	0%	6%	-	4%	4%	0%	10%	-	-	-	-	*
	Male	45%	7%	<b>12%</b>	7%	10%	21%	-	-	-	10%	11%	12%	2%	14%	0%	12%	-	-	*	-	-	*
	Female	48%	14%	<b>22%</b>	22%	24%	7%	-	-	-	-	23%	21%	7%	24%	10%	-	22%	-	-	-	20%	-
Reading	All Students	52%	15%	<b>25%</b>	27%	26%	19%	-	-	-	0%	26%	23%	6%	28%	5%	16%	35%	-	*	*	*	
	CWD	23%	6%	<b>6%</b>	*	7%	*	-	-	-	*	5%	8%	6%	-	-	4%	14%	-	-	-	-	
	CWOD	58%	17%	<b>28%</b>	43%	29%	21%	-	-	-	*	30%	26%	-	28%	5%	19%	36%	-	*	*	*	
	EL	34%	7%	<b>5%</b>	-	5%	-	-	-	-	-	0%	8%	-	5%	5%	0%	17%	-	-	-	-	*
	Male	48%	10%	<b>16%</b>	17%	15%	22%	-	-	-	0%	17%	13%	4%	19%	0%	16%	-	-	*	-	-	*
	Female	57%	22%	<b>35%</b>	40%	37%	11%	-	-	-	-	35%	34%	14%	36%	17%	-	35%	-	-	-	*	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	42%	3%	7%	0%	7%	8%	-	-	-	*	7%	9%	0%	9%	*	7%	8%	-	*	*	*	
	CWD	22%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-	
	CWOD	46%	3%	9%	*	8%	9%	-	-	-	*	8%	11%	-	9%	*	9%	9%	-	*	*	*	
	EL	31%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	*
	Male	43%	3%	7%	*	4%	10%	-	-	-	*	5%	11%	0%	9%	*	7%	-	-	*	-	-	*
	Female	40%	3%	8%	*	9%	*	-	-	-	-	8%	6%	0%	9%	*	-	8%	-	-	-	*	-
Science	All Students	42%	6%	5%	0%	4%	20%	-	-	-	*	5%	4%	0%	6%	0%	5%	5%	-	*	*	*	
	CWD	21%	2%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	-	0%	*	-	-	-	-	
	CWOD	45%	7%	6%	0%	5%	20%	-	-	-	*	7%	4%	-	6%	0%	7%	5%	-	*	*	*	
	EL	24%	1%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-	*
	Male	44%	6%	5%	0%	3%	*	-	-	-	*	4%	8%	0%	7%	*	5%	-	-	*	-	-	*
	Female	40%	6%	5%	*	5%	*	-	-	-	-	7%	0%	*	5%	*	-	5%	-	-	-	*	-
<b>STAAR Percent at Masters Grade Level</b>																							
<b>All Grades</b>																							
All Subjects	All Students	18%	0%	1%	0%	1%	0%	-	-	-	0%	1%	1%	1%	1%	0%	0%	2%	-	*	0%	*	
	CWD	6%	0%	1%	0%	2%	*	-	-	-	*	0%	4%	1%	-	-	0%	7%	-	-	-	-	
	CWOD	21%	0%	1%	0%	1%	0%	-	-	-	0%	1%	1%	-	1%	0%	1%	2%	-	*	0%	*	
	EL	9%	0%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-	*
	Male	18%	0%	0%	0%	1%	0%	-	-	-	0%	0%	1%	0%	1%	0%	0%	-	-	*	-	-	*
	Female	19%	0%	2%	0%	2%	0%	-	-	-	-	2%	1%	7%	2%	0%	-	2%	-	-	0%	-	-
Reading	All Students	21%	1%	2%	0%	2%	0%	-	-	-	0%	1%	2%	3%	1%	0%	1%	3%	-	*	*	*	
	CWD	6%	0%	3%	*	4%	*	-	-	-	*	0%	8%	3%	-	-	0%	14%	-	-	-	-	
	CWOD	24%	1%	1%	0%	2%	0%	-	-	-	*	1%	1%	-	1%	0%	1%	2%	-	*	*	*	
	EL	10%	0%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-	*
	Male	18%	0%	1%	0%	1%	0%	-	-	-	0%	0%	2%	0%	1%	0%	1%	-	-	*	-	-	*
	Female	24%	1%	3%	0%	3%	0%	-	-	-	-	3%	2%	14%	2%	0%	-	3%	-	-	*	-	-
Mathematics	All Students	17%	0%	1%	0%	1%	0%	-	-	-	*	1%	0%	0%	1%	*	0%	2%	-	*	*	*	
	CWD	6%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-	
	CWOD	19%	0%	1%	*	1%	0%	-	-	-	*	2%	0%	-	1%	*	0%	2%	-	*	*	*	
	EL	10%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	*
	Male	18%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	*	-	-	*
	Female	15%	0%	2%	*	2%	*	-	-	-	-	3%	0%	0%	2%	*	-	2%	-	-	*	-	-
Science	All Students	15%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	*	*	
	CWD	5%	0%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	-	0%	*	-	-	-	-	
	CWOD	17%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	*	*	
	EL	5%	0%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-	*
	Male	16%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	*	-	-	*
	Female	14%	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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	57	*	58	55	-	-	-	*	57	44	*
CWD	44	*	38	*	-	-	-	*	45	44	-
CWOD	60	*	62	47	-	-	-	*	59	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	46	*	40	75	-	-	-	*	50	42	*
Female	66	*	70	*	-	-	-	-	63	*	*
<b>Mathematics</b>											
All Students	64	*	73	*	-	-	-	-	75	*	-
CWD	*	-	*	-	-	-	-	-	*	*	-
CWOD	52	*	59	*	-	-	-	-	63	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	94	*	108	*	-	-	-	-	110	*	-
Female	25	-	30	*	-	-	-	-	*	-	-

- 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 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	50.8%	*	51.0%	56.5%	-	-	-	*	47.9%	33.3%	*	*	*
CWD	33.3%	-	18.2%	*	-	-	-	-	0.0%	33.3%	-	*	-
CWOD	53.1%	*	54.9%	52.6%	-	-	-	*	51.1%	-	*	*	*
EL	*	-	*	-	-	-	-	-	*	-	*	-	-
Male	51.6%	-	53.1%	50.0%	-	-	-	*	47.9%	40.0%	*	*	*
Female	50.0%	*	49.1%	66.7%	-	-	-	*	47.9%	20.0%	*	-	-

- 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 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
8	-	-

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	24	23	24	25	-	-	-	23	25	16	12
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	74%	*	74%	76%	-	-	-	*	76%	70%	*

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N		N	N					N	N	
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N		N	N					N	N	
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N		N	N					N	N	
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N		N	N					N	N	
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N		N	N					N	N	
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N		N	N					N	N	
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N	N					N	N	
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N	N					N	N	
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											
Interim Goals (2028-2032)											36%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%

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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	
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N		N	N					N	N	
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N		N	N					N	N	
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N	N					N	N	

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

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

**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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	95%	83%	96%	89%	-	-	-	100%	93%	98%	100%	94%	93%	94%	95%	-
	CWD	100%	100%	100%	*	-	-	-	*	100%	100%	100%	-	-	100%	100%	-
	CWOD	94%	75%	95%	88%	-	-	-	100%	92%	98%	-	94%	93%	93%	95%	-
	EL	93%	-	93%	-	-	-	-	-	83%	100%	-	93%	93%	100%	80%	-
	Male	94%	73%	98%	83%	-	-	-	100%	93%	97%	100%	93%	100%	94%	-	-
	Female	95%	100%	95%	100%	-	-	-	-	93%	99%	100%	95%	80%	-	95%	-
<b>Reading</b>	All Students	95%	91%	96%	89%	-	-	-	100%	94%	98%	100%	94%	100%	94%	96%	-
	CWD	100%	*	100%	*	-	-	-	*	100%	100%	100%	-	-	100%	100%	-
	CWOD	94%	86%	96%	88%	-	-	-	*	93%	97%	-	94%	100%	93%	96%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	Male	94%	83%	97%	83%	-	-	-	100%	93%	98%	100%	93%	100%	94%	-	-
	Female	96%	100%	95%	100%	-	-	-	-	95%	98%	100%	96%	100%	-	96%	-
<b>Mathematics</b>	All Students	95%	83%	97%	85%	-	-	-	*	93%	100%	100%	94%	*	95%	94%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	100%	100%	-	-	100%	100%	-
	CWOD	94%	*	96%	82%	-	-	-	*	91%	100%	-	94%	*	94%	94%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	95%	*	100%	80%	-	-	-	*	93%	100%	100%	94%	*	95%	-	-
	Female	94%	*	94%	*	-	-	-	-	92%	100%	100%	94%	*	-	94%	-



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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Science</b>	All Students	93%	71%	94%	100%	-	-	-	*	91%	97%	100%	92%	80%	93%	93%	-	
	CWD	100%	*	100%	-	-	-	-	*	100%	* 100%	100%	-	-	100%	*	-	
	CWOD	92%	60%	93%	100%	-	-	-	*	89%	96%	-	92%	80%	89%	93%	-	
	EL	80%	-	80%	-	-	-	-	-	*	*	-	80%	80%	*	*	-	
	Male	93%	60%	97%	*	-	-	-	*	93%	92%	100%	89%	*	93%	-	-	
	Female	93%	*	93%	*	-	-	-	-	90%	100%	*	93%	*	-	93%	-	
<b>SAT/ACT All Subjects</b>	All Students	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Non-Participation Rate</b>																		
<b>All Subjects</b>	All Students	5%	17%	4%	11%	-	-	-	0%	7%	2%	0%	6%	7%	6%	5%	-	
	CWD	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	
	CWOD	6%	25%	5%	12%	-	-	-	0%	8%	2%	-	6%	7%	7%	5%	-	
	EL	7%	-	7%	-	-	-	-	-	17%	0%	-	7%	7%	0%	20%	-	
	Male	6%	27%	2%	17%	-	-	-	0%	7%	3%	0%	7%	0%	6%	-	-	
	Female	5%	0%	5%	0%	-	-	-	-	7%	1%	0%	5%	20%	-	5%	-	
<b>Reading</b>	All Students	5%	9%	4%	11%	-	-	-	0%	6%	2%	0%	6%	0%	6%	4%	-	
	CWD	0%	*	0%	*	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	
	CWOD	6%	14%	4%	12%	-	-	-	*	7%	3%	-	6%	0%	7%	4%	-	
	EL	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	
	Male	6%	17%	3%	17%	-	-	-	0%	7%	2%	0%	7%	0%	6%	-	-	
	Female	4%	0%	5%	0%	-	-	-	-	5%	2%	0%	4%	0%	-	4%	-	
<b>Mathematics</b>	All Students	5%	17%	3%	15%	-	-	-	*	7%	0%	0%	6%	*	5%	6%	-	
	CWD	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	
	CWOD	6%	*	4%	18%	-	-	-	*	9%	0%	-	6%	*	6%	6%	-	
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	
	Male	5%	*	0%	20%	-	-	-	*	7%	0%	0%	6%	*	5%	-	-	
	Female	6%	*	6%	*	-	-	-	-	8%	0%	0%	6%	*	-	6%	-	
<b>Science</b>	All Students	7%	29%	6%	0%	-	-	-	*	9%	3%	0%	8%	20%	7%	7%	-	
	CWD	0%	*	0%	-	-	-	-	*	0%	*	0%	-	-	0%	*	-	
	CWOD	8%	40%	7%	0%	-	-	-	*	11%	4%	-	8%	20%	11%	7%	-	
	EL	20%	-	20%	-	-	-	-	-	*	*	-	20%	20%	*	*	-	
	Male	7%	40%	3%	*	-	-	-	*	7%	8%	0%	11%	*	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	7%	*	7%	*	-	-	-	-	10%	0%	*	7%	*	-	7%	-
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 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	155	6	121	26	1	1	-8	-8	1	30	12
	Female	168	7	136	24	-8	-8	-8	1	2	11	19
	Total	323	13	257	50	1	1	-8	1	3	41	31

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

**Part (viii)(II)** This section provides information from the 2020-21 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.

Preschool Programs

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	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-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

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

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

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

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

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

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.9	20.2%
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.

**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 (2022-23).

*To be updated by June 30th, 2025.*

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$874	\$121	\$725	\$846		\$28	\$28
Food services		\$85				\$26	\$59	\$85
Instruction		\$3,210	\$2,178	\$50	\$2,228	\$209	\$773	\$982
Support services, general administration		\$185		\$182	\$182		\$3	\$3
Support services, instructional staff		\$449	\$253	\$18	\$271		\$178	\$178
Support services, operation and maintenance of plant		\$1,104	\$968	\$128	\$1,096	\$5	\$3	\$8
Support services, pupils		\$706	\$652	\$8	\$660	\$3	\$43	\$46
Support services, school administration		\$861	\$827	\$1	\$828	\$8	\$24	\$32
Support services, student transportation		\$7	\$7		\$7			
<b>Total</b>	<b>248</b>	<b>\$7,481</b>	<b>\$5,007</b>	<b>\$1,112</b>	<b>\$6,119</b>	<b>\$251</b>	<b>\$1,111</b>	<b>\$1,362</b>

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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						
Reading	6,491	2%	-	-	-	-
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	-	-	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	100,862	1%	-	-	-	-
Reading	44,764	1%	-	-	-	-
Mathematics	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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	22%	-	24%	*	-	-	-	-	20%	-	-
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 ED Facts 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 2022-23 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	86%	57%	87%	80%	*	-	-	83%	87%	82%	50%

- Indicates there are no students in the group.

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

Region	District	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	014801007	RICHARD MILBURN ACADEMY CORPUS CHRISTI	\$43,000	HQIM, Effective Instruction

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

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

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

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

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

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

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**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 2023-2024 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**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 2023-24 school year. These results 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	67%	38%	<b>37%</b>	*	32%	52%	*	-	-	33%	39%	33%	25%	40%	*	26%	50%	-	*	-	-
	CWD	35%	23%	<b>25%</b>	-	10%	60%	-	-	-	*	36%	0%	25%	-	-	25%	25%	-	-	-	-
	CWOD	73%	40%	<b>40%</b>	*	43%	47%	*	-	-	40%	39%	42%	-	40%	*	26%	60%	-	*	-	-
	EL	47%	22%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	62%	31%	<b>26%</b>	*	13%	43%	-	-	-	*	23%	31%	25%	26%	*	26%	-	-	*	-	-
	Female	74%	47%	<b>50%</b>	-	47%	63%	*	-	-	*	59%	33%	25%	60%	*	-	50%	-	*	-	-
English II	All Students	74%	38%	<b>36%</b>	33%	32%	41%	*	*	-	*	41%	26%	24%	42%	*	33%	40%	-	*	-	-
	CWD	39%	19%	<b>24%</b>	*	9%	44%	-	-	-	-	23%	22%	24%	-	-	23%	22%	-	*	-	-
	CWOD	78%	41%	<b>42%</b>	40%	42%	38%	*	*	-	*	47%	27%	-	42%	*	36%	48%	-	*	-	-
	EL	52%	23%	*	*	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	69%	29%	<b>33%</b>	40%	21%	43%	-	*	-	*	33%	29%	23%	36%	*	33%	-	-	*	-	-
	Female	79%	49%	<b>40%</b>	*	42%	38%	*	-	-	*	50%	20%	22%	48%	*	-	40%	-	-	-	-
Algebra I	All Students	79%	44%	<b>69%</b>	*	65%	72%	*	-	-	80%	63%	76%	33%	78%	*	62%	77%	-	-	-	-
	CWD	54%	25%	<b>33%</b>	-	33%	*	-	-	-	*	29%	40%	33%	-	-	29%	40%	-	-	-	-
	CWOD	83%	47%	<b>78%</b>	*	78%	75%	*	-	-	*	71%	88%	-	78%	*	73%	83%	-	-	-	-
	EL	72%	36%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	77%	40%	<b>62%</b>	-	50%	71%	-	-	-	*	53%	80%	29%	73%	*	62%	-	-	-	-	-
	Female	81%	48%	<b>77%</b>	*	73%	*	*	-	-	*	75%	73%	40%	83%	*	-	77%	-	-	-	-
Biology	All Students	90%	70%	<b>78%</b>	*	84%	71%	-	-	-	40%	72%	81%	67%	81%	*	80%	75%	-	-	-	-
	CWD	75%	53%	<b>67%</b>	-	71%	*	-	-	-	*	57%	80%	67%	-	-	83%	50%	-	-	-	-
	CWOD	92%	73%	<b>81%</b>	*	89%	69%	-	-	-	*	77%	81%	-	81%	*	79%	83%	-	-	-	-
	EL	84%	60%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	89%	66%	<b>80%</b>	*	90%	75%	-	-	-	*	71%	83%	83%	79%	*	80%	-	-	-	-	-
	Female	91%	73%	<b>75%</b>	*	75%	60%	-	-	-	*	69%	78%	50%	83%	*	-	75%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	50%	14%	<b>16%</b>	*	13%	24%	*	-	-	17%	16%	17%	19%	15%	*	14%	18%	-	*	-	-
	CWD	19%	5%	<b>19%</b>	-	10%	40%	-	-	-	*	27%	0%	19%	-	-	13%	25%	-	-	-	-
	CWOD	55%	16%	<b>15%</b>	*	14%	18%	*	-	-	20%	11%	21%	-	15%	*	15%	15%	-	*	-	-
	EL	27%	7%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	43%	10%	<b>14%</b>	*	7%	21%	-	-	-	*	14%	15%	13%	15%	*	14%	-	-	*	-	-
	Female	57%	20%	<b>18%</b>	-	18%	25%	*	-	-	*	18%	17%	25%	15%	*	-	18%	-	*	-	-
English II	All Students	57%	16%	<b>14%</b>	0%	11%	23%	*	*	-	*	15%	13%	14%	15%	*	8%	23%	-	*	-	-
	CWD	23%	8%	<b>14%</b>	*	0%	33%	-	-	-	-	8%	22%	14%	-	-	15%	11%	-	*	-	-
	CWOD	61%	17%	<b>15%</b>	0%	15%	15%	*	*	-	*	18%	7%	-	15%	*	4%	29%	-	*	-	-
	EL	30%	7%	*	*	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	51%	10%	<b>8%</b>	0%	0%	21%	-	*	-	*	7%	7%	15%	4%	*	8%	-	-	*	-	-
	Female	63%	24%	<b>23%</b>	*	21%	25%	*	-	-	*	25%	20%	11%	29%	*	-	23%	-	-	-	-



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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	41%	3%	10%	*	12%	11%	*	-	-	0%	7%	14%	8%	10%	*	10%	9%	-	-	-	-
	CWD	17%	1%	8%	-	0%	*	-	-	-	*	14%	0%	8%	-	-	14%	0%	-	-	-	-
	CWOD	45%	3%	10%	*	17%	6%	*	-	-	*	4%	19%	-	10%	*	9%	11%	-	-	-	-
	EL	29%	0%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	39%	3%	10%	-	8%	14%	-	-	-	*	5%	20%	14%	9%	*	10%	-	-	-	-	-
	Female	43%	3%	9%	*	13%	*	*	-	-	*	8%	9%	0%	11%	*	-	9%	-	-	-	-
Biology	All Students	54%	6%	8%	*	4%	18%	-	-	-	0%	3%	14%	8%	8%	*	16%	0%	-	-	-	-
	CWD	26%	2%	8%	-	0%	*	-	-	-	*	14%	0%	8%	-	-	17%	0%	-	-	-	-
	CWOD	58%	7%	8%	*	6%	15%	-	-	-	*	0%	19%	-	8%	*	16%	0%	-	-	-	-
	EL	33%	1%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	54%	6%	16%	*	10%	25%	-	-	-	*	7%	25%	17%	16%	*	16%	-	-	-	-	-
	Female	54%	6%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	-	0%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	15%	1%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	*	0%	0%	-	*	-	-
	CWD	4%	0%	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	17%	1%	0%	*	0%	0%	*	-	-	0%	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	4%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	11%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	*	-	-
	Female	19%	1%	0%	-	0%	0%	*	-	-	*	0%	0%	0%	0%	*	-	0%	-	*	-	-
English II	All Students	8%	0%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	*	0%	0%	-	*	-	-
	CWD	3%	1%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	*	-	-
	CWOD	9%	0%	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	1%	0%	*	*	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	7%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	-	-	*	-	-
	Female	10%	0%	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	*	-	0%	-	-	-	-
Algebra I	All Students	23%	0%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	*	0%	0%	-	-	-	-
	CWD	7%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	25%	0%	0%	*	0%	0%	*	-	-	*	0%	0%	-	0%	*	0%	0%	-	-	-	-
	EL	13%	0%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	22%	0%	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	23%	0%	0%	*	0%	*	*	-	-	*	0%	0%	0%	0%	*	-	0%	-	-	-	-
Biology	All Students	18%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	*	0%	0%	-	-	-	-
	CWD	5%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	19%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	-	-	-
	EL	5%	0%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	18%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	17%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	-	0%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						

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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%	45%	52%	36%	51%	58%	*	*	-	50%	52%	53%	36%	58%	67%	47%	58%	-	20%	-	-
	CWD	46%	29%	36%	*	28%	55%	-	-	-	*	35%	35%	36%	-	-	36%	33%	-	*	-	-
	CWOD	77%	48%	58%	38%	60%	60%	*	*	-	59%	58%	58%	-	58%	67%	51%	67%	-	*	-	-
	EL	61%	32%	67%	*	88%	-	-	*	-	-	83%	50%	-	67%	67%	*	75%	-	-	-	-
	Male	71%	39%	47%	36%	39%	58%	-	*	-	40%	43%	54%	36%	51%	*	47%	-	-	*	-	-
	Female	74%	53%	58%	*	61%	56%	*	-	-	55%	63%	50%	33%	67%	75%	-	58%	-	*	-	-
Reading	All Students	74%	38%	37%	20%	33%	48%	*	*	-	40%	40%	30%	24%	41%	50%	30%	46%	-	*	-	-
	CWD	44%	21%	24%	*	10%	50%	-	-	-	*	30%	14%	24%	-	-	25%	24%	-	*	-	-
	CWOD	80%	41%	41%	22%	43%	45%	*	*	-	50%	44%	35%	-	41%	50%	31%	54%	-	*	-	-
	EL	59%	23%	50%	*	*	-	-	*	-	-	*	*	-	50%	50%	*	*	-	-	-	-
	Male	70%	30%	30%	22%	18%	44%	-	*	-	40%	29%	31%	25%	31%	*	30%	-	-	*	-	-
	Female	78%	48%	46%	*	46%	50%	*	-	-	40%	54%	29%	24%	54%	*	-	46%	-	*	-	-
Mathematics	All Students	70%	44%	67%	*	63%	72%	*	-	-	67%	63%	70%	33%	76%	*	62%	71%	-	-	-	-
	CWD	45%	25%	33%	-	33%	*	-	-	-	*	29%	40%	33%	-	-	29%	40%	-	-	-	-
	CWOD	75%	46%	76%	*	78%	71%	*	-	-	80%	71%	74%	-	76%	*	73%	79%	-	-	-	-
	EL	62%	36%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	71%	40%	62%	-	46%	71%	-	-	-	*	53%	73%	29%	73%	*	62%	-	-	-	-	-
	Female	70%	47%	71%	*	73%	60%	*	-	-	*	75%	62%	40%	79%	*	-	71%	-	-	-	-
Science	All Students	73%	70%	78%	*	84%	71%	-	-	-	40%	72%	81%	67%	81%	*	80%	75%	-	-	-	-
	CWD	49%	53%	67%	-	71%	*	-	-	-	*	57%	80%	67%	-	-	83%	50%	-	-	-	-
	CWOD	77%	73%	81%	*	89%	69%	-	-	-	*	77%	81%	-	81%	*	79%	83%	-	-	-	-
	EL	61%	60%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	74%	66%	80%	*	90%	75%	-	-	-	*	71%	83%	83%	79%	*	80%	-	-	-	-	-
	Female	72%	73%	75%	*	75%	60%	-	-	-	*	69%	78%	50%	83%	*	-	75%	-	-	-	-
SAT/ACT All Subjects	All Students	88%	29%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-
	CWD	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	29%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-
	EL	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	87%	33%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	10%	13%	0%	10%	19%	*	*	-	10%	11%	15%	14%	12%	0%	12%	13%	-	0%	-	-
	CWD	22%	4%	14%	*	3%	35%	-	-	-	*	16%	9%	14%	-	-	15%	11%	-	*	-	-
	CWOD	51%	11%	12%	0%	13%	14%	*	*	-	12%	10%	16%	-	12%	0%	11%	14%	-	*	-	-
	EL	31%	4%	0%	*	0%	-	-	*	-	-	0%	0%	-	0%	0%	*	0%	-	-	-	-
	Male	45%	7%	12%	0%	6%	21%	-	*	-	10%	9%	17%	15%	11%	*	12%	-	-	*	-	-
	Female	48%	14%	13%	*	14%	16%	*	-	-	9%	14%	12%	11%	14%	0%	-	13%	-	*	-	-

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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%	15%	15%	0%	12%	24%	*	*	-	20%	15%	15%	16%	15%	0%	11%	21%	-	*	-	-
	CWD	23%	6%	16%	*	5%	36%	-	-	-	*	17%	14%	16%	-	-	15%	18%	-	*	-	-
	CWOD	58%	17%	15%	0%	15%	17%	*	*	-	25%	15%	15%	-	15%	0%	9%	22%	-	*	-	-
	EL	34%	7%	0%	*	*	-	-	*	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	48%	10%	11%	0%	3%	22%	-	*	-	20%	10%	12%	15%	9%	*	11%	-	-	*	-	-
	Female	57%	22%	21%	*	20%	25%	*	-	-	20%	22%	19%	18%	22%	*	-	21%	-	*	-	-
Mathematics	All Students	42%	3%	10%	*	11%	11%	*	-	-	0%	7%	13%	8%	10%	*	10%	8%	-	-	-	-
	CWD	22%	1%	8%	-	0%	*	-	-	-	*	14%	0%	8%	-	-	14%	0%	-	-	-	-
	CWOD	46%	3%	10%	*	17%	6%	*	-	-	0%	4%	16%	-	10%	*	9%	11%	-	-	-	-
	EL	31%	0%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	43%	3%	10%	-	8%	14%	-	-	-	*	5%	18%	14%	9%	*	10%	-	-	-	-	-
	Female	40%	3%	8%	*	13%	0%	*	-	-	*	8%	8%	0%	11%	*	-	8%	-	-	-	-
Science	All Students	42%	6%	8%	*	4%	18%	-	-	-	0%	3%	14%	8%	8%	*	16%	0%	-	-	-	-
	CWD	21%	2%	8%	-	0%	*	-	-	-	*	14%	0%	8%	-	-	17%	0%	-	-	-	-
	CWOD	45%	7%	8%	*	6%	15%	-	-	-	*	0%	19%	-	8%	*	16%	0%	-	-	-	-
	EL	24%	1%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	44%	6%	16%	*	10%	25%	-	-	-	*	7%	25%	17%	16%	*	16%	-	-	-	-	-
	Female	40%	6%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	-	0%	-	-	-	-
SAT/ACT All Subjects	All Students	59%	0%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-
	CWD	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	0%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-
	EL	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	55%	0%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-
	CWD	6%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	*	-	-
	CWOD	21%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	9%	0%	0%	*	0%	-	-	*	-	-	0%	0%	-	0%	0%	*	0%	-	-	-	-
	Male	18%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	*	0%	-	-	*	-	-
	Female	19%	0%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	-	0%	-	*	-	-
Reading	All Students	21%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	6%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	*	-	-
	CWOD	24%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	10%	0%	0%	*	*	-	-	*	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	18%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	*	0%	-	-	*	-	-
	Female	24%	1%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	*	-	0%	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	17%	0%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	*	0%	0%	-	-	-	-
	CWD	6%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	19%	0%	0%	*	0%	0%	*	-	-	0%	0%	0%	-	0%	*	0%	0%	-	-	-	-
	EL	10%	0%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	18%	0%	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	15%	0%	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	*	-	0%	-	-	-	-
Science	All Students	15%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	*	0%	0%	-	-	-	-
	CWD	5%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	17%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	-	-	-
	EL	5%	0%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	16%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	14%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	-	0%	-	-	-	-
SAT/ACT All Subjects	All Students	12%	0%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-
	CWD	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	9%	0%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-

- Indicates there are no students in the group.

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

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

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

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	42	*	42	46	-	-	-	*	43	53	*
CWD	53	*	42	61	-	-	-	*	44	53	-
CWOD	38	*	43	38	-	-	-	*	42	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	25	*	14	36	-	-	-	*	23	44	*
Female	61	-	63	59	-	-	-	*	60	63	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	56	-	45	61	-	-	-	*	50	*	*
CWD	*	-	*	*	-	-	-	-	*	*	-
CWOD	55	-	46	54	-	-	-	*	38	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	46	-	*	*	-	-	-	-	*	*	*
Female	61	-	64	*	-	-	-	*	70	*	*

- Indicates there are no students in the group.

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

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

This section provides information on high school graduation rates for the class of 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	35.7%	28.6%	21.3%	63.0%	-	-	-	*	30.3%	40.0%	*	16.7%	*
CWD	40.0%	-	28.6%	*	-	-	-	*	33.3%	40.0%	*	*	-
CWOD	35.1%	28.6%	20.0%	60.0%	-	-	-	*	30.0%	-	*	20.0%	*
EL ◇	*	*	*	-	-	-	-	-	*	*	*	-	-
Male	33.3%	*	24.0%	66.7%	-	-	-	*	20.8%	60.0%	*	*	-
Female	37.5%	33.3%	18.2%	61.1%	-	-	-	*	35.7%	20.0%	*	20.0%	*

- 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 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	22	12	21	26	*	*	-	21	22	18	22
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	55%	*	48%	57%	-	-	-	*	65%	38%	*

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N		N	N					N	Y	
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N		N	N					N	N	
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N		N	N					N	N	
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N	N					N	N	
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N		N	N					N		
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N		N	N					N		
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N	N					N		
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N	N					N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											
Interim Goals (2028-2032)											36%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	N		N	N					N	N	
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N		N	N					N	N	
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N		N	N					N	N	
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N	N					N	N	

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

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

**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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	93%	100%	91%	96%	*	*	-	90%	93%	95%	89%	95%	100%	96%	90%	-
	CWD	89%	*	84%	100%	-	-	-	*	87%	92%	89%	-	-	97%	79%	-
	CWOD	95%	100%	94%	95%	*	*	-	94%	95%	96%	-	95%	100%	96%	94%	-
	EL	100%	*	100%	-	-	*	-	-	100%	100%	-	100%	100%	*	100%	-
	Male	96%	100%	95%	98%	-	*	-	90%	96%	96%	97%	96%	*	96%	-	-
	Female	90%	*	88%	92%	*	-	-	91%	88%	93%	79%	94%	100%	-	90%	-
<b>Reading</b>	All Students	93%	100%	90%	95%	*	*	-	90%	92%	94%	87%	95%	100%	96%	88%	-
	CWD	87%	*	81%	100%	-	-	-	*	88%	86%	87%	-	-	95%	76%	-
	CWOD	95%	100%	94%	93%	*	*	-	100%	94%	97%	-	95%	100%	96%	93%	-
	EL	100%	*	*	-	-	*	-	-	*	*	-	100%	100%	*	*	-
	Male	96%	100%	97%	96%	-	*	-	80%	96%	96%	95%	96%	*	96%	-	-
	Female	88%	*	83%	94%	*	-	-	100%	87%	91%	76%	93%	*	-	88%	-
<b>Mathematics</b>	All Students	95%	*	93%	95%	*	-	-	100%	97%	92%	92%	95%	*	97%	92%	-
	CWD	92%	-	89%	*	-	-	-	*	86%	100%	92%	-	-	100%	80%	-
	CWOD	95%	*	95%	94%	*	-	-	100%	100%	89%	-	95%	*	96%	95%	-
	EL	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	97%	-	92%	100%	-	-	-	*	100%	91%	100%	96%	*	97%	-	-
	Female	92%	*	93%	80%	*	-	-	*	92%	92%	80%	95%	*	-	92%	-
<b>Science</b>	All Students	94%	*	92%	100%	-	-	-	80%	90%	100%	92%	95%	*	96%	92%	-
	CWD	92%	-	86%	*	-	-	-	*	86%	100%	92%	-	-	100%	83%	-
	CWOD	95%	*	95%	100%	-	-	-	*	91%	100%	-	95%	*	95%	95%	-
	EL	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	96%	*	90%	100%	-	-	-	*	93%	100%	100%	95%	*	96%	-	-
	Female	92%	*	94%	100%	-	-	-	*	88%	100%	83%	95%	*	-	92%	-
<b>SAT/ACT All Subjects</b>	All Students	*	-	*	*	-	-	-	*	-	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	*	-	-	-	*	-	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	Female	*	-	-	*	-	-	-	*	-	*	-	*	-	-	*	-
<b>Non-Participation Rate</b>																	



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<b>All Subjects</b>	All Students	7%	0%	9%	4%	*	*	-	10%	7%	5%	11%	5%	0%	4%	10%	-
	CWD	11%	*	16%	0%	-	-	-	*	13%	8%	11%	-	-	3%	21%	-
	CWOD	5%	0%	6%	5%	*	*	-	6%	5%	4%	-	5%	0%	4%	6%	-
	EL	0%	*	0%	-	-	*	-	-	0%	0%	-	0%	0%	*	0%	-
	Male	4%	0%	5%	2%	-	*	-	10%	4%	4%	3%	4%	*	4%	-	-
	Female	10%	*	12%	8%	*	-	-	9%	12%	7%	21%	6%	0%	-	10%	-
<b>Reading</b>	All Students	7%	0%	10%	5%	*	*	-	10%	8%	6%	13%	5%	0%	4%	12%	-
	CWD	13%	*	19%	0%	-	-	-	*	12%	14%	13%	-	-	5%	24%	-
	CWOD	5%	0%	6%	7%	*	*	-	0%	6%	3%	-	5%	0%	4%	7%	-
	EL	0%	*	*	-	-	*	-	-	*	*	-	0%	0%	*	*	-
	Male	4%	0%	3%	4%	-	*	-	20%	4%	4%	5%	4%	*	4%	-	-
	Female	12%	*	17%	6%	*	-	-	0%	13%	9%	24%	7%	*	-	12%	-
<b>Mathematics</b>	All Students	5%	*	7%	5%	*	-	-	0%	3%	8%	8%	5%	*	3%	8%	-
	CWD	8%	-	11%	*	-	-	-	*	14%	0%	8%	-	-	0%	20%	-
	CWOD	5%	*	5%	6%	*	-	-	0%	0%	11%	-	5%	*	4%	5%	-
	EL	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	3%	-	8%	0%	-	-	-	*	0%	9%	0%	4%	*	3%	-	-
	Female	8%	*	7%	20%	*	-	-	*	8%	8%	20%	5%	*	-	8%	-
<b>Science</b>	All Students	6%	*	8%	0%	-	-	-	20%	10%	0%	8%	5%	*	4%	8%	-
	CWD	8%	-	14%	*	-	-	-	*	14%	0%	8%	-	-	0%	17%	-
	CWOD	5%	*	5%	0%	-	-	-	*	9%	0%	-	5%	*	5%	5%	-
	EL	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	4%	*	10%	0%	-	-	-	*	7%	0%	0%	5%	*	4%	-	-
	Female	8%	*	6%	0%	-	-	-	*	12%	0%	17%	5%	*	-	8%	-
<b>SAT/ACT All Subjects</b>	All Students	*	-	*	*	-	-	-	*	-	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	*	-	-	-	*	-	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	Female	*	-	-	*	-	-	-	*	-	*	-	*	-	-	*	-

- Indicates there are no students in the group.

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

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	5	0	1	4	0	0	0	0	0		
	Female	3	0	1	2	0	0	0	0	0		
	Total	8	0	2	6	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	3	0	2	1	0	0	0	0	1		2
	Female	1	0	0	1	0	0	0	0	0		0
	Total	4	0	2	2	0	0	0	0	1		2
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	103	11	50	41	-8	1	-8	-8	2	16	8
	Female	105	5	46	46	-8	-8	-8	8	-8	12	6
	Total	208	16	96	87	-8	1	-8	8	2	28	14

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

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

Part (viii)(II) This section provides information from the 2020-21 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.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-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

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Advanced Placement Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>International Baccalaureate Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Dual Enrollment/Dual Credit Programs</b>																				
Male	0	0	0	0	0	0	0	0	0	-	0	-	0	-	0	0	0	0	0	0

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RICHARD MILBURN ACADEMY AMARILLO (014801008) - 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	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	1	1	0	0	0	0	1	2	0	0	0	-	0	-	0	0	0	0	0	0
Total	1	1	0	0	0	0	1	1	0	0	0	-	0	-	0	0	0	0	0	0

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

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

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

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	39.5%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

**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 (2022-23).

*To be updated by June 30th, 2025.*

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$978	\$225	\$725	\$950		\$28	\$28
Food services		\$99				\$40	\$59	\$99
Instruction		\$4,343	\$3,290	\$50	\$3,340	\$230	\$773	\$1,003
Support services, general administration		\$185		\$182	\$182		\$3	\$3
Support services, instructional staff		\$645	\$449	\$18	\$467		\$178	\$178
Support services, operation and maintenance of plant		\$1,843	\$1,698	\$128	\$1,826	\$14	\$3	\$17
Support services, pupils		\$861	\$810	\$8	\$818		\$43	\$43

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$920	\$893	\$1	\$894	\$2	\$24	\$26
<b>Total</b>	<b>151</b>	<b>\$9,874</b>	<b>\$7,364</b>	<b>\$1,112</b>	<b>\$8,476</b>	<b>\$286</b>	<b>\$1,111</b>	<b>\$1,397</b>

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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						
Reading	6,491	2%	-	-	-	-
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	-	-	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	100,862	1%	-	-	-	-
Reading	44,764	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	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
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		

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	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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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 ED Facts 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 2022-23 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	82%	100%	88%	72%	*	-	-	88%	86%	82%	86%

- Indicates there are no students in the group.

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

Region	District	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	014801008	RICHARD MILBURN ACADEMY AMARILLO	\$43,000	Increase Strong School Leadership and Planning, Effective Instruction

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

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

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RICHARD MILBURN ACADEMY PASADENA (014801009) - 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 10 assessments or students for the all student group or any subgroup for every indicator.

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

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

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

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**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 2023-2024 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**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 2023-24 school year. These results 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 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
English I	All Students	67%	38%	<b>49%</b>	*	47%	*	-	-	-	-	54%	42%	36%	52%	30%	39%	61%	-	-	-	-
	CWD	35%	23%	<b>36%</b>	-	36%	-	-	-	-	-	33%	40%	36%	-	*	20%	50%	-	-	-	-
	CWOD	73%	40%	<b>52%</b>	*	50%	*	-	-	-	-	58%	42%	-	52%	33%	43%	64%	-	-	-	-
	EL	47%	22%	<b>30%</b>	-	30%	-	-	-	-	-	36%	22%	*	33%	30%	27%	40%	-	-	-	-
	Male	62%	31%	<b>39%</b>	*	37%	*	-	-	-	-	42%	36%	20%	43%	27%	39%	-	-	-	-	-
	Female	74%	47%	<b>61%</b>	*	60%	*	-	-	-	-	67%	50%	50%	64%	40%	-	61%	-	-	-	-
English II	All Students	74%	38%	<b>36%</b>	*	38%	*	-	-	-	-	31%	46%	22%	38%	20%	21%	57%	-	-	-	-
	CWD	39%	19%	<b>22%</b>	-	22%	-	-	-	-	-	0%	*	22%	-	*	0%	*	-	-	-	-
	CWOD	78%	41%	<b>38%</b>	*	40%	*	-	-	-	-	35%	45%	-	38%	21%	24%	58%	-	-	-	-
	EL	52%	23%	<b>20%</b>	-	20%	-	-	-	-	-	18%	22%	*	21%	20%	19%	*	-	-	-	-
	Male	69%	29%	<b>21%</b>	*	22%	*	-	-	-	-	13%	33%	0%	24%	19%	21%	-	-	-	-	-
	Female	79%	49%	<b>57%</b>	*	57%	*	-	-	-	-	52%	67%	*	58%	*	-	57%	-	-	-	-
Algebra I	All Students	79%	44%	<b>44%</b>	*	42%	*	-	-	-	-	40%	47%	14%	48%	67%	31%	50%	-	-	-	-
	CWD	54%	25%	<b>14%</b>	-	14%	-	-	-	-	-	*	*	14%	-	*	*	20%	-	-	-	-
	CWOD	83%	47%	<b>48%</b>	*	50%	*	-	-	-	-	43%	58%	-	48%	71%	36%	58%	-	-	-	-
	EL	72%	36%	<b>67%</b>	-	67%	-	-	-	-	-	60%	*	*	71%	67%	*	80%	-	-	-	-
	Male	77%	40%	<b>31%</b>	-	29%	*	-	-	-	-	30%	33%	*	36%	*	31%	-	-	-	-	-
	Female	81%	48%	<b>50%</b>	*	53%	*	-	-	-	-	44%	56%	20%	58%	80%	-	50%	-	-	-	-
Biology	All Students	90%	70%	<b>63%</b>	*	65%	*	-	-	-	-	70%	53%	50%	66%	47%	70%	57%	-	-	-	-
	CWD	75%	53%	<b>50%</b>	-	50%	-	-	-	-	-	*	*	50%	-	*	*	40%	-	-	-	-
	CWOD	92%	73%	<b>66%</b>	*	69%	*	-	-	-	-	70%	60%	-	66%	46%	70%	61%	-	-	-	-
	EL	84%	60%	<b>47%</b>	-	47%	-	-	-	-	-	63%	29%	*	46%	47%	57%	38%	-	-	-	-
	Male	89%	66%	<b>70%</b>	*	74%	*	-	-	-	-	85%	50%	*	70%	57%	70%	-	-	-	-	-
	Female	91%	73%	<b>57%</b>	-	57%	*	-	-	-	-	57%	56%	40%	61%	38%	-	57%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	50%	14%	<b>15%</b>	*	16%	*	-	-	-	-	22%	4%	0%	18%	10%	9%	21%	-	-	-	-
	CWD	19%	5%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	55%	16%	<b>18%</b>	*	20%	*	-	-	-	-	26%	5%	-	18%	11%	11%	27%	-	-	-	-
	EL	27%	7%	<b>10%</b>	-	10%	-	-	-	-	-	18%	0%	*	11%	10%	7%	20%	-	-	-	-
	Male	43%	10%	<b>9%</b>	*	10%	*	-	-	-	-	16%	0%	0%	11%	7%	9%	-	-	-	-	-
	Female	57%	20%	<b>21%</b>	*	24%	*	-	-	-	-	28%	10%	0%	27%	20%	-	21%	-	-	-	-
English II	All Students	57%	16%	<b>13%</b>	*	14%	*	-	-	-	-	11%	17%	0%	15%	0%	5%	23%	-	-	-	-
	CWD	23%	8%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	61%	17%	<b>15%</b>	*	16%	*	-	-	-	-	13%	20%	-	15%	0%	6%	27%	-	-	-	-
	EL	30%	7%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	*	-	-	-	-
	Male	51%	10%	<b>5%</b>	*	6%	*	-	-	-	-	0%	13%	0%	6%	0%	5%	-	-	-	-	-
	Female	63%	24%	<b>23%</b>	*	25%	*	-	-	-	-	24%	22%	*	27%	*	-	23%	-	-	-	-



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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	41%	3%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	17%	1%	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	45%	3%	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	29%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	39%	3%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	-	-	-	-	-
	Female	43%	3%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Biology	All Students	54%	6%	9%	*	10%	*	-	-	-	-	7%	11%	0%	11%	0%	9%	9%	-	-	-	-
	CWD	26%	2%	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	58%	7%	11%	*	13%	*	-	-	-	-	9%	13%	-	11%	0%	10%	11%	-	-	-	-
	EL	33%	1%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	54%	6%	9%	*	11%	*	-	-	-	-	8%	10%	*	10%	0%	9%	-	-	-	-	-
	Female	54%	6%	9%	-	10%	*	-	-	-	-	7%	11%	0%	11%	0%	-	9%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	15%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	4%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	17%	1%	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	4%	0%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	11%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	19%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	-
English II	All Students	8%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	3%	1%	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%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	10%	0%	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	*	-	0%	-	-	-	-
Algebra I	All Students	23%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	7%	0%	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	25%	0%	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	13%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	22%	0%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	-	-	-	-	-
	Female	23%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Biology	All Students	18%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	5%	0%	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	19%	0%	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	0%	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	17%	0%	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%	45%	<b>47%</b>	45%	47%	27%	-	-	-	-	47%	47%	31%	50%	36%	38%	57%	-	-	-	-	
	CWD	46%	29%	<b>31%</b>	-	31%	-	-	-	-	-	32%	31%	31%	-	29%	20%	40%	-	-	-	-	
	CWOD	77%	48%	<b>50%</b>	45%	51%	27%	-	-	-	-	50%	51%	-	50%	37%	41%	61%	-	-	-	-	
	EL	61%	32%	<b>36%</b>	-	36%	-	-	-	-	-	40%	31%	29%	37%	36%	31%	45%	-	-	-	-	
	Male	71%	39%	<b>38%</b>	40%	38%	*	-	-	-	-	38%	39%	20%	41%	31%	38%	-	-	-	-	-	
	Female	74%	53%	<b>57%</b>	50%	58%	43%	-	-	-	-	57%	57%	40%	61%	45%	-	57%	-	-	-	-	-
Reading	All Students	74%	38%	<b>42%</b>	50%	42%	20%	-	-	-	-	41%	44%	30%	45%	25%	29%	59%	-	-	-	-	
	CWD	44%	21%	<b>30%</b>	-	30%	-	-	-	-	-	18%	44%	30%	-	*	10%	50%	-	-	-	-	
	CWOD	80%	41%	<b>45%</b>	50%	44%	20%	-	-	-	-	45%	44%	-	45%	27%	32%	60%	-	-	-	-	
	EL	59%	23%	<b>25%</b>	-	25%	-	-	-	-	-	27%	22%	*	27%	25%	23%	33%	-	-	-	-	
	Male	70%	30%	<b>29%</b>	*	29%	*	-	-	-	-	26%	34%	10%	32%	23%	29%	-	-	-	-	-	-
	Female	78%	48%	<b>59%</b>	*	58%	*	-	-	-	-	59%	58%	50%	60%	33%	-	59%	-	-	-	-	-
Mathematics	All Students	70%	44%	<b>44%</b>	*	42%	*	-	-	-	-	40%	47%	14%	48%	67%	31%	50%	-	-	-	-	
	CWD	45%	25%	<b>14%</b>	-	14%	-	-	-	-	-	*	*	14%	-	*	*	20%	-	-	-	-	
	CWOD	75%	46%	<b>48%</b>	*	50%	*	-	-	-	-	43%	58%	-	48%	71%	36%	58%	-	-	-	-	
	EL	62%	36%	<b>67%</b>	-	67%	-	-	-	-	-	60%	*	*	71%	67%	*	80%	-	-	-	-	
	Male	71%	40%	<b>31%</b>	-	29%	*	-	-	-	-	30%	33%	*	36%	*	31%	-	-	-	-	-	-
	Female	70%	47%	<b>50%</b>	*	53%	*	-	-	-	-	44%	56%	20%	58%	80%	-	50%	-	-	-	-	-
Science	All Students	73%	70%	<b>63%</b>	*	65%	*	-	-	-	-	70%	53%	50%	66%	47%	70%	57%	-	-	-	-	
	CWD	49%	53%	<b>50%</b>	-	50%	-	-	-	-	-	*	*	50%	-	*	*	40%	-	-	-	-	
	CWOD	77%	73%	<b>66%</b>	*	69%	*	-	-	-	-	70%	60%	-	66%	46%	70%	61%	-	-	-	-	
	EL	61%	60%	<b>47%</b>	-	47%	-	-	-	-	-	63%	29%	*	46%	47%	57%	38%	-	-	-	-	
	Male	74%	66%	<b>70%</b>	*	74%	*	-	-	-	-	85%	50%	*	70%	57%	70%	-	-	-	-	-	
	Female	72%	73%	<b>57%</b>	-	57%	*	-	-	-	-	57%	56%	40%	61%	38%	-	57%	-	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>All Grades</b>																							
All Subjects	All Students	47%	10%	<b>10%</b>	0%	12%	0%	-	-	-	-	11%	9%	0%	12%	3%	6%	14%	-	-	-	-	
	CWD	22%	4%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-	
	CWOD	51%	11%	<b>12%</b>	0%	14%	0%	-	-	-	-	13%	11%	-	12%	4%	7%	18%	-	-	-	-	
	EL	31%	4%	<b>3%</b>	-	3%	-	-	-	-	-	6%	0%	0%	4%	3%	2%	5%	-	-	-	-	
	Male	45%	7%	<b>6%</b>	0%	7%	*	-	-	-	-	6%	7%	0%	7%	2%	6%	-	-	-	-	-	
	Female	48%	14%	<b>14%</b>	0%	16%	0%	-	-	-	-	16%	11%	0%	18%	5%	-	14%	-	-	-	-	
Reading	All Students	52%	15%	<b>14%</b>	0%	15%	0%	-	-	-	-	16%	10%	0%	16%	5%	7%	22%	-	-	-	-	
	CWD	23%	6%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-	
	CWOD	58%	17%	<b>16%</b>	0%	18%	0%	-	-	-	-	18%	13%	-	16%	5%	8%	27%	-	-	-	-	
	EL	34%	7%	<b>5%</b>	-	5%	-	-	-	-	-	9%	0%	*	5%	5%	3%	11%	-	-	-	-	
	Male	48%	10%	<b>7%</b>	*	8%	*	-	-	-	-	7%	7%	0%	8%	3%	7%	-	-	-	-	-	
	Female	57%	22%	<b>22%</b>	*	25%	*	-	-	-	-	26%	16%	0%	27%	11%	-	22%	-	-	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	42%	3%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	22%	1%	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	46%	3%	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	31%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	43%	3%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	-	-	-	-	-
	Female	40%	3%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Science	All Students	42%	6%	9%	*	10%	*	-	-	-	-	7%	11%	0%	11%	0%	9%	9%	-	-	-	-
	CWD	21%	2%	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	45%	7%	11%	*	13%	*	-	-	-	-	9%	13%	-	11%	0%	10%	11%	-	-	-	-
	EL	24%	1%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	44%	6%	9%	*	11%	*	-	-	-	-	8%	10%	*	10%	0%	9%	-	-	-	-	-
	Female	40%	6%	9%	-	10%	*	-	-	-	-	7%	11%	0%	11%	0%	-	9%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	6%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	21%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	9%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	18%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	19%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Reading	All Students	21%	1%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	6%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	24%	1%	0%	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	10%	0%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	24%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Mathematics	All Students	17%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	6%	0%	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	19%	0%	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	10%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	18%	0%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	-	-	-	-	-
	Female	15%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Science	All Students	15%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	5%	0%	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	17%	0%	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	16%	0%	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	14%	0%	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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	51	*	48	*	-	-	-	-	42	21	29
CWD	21	-	21	-	-	-	-	-	*	21	*
CWOD	59	*	56	*	-	-	-	-	48	-	38
EL ◇	29	-	29	-	-	-	-	-	20	*	29
Male	28	*	23	*	-	-	-	-	6	*	22
Female	68	-	65	*	-	-	-	-	63	*	40
<b>Mathematics</b>											
All Students	65	-	65	-	-	-	-	-	63	*	58
CWD	*	-	*	-	-	-	-	-	*	*	*
CWOD	64	-	64	-	-	-	-	-	67	-	*
EL ◇	58	-	58	-	-	-	-	-	60	*	58
Male	60	-	60	-	-	-	-	-	*	*	*
Female	68	-	68	-	-	-	-	-	*	*	*

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

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

This section provides information on high school graduation rates for the class of 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	15.4%	*	14.0%	*	-	-	-	*	17.0%	25.0%	12.5%	20.0%	-
CWD	25.0%	*	14.3%	-	-	-	-	-	14.3%	25.0%	*	-	-
CWOD	14.0%	*	14.0%	*	-	-	-	*	17.4%	-	14.3%	20.0%	-
EL	12.5%	-	12.5%	-	-	-	-	-	18.2%	*	12.5%	*	-
Male	7.7%	*	4.3%	-	-	-	-	*	5.0%	25.0%	0.0%	-	-
Female	20.5%	*	20.6%	*	-	-	-	*	24.2%	-	25.0%	20.0%	-

- 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 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
25	1	4%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	19	15	20	10	-	-	-	-	19	10	13
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	79%	100%	79%	*	-	-	-	-	83%	100%	80%

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- Indicates there are no students in the group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N		N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N		N						N		
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N		N						N		
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N						N		
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N						N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											N
Interim Goals (2028-2032)											36%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%

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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)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N		N						N		N
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N		N						N		N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N						N		N

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

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

**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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	98%	100%	99%	91%	-	-	-	-	98%	99%	100%	98%	100%	99%	97%	-
	CWD	100%	-	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	98%	100%	98%	91%	-	-	-	-	98%	99%	-	98%	100%	99%	97%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	*	-	-	-	-	100%	98%	100%	99%	100%	99%	-	-
	Female	97%	100%	98%	86%	-	-	-	-	96%	100%	100%	97%	100%	-	97%	-
<b>Reading</b>	All Students	99%	100%	100%	80%	-	-	-	-	99%	100%	100%	99%	100%	100%	98%	-
	CWD	100%	-	100%	-	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	100%	100%	80%	-	-	-	-	99%	100%	-	99%	100%	100%	98%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	98%	*	100%	*	-	-	-	-	98%	100%	100%	98%	100%	-	98%	-
<b>Mathematics</b>	All Students	93%	*	91%	*	-	-	-	-	92%	93%	100%	91%	100%	94%	92%	-
	CWD	100%	-	100%	-	-	-	-	-	*	*	100%	-	*	*	100%	-
	CWOD	91%	*	89%	*	-	-	-	-	91%	92%	-	91%	100%	93%	90%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	*	100%	-
	Male	94%	-	93%	*	-	-	-	-	100%	83%	*	93%	*	94%	-	-
	Female	92%	*	90%	*	-	-	-	-	88%	100%	100%	90%	100%	-	92%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Science</b>	All Students	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	-	-	-	-	-	*	*	100%	-	*	*	100%	-
	CWOD	100%	*	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	*	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	-	-
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	2%	0%	1%	9%	-	-	-	-	2%	1%	0%	2%	0%	1%	3%	-
	CWD	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	2%	0%	2%	9%	-	-	-	-	2%	1%	-	2%	0%	1%	3%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	*	-	-	-	-	0%	2%	0%	1%	0%	1%	-	-
	Female	3%	0%	2%	14%	-	-	-	-	4%	0%	0%	3%	0%	-	3%	-
<b>Reading</b>	All Students	1%	0%	0%	20%	-	-	-	-	1%	0%	0%	1%	0%	0%	2%	-
	CWD	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	0%	20%	-	-	-	-	1%	0%	-	1%	0%	0%	2%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	2%	*	0%	*	-	-	-	-	2%	0%	0%	2%	0%	-	2%	-
<b>Mathematics</b>	All Students	7%	*	9%	*	-	-	-	-	8%	7%	0%	9%	0%	6%	8%	-
	CWD	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	-
	CWOD	9%	*	11%	*	-	-	-	-	9%	8%	-	9%	0%	7%	10%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-
	Male	6%	-	7%	*	-	-	-	-	0%	17%	*	7%	*	6%	-	-
	Female	8%	*	10%	*	-	-	-	-	12%	0%	0%	10%	0%	-	8%	-
<b>Science</b>	All Students	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	-
	CWOD	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	-



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

- Indicates there are no students in the group.

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

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	106	1	102	3	-8	-8	-8	-8	26	14	4
	Female	137	2	125	9	1	-8	-8	-8	24	13	4
	Total	243	3	227	12	1	-8	-8	-8	50	27	8

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

**Part (viii)(II)** This section provides information from the 2020-21 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.

Preschool Programs

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	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-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

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

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

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

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

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

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.1	38.2%
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.

**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 (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$952	\$199	\$725	\$924		\$28	\$28
Food services		\$93				\$34	\$59	\$93
Instruction		\$4,370	\$3,306	\$50	\$3,356	\$241	\$773	\$1,014
Support services, general administration		\$185		\$182	\$182		\$3	\$3
Support services, instructional staff		\$646	\$450	\$18	\$468		\$178	\$178
Support services, operation and maintenance of plant		\$1,754	\$1,609	\$128	\$1,737	\$15	\$3	\$18
Support services, pupils		\$688	\$637	\$8	\$645		\$43	\$43
Support services, school administration		\$1,166	\$1,141	\$1	\$1,142		\$24	\$24
<b>Total</b>	<b>142</b>	<b>\$9,854</b>	<b>\$7,342</b>	<b>\$1,112</b>	<b>\$8,454</b>	<b>\$289</b>	<b>\$1,111</b>	<b>\$1,400</b>

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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,491	2%	-	-	-	-
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	-	-	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	100,862	1%	-	-	-	-
Reading	44,764	1%	-	-	-	-
Mathematics	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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	35%	*	32%	-	-	-	-	-	36%	-	*
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 ED Facts 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 2022-23 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%	67%	79%	82%	-	-	-	*	77%	62%	79%

- Indicates there are no students in the group.

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

Region	District	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	014801009	RICHARD MILBURN ACADEMY PASADENA	\$43,000	Effective Instruction

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

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

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RICHARD MILBURN ACADEMY MIDLAND (014801010) - 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 10 assessments or students for the all student group or any subgroup for every indicator.

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

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

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

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**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 2023-2024 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**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 2023-24 school year. These results 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	67%	38%	40%	*	37%	64%	-	-	-	*	41%	40%	17%	42%	0%	31%	54%	-	-	-	*						
	CWD	35%	23%	17%	-	20%	*	-	-	-	-	*	20%	17%	-	*	*	*	-	-	-	-	*					
	CWOD	73%	40%	42%	*	38%	69%	-	-	-	*	42%	43%	-	42%	0%	33%	55%	-	-	-	-	-					
	EL	47%	22%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	*	-	-	-	-	-					
	Male	62%	31%	31%	-	28%	50%	-	-	-	*	32%	29%	*	33%	0%	31%	-	-	-	-	-	-	*				
	Female	74%	47%	54%	*	50%	83%	-	-	-	*	53%	56%	*	55%	*	-	54%	-	-	-	-	-	-				
English II	All Students	74%	38%	33%	*	34%	33%	-	-	-	*	37%	27%	0%	37%	13%	27%	41%	-	-	-	-	*					
	CWD	39%	19%	0%	*	0%	*	-	-	-	-	*	0%	0%	-	-	0%	*	-	-	-	-	-	*				
	CWOD	78%	41%	37%	*	38%	40%	-	-	-	*	40%	33%	-	37%	13%	31%	46%	-	-	-	-	-	-				
	EL	52%	23%	13%	-	13%	-	-	-	-	-	22%	0%	-	13%	13%	13%	14%	-	-	-	-	-	-				
	Male	69%	29%	27%	*	26%	38%	-	-	-	*	30%	24%	0%	31%	13%	27%	-	-	-	-	-	-	-	*			
	Female	79%	49%	41%	*	44%	*	-	-	-	-	46%	33%	*	46%	14%	-	41%	-	-	-	-	-	-	-			
Algebra I	All Students	79%	44%	56%	*	56%	67%	-	-	-	*	54%	58%	*	57%	33%	55%	56%	-	-	-	-	-	*				
	CWD	54%	25%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	-	*			
	CWOD	83%	47%	57%	*	57%	73%	-	-	-	*	55%	60%	-	57%	33%	60%	55%	-	-	-	-	-	-	-			
	EL	72%	36%	33%	-	33%	-	-	-	-	-	40%	*	-	33%	33%	33%	*	-	-	-	-	-	-	-			
	Male	77%	40%	55%	-	56%	63%	-	-	-	*	53%	57%	*	60%	33%	55%	-	-	-	-	-	-	-	-	*		
	Female	81%	48%	56%	*	56%	*	-	-	-	*	55%	58%	*	55%	*	-	56%	-	-	-	-	-	-	-			
Biology	All Students	90%	70%	73%	*	73%	67%	-	-	-	*	70%	76%	57%	76%	50%	75%	71%	-	-	-	-	-	-	*			
	CWD	75%	53%	57%	-	67%	*	-	-	-	-	-	57%	57%	-	-	*	*	-	-	-	-	-	-	-	*		
	CWOD	92%	73%	76%	*	74%	80%	-	-	-	*	70%	83%	-	76%	50%	80%	72%	-	-	-	-	-	-	-			
	EL	84%	60%	50%	-	50%	-	-	-	-	-	40%	*	-	50%	50%	*	*	-	-	-	-	-	-	-	-		
	Male	89%	66%	75%	-	81%	*	-	-	-	-	75%	75%	*	80%	*	75%	-	-	-	-	-	-	-	-	-	*	
	Female	91%	73%	71%	*	65%	*	-	-	-	*	63%	77%	*	72%	*	-	71%	-	-	-	-	-	-	-	-		
<b>STAAR Percent at Meets Grade Level or Above</b>																												
<b>End of Course</b>																												
English I	All Students	50%	14%	15%	*	12%	36%	-	-	-	*	11%	20%	0%	17%	0%	14%	17%	-	-	-	-	-	-	-	*		
	CWD	19%	5%	0%	-	0%	*	-	-	-	-	*	0%	0%	-	*	*	*	-	-	-	-	-	-	-	-	*	
	CWOD	55%	16%	17%	*	13%	38%	-	-	-	*	12%	23%	-	17%	0%	16%	18%	-	-	-	-	-	-	-	-		
	EL	27%	7%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	*	-	-	-	-	-	-	-	-	-	
	Male	43%	10%	14%	-	13%	25%	-	-	-	*	8%	21%	*	16%	0%	14%	-	-	-	-	-	-	-	-	-	-	*
	Female	57%	20%	17%	*	12%	50%	-	-	-	*	16%	19%	*	18%	*	-	17%	-	-	-	-	-	-	-	-	-	
English II	All Students	57%	16%	17%	*	17%	17%	-	-	-	*	18%	16%	0%	19%	7%	14%	21%	-	-	-	-	-	-	-	-	*	
	CWD	23%	8%	0%	*	0%	*	-	-	-	-	*	0%	0%	-	-	0%	*	-	-	-	-	-	-	-	-	-	*
	CWOD	61%	17%	19%	*	19%	20%	-	-	-	*	19%	19%	-	19%	7%	17%	23%	-	-	-	-	-	-	-	-	-	
	EL	30%	7%	7%	-	7%	-	-	-	-	-	11%	0%	-	7%	7%	0%	14%	-	-	-	-	-	-	-	-	-	
	Male	51%	10%	14%	*	14%	13%	-	-	-	*	11%	17%	0%	17%	0%	14%	-	-	-	-	-	-	-	-	-	-	*
	Female	63%	24%	21%	*	21%	*	-	-	-	-	25%	13%	*	23%	14%	-	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	41%	3%	7%	*	6%	8%	-	-	-	*	8%	6%	*	7%	0%	8%	6%	-	-	-	*		
	CWD	17%	1%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	*	
	CWOD	45%	3%	7%	*	6%	9%	-	-	-	*	8%	7%	-	7%	0%	9%	6%	-	-	-	-	-	
	EL	29%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	-	
	Male	39%	3%	8%	-	4%	13%	-	-	-	*	6%	10%	*	9%	0%	8%	-	-	-	-	-	*	
	Female	43%	3%	6%	*	7%	*	-	-	-	*	9%	0%	*	6%	*	-	6%	-	-	-	-	-	-
Biology	All Students	54%	6%	8%	*	7%	17%	-	-	-	*	7%	8%	14%	7%	0%	4%	11%	-	-	-	-	*	
	CWD	26%	2%	14%	-	17%	*	-	-	-	-	-	14%	14%	-	-	*	*	-	-	-	-	-	*
	CWOD	58%	7%	7%	*	5%	20%	-	-	-	*	7%	6%	-	7%	0%	5%	8%	-	-	-	-	-	-
	EL	33%	1%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-	-	-
	Male	54%	6%	4%	-	5%	*	-	-	-	-	8%	0%	*	5%	*	4%	-	-	-	-	-	-	*
	Female	54%	6%	11%	*	9%	*	-	-	-	*	6%	15%	*	8%	*	-	11%	-	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																								
<b>End of Course</b>																								
English I	All Students	15%	1%	1%	*	0%	7%	-	-	-	*	0%	3%	0%	1%	0%	2%	0%	-	-	-	-	*	
	CWD	4%	0%	0%	-	0%	*	-	-	-	-	*	0%	0%	-	*	*	*	-	-	-	-	-	*
	CWOD	17%	1%	1%	*	0%	8%	-	-	-	*	0%	3%	-	1%	0%	2%	0%	-	-	-	-	-	-
	EL	4%	0%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	*	-	-	-	-	-	-
	Male	11%	0%	2%	-	0%	13%	-	-	-	*	0%	4%	*	2%	0%	2%	-	-	-	-	-	-	*
	Female	19%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	*	-	0%	-	-	-	-	-	-
English II	All Students	8%	0%	1%	*	1%	0%	-	-	-	*	0%	2%	0%	1%	0%	2%	0%	-	-	-	-	*	
	CWD	3%	1%	0%	*	0%	*	-	-	-	-	*	0%	0%	-	-	0%	*	-	-	-	-	-	*
	CWOD	9%	0%	1%	*	1%	0%	-	-	-	*	0%	3%	-	1%	0%	2%	0%	-	-	-	-	-	-
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-	-	-
	Male	7%	0%	2%	*	2%	0%	-	-	-	*	0%	3%	0%	2%	0%	2%	-	-	-	-	-	-	*
	Female	10%	0%	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-	-	-
Algebra I	All Students	23%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	-	-	-	*	
	CWD	7%	0%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-	*
	CWOD	25%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-	-	-
	EL	13%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	-	-
	Male	22%	0%	0%	-	0%	0%	-	-	-	*	0%	0%	*	0%	0%	0%	-	-	-	-	-	-	*
	Female	23%	0%	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	*	-	0%	-	-	-	-	-	-
Biology	All Students	18%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-	*	
	CWD	5%	0%	0%	-	0%	*	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	-	-	*
	CWOD	19%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-	-	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-	-	-
	Male	18%	0%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	-	-	-	-	-	-	*
	Female	17%	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%	45%	<b>47%</b>	13%	47%	57%	-	-	-	63%	48%	46%	21%	50%	20%	41%	54%	-	-	-	*
	CWD	46%	29%	<b>21%</b>	*	26%	0%	-	-	-	-	0%	26%	21%	-	*	11%	40%	-	-	-	*
	CWOD	77%	48%	<b>50%</b>	14%	49%	64%	-	-	-	63%	50%	50%	-	50%	20%	45%	56%	-	-	-	-
	EL	61%	32%	<b>20%</b>	-	20%	-	-	-	-	-	23%	16%	*	20%	20%	19%	22%	-	-	-	-
	Male	71%	39%	<b>41%</b>	*	42%	48%	-	-	-	40%	42%	41%	11%	45%	19%	41%	-	-	-	-	*
	Female	74%	53%	<b>54%</b>	17%	53%	71%	-	-	-	*	53%	55%	40%	56%	22%	-	54%	-	-	-	-
Reading	All Students	74%	38%	<b>36%</b>	0%	35%	50%	-	-	-	*	39%	33%	6%	40%	7%	29%	47%	-	-	-	*
	CWD	44%	21%	<b>6%</b>	*	7%	*	-	-	-	-	0%	8%	6%	-	*	0%	17%	-	-	-	*
	CWOD	80%	41%	<b>40%</b>	*	38%	57%	-	-	-	*	41%	38%	-	40%	7%	32%	50%	-	-	-	-
	EL	59%	23%	<b>7%</b>	-	7%	-	-	-	-	-	13%	0%	*	7%	7%	6%	9%	-	-	-	-
	Male	70%	30%	<b>29%</b>	*	27%	44%	-	-	-	*	31%	26%	0%	32%	6%	29%	-	-	-	-	*
	Female	78%	48%	<b>47%</b>	*	47%	60%	-	-	-	*	49%	45%	17%	50%	9%	-	47%	-	-	-	-
Mathematics	All Students	70%	44%	<b>56%</b>	*	56%	67%	-	-	-	*	53%	58%	*	57%	33%	55%	53%	-	-	-	*
	CWD	45%	25%	<b>*</b>	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD	75%	46%	<b>57%</b>	*	56%	73%	-	-	-	*	54%	60%	-	57%	33%	60%	51%	-	-	-	-
	EL	62%	36%	<b>33%</b>	-	33%	-	-	-	-	-	40%	*	-	33%	33%	33%	*	-	-	-	-
	Male	71%	40%	<b>55%</b>	-	56%	63%	-	-	-	*	53%	57%	*	60%	33%	55%	-	-	-	-	*
	Female	70%	47%	<b>53%</b>	*	52%	*	-	-	-	*	50%	58%	*	51%	*	-	53%	-	-	-	-
Science	All Students	73%	70%	<b>73%</b>	*	73%	67%	-	-	-	*	70%	76%	57%	76%	50%	75%	71%	-	-	-	*
	CWD	49%	53%	<b>57%</b>	-	67%	*	-	-	-	-	-	57%	57%	-	-	*	*	-	-	-	*
	CWOD	77%	73%	<b>76%</b>	*	74%	80%	-	-	-	*	70%	83%	-	76%	50%	80%	72%	-	-	-	-
	EL	61%	60%	<b>50%</b>	-	50%	-	-	-	-	-	40%	*	-	50%	50%	*	*	-	-	-	-
	Male	74%	66%	<b>75%</b>	-	81%	*	-	-	-	-	75%	75%	*	80%	*	75%	-	-	-	-	*
	Female	72%	73%	<b>71%</b>	*	65%	*	-	-	-	*	63%	77%	*	72%	*	-	71%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	10%	<b>13%</b>	0%	11%	20%	-	-	-	25%	12%	13%	3%	14%	2%	11%	14%	-	-	-	*
	CWD	22%	4%	<b>3%</b>	*	4%	0%	-	-	-	-	0%	4%	3%	-	*	0%	10%	-	-	-	*
	CWOD	51%	11%	<b>14%</b>	0%	12%	23%	-	-	-	25%	12%	15%	-	14%	2%	13%	14%	-	-	-	-
	EL	31%	4%	<b>2%</b>	-	2%	-	-	-	-	-	4%	0%	*	2%	2%	0%	6%	-	-	-	-
	Male	45%	7%	<b>11%</b>	*	10%	15%	-	-	-	40%	9%	14%	0%	13%	0%	11%	-	-	-	-	*
	Female	48%	14%	<b>14%</b>	0%	13%	29%	-	-	-	*	15%	13%	10%	14%	6%	-	14%	-	-	-	-
Reading	All Students	52%	15%	<b>16%</b>	0%	15%	27%	-	-	-	*	15%	18%	0%	18%	4%	14%	19%	-	-	-	*
	CWD	23%	6%	<b>0%</b>	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	*
	CWOD	58%	17%	<b>18%</b>	*	16%	30%	-	-	-	*	16%	21%	-	18%	4%	16%	21%	-	-	-	-
	EL	34%	7%	<b>4%</b>	-	4%	-	-	-	-	-	6%	0%	*	4%	4%	0%	9%	-	-	-	-
	Male	48%	10%	<b>14%</b>	*	13%	19%	-	-	-	*	10%	19%	0%	16%	0%	14%	-	-	-	-	*
	Female	57%	22%	<b>19%</b>	*	17%	40%	-	-	-	*	21%	16%	0%	21%	9%	-	19%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Mathematics	All Students	42%	3%	7%	*	6%	8%	-	-	-	*	8%	6%	*	7%	0%	8%	6%	-	-	-	*		
	CWD	22%	1%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	*	
	CWOD	46%	3%	7%	*	6%	9%	-	-	-	*	8%	7%	-	7%	0%	9%	6%	-	-	-	-	-	
	EL	31%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	-	
	Male	43%	3%	8%	-	4%	13%	-	-	-	*	6%	10%	*	9%	0%	8%	-	-	-	-	-	*	
	Female	40%	3%	6%	*	7%	*	-	-	-	*	8%	0%	*	6%	*	-	6%	-	-	-	-	-	
Science	All Students	42%	6%	8%	*	7%	17%	-	-	-	*	7%	8%	14%	7%	0%	4%	11%	-	-	-	-	*	
	CWD	21%	2%	14%	-	17%	*	-	-	-	-	-	14%	14%	-	-	*	*	-	-	-	-	*	
	CWOD	45%	7%	7%	*	5%	20%	-	-	-	*	7%	6%	-	7%	0%	5%	8%	-	-	-	-	-	
	EL	24%	1%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-	-	
	Male	44%	6%	4%	-	5%	*	-	-	-	-	8%	0%	*	5%	*	4%	-	-	-	-	-	-	*
	Female	40%	6%	11%	*	9%	*	-	-	-	*	6%	15%	*	8%	*	-	11%	-	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																								
<b>All Grades</b>																								
All Subjects	All Students	18%	0%	1%	0%	0%	2%	-	-	-	0%	0%	1%	0%	1%	0%	1%	0%	-	-	-	-	*	
	CWD	6%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-	*	
	CWOD	21%	0%	1%	0%	0%	3%	-	-	-	0%	0%	2%	-	1%	0%	1%	0%	-	-	-	-	-	
	EL	9%	0%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-	-	
	Male	18%	0%	1%	*	1%	4%	-	-	-	0%	0%	2%	0%	1%	0%	1%	-	-	-	-	-	-	*
	Female	19%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-	-	-	-	-	-
Reading	All Students	21%	1%	1%	0%	1%	4%	-	-	-	*	0%	2%	0%	1%	0%	2%	0%	-	-	-	-	*	
	CWD	6%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-	*	
	CWOD	24%	1%	1%	*	1%	4%	-	-	-	*	0%	3%	-	1%	0%	2%	0%	-	-	-	-	-	
	EL	10%	0%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-	-	
	Male	18%	0%	2%	*	1%	6%	-	-	-	*	0%	4%	0%	2%	0%	2%	-	-	-	-	-	-	*
	Female	24%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-	-	-	-	-	-
Mathematics	All Students	17%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	-	-	-	*	
	CWD	6%	0%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	*	
	CWOD	19%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-	-	
	EL	10%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	-	
	Male	18%	0%	0%	-	0%	0%	-	-	-	*	0%	0%	*	0%	0%	0%	-	-	-	-	-	-	*
	Female	15%	0%	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	*	-	0%	-	-	-	-	-	-
Science	All Students	15%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-	*	
	CWD	5%	0%	0%	-	0%	*	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	-	*	
	CWOD	17%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-	-	
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-	-	-
	Male	16%	0%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	-	-	-	-	-	-	*
	Female	14%	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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	37	*	36	42	-	-	-	-	34	0	10
CWD	0	*	*	*	-	-	-	-	*	0	*
CWOD	43	*	41	50	-	-	-	-	40	-	*
EL ◇	10	-	10	-	-	-	-	-	*	*	10
Male	38	*	36	45	-	-	-	-	31	0	*
Female	35	*	37	36	-	-	-	-	38	*	*
<b>Mathematics</b>											
All Students	69	*	*	43	-	-	-	-	80	*	-
CWD	*	-	-	*	-	-	-	-	-	*	-
CWOD	75	*	*	50	-	-	-	-	80	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	83	-	*	*	-	-	-	-	*	*	-
Female	54	*	*	*	-	-	-	-	*	-	-

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

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

This section provides information on high school graduation rates for the class of 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	26.9%	*	24.6%	39.1%	-	-	-	*	27.1%	66.7%	0.0%	*	*
CWD	66.7%	-	*	*	-	-	-	-	*	66.7%	-	-	*
CWOD	24.1%	*	21.3%	38.1%	-	-	-	*	24.2%	-	0.0%	*	-
EL	0.0%	-	0.0%	-	-	-	-	-	0.0%	-	0.0%	-	-
Male	15.2%	*	6.1%	45.5%	-	-	-	*	17.6%	*	*	*	-
Female	38.3%	*	43.8%	33.3%	-	-	-	*	36.1%	*	*	*	*

- 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 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
13	-	-

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	20	5	19	26	-	-	-	29	20	8	7
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	51%	*	53%	50%	-	-	-	-	64%	80%	20%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N		N	N					N	N	N
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N		N	N					N	N	N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N		N	N					N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N		N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N		N						N		
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N		N						N		
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N						N		
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N						N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											
Interim Goals (2028-2032)											36%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%

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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)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N		N	N					N		
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N		N	N					N		
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N	N					N		

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

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

**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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	97%	88%	97%	100%	-	-	-	100%	96%	99%	100%	97%	100%	98%	96%	-
	CWD	100%	*	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	97%	86%	97%	100%	-	-	-	100%	96%	98%	-	97%	100%	98%	96%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	98%	*	98%	100%	-	-	-	100%	99%	98%	100%	98%	100%	98%	-	-
	Female	96%	100%	96%	100%	-	-	-	*	94%	100%	100%	96%	100%	-	96%	-
<b>Reading</b>	All Students	98%	80%	98%	100%	-	-	-	*	98%	98%	100%	98%	100%	97%	99%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	98%	*	98%	100%	-	-	-	*	98%	97%	-	98%	100%	97%	99%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	97%	*	98%	100%	-	-	-	*	98%	96%	100%	97%	100%	97%	-	-
	Female	99%	*	98%	100%	-	-	-	*	98%	100%	100%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	96%	*	95%	100%	-	-	-	*	93%	100%	*	96%	100%	100%	92%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	96%	*	94%	100%	-	-	-	*	93%	100%	-	96%	100%	100%	92%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	*	-
	Male	100%	-	100%	100%	-	-	-	*	100%	100%	*	100%	100%	100%	-	-
	Female	92%	*	90%	*	-	-	-	*	88%	100%	*	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
<b>Science</b>	All Students	98%	*	98%	100%	-	-	-	*	96%	100%	100%	98%	100%	100%	97%	-
	CWD	100%	-	100%	*	-	-	-	-	-	100%	100%	-	-	*	*	-
	CWOD	98%	*	97%	100%	-	-	-	*	96%	100%	-	98%	100%	100%	96%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	*	*	-
	Male	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	*	100%	-	-
	Female	97%	*	96%	*	-	-	-	*	94%	100%	*	96%	*	-	97%	-
<b>SAT/ACT All Subjects</b>	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	3%	12%	3%	0%	-	-	-	0%	4%	1%	0%	3%	0%	2%	4%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	3%	14%	3%	0%	-	-	-	0%	4%	2%	-	3%	0%	2%	4%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	2%	*	2%	0%	-	-	-	0%	1%	2%	0%	2%	0%	2%	-	-
	Female	4%	0%	4%	0%	-	-	-	*	6%	0%	0%	4%	0%	-	4%	-
<b>Reading</b>	All Students	2%	20%	2%	0%	-	-	-	*	2%	2%	0%	2%	0%	3%	1%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	2%	*	2%	0%	-	-	-	*	2%	3%	-	2%	0%	3%	1%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	3%	*	2%	0%	-	-	-	*	2%	4%	0%	3%	0%	3%	-	-
	Female	1%	*	2%	0%	-	-	-	*	2%	0%	0%	1%	0%	-	1%	-
<b>Mathematics</b>	All Students	4%	*	5%	0%	-	-	-	*	7%	0%	*	4%	0%	0%	8%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	4%	*	6%	0%	-	-	-	*	7%	0%	-	4%	0%	0%	8%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-
	Male	0%	-	0%	0%	-	-	-	*	0%	0%	*	0%	0%	0%	-	-
	Female	8%	*	10%	*	-	-	-	*	12%	0%	*	8%	*	-	8%	-
<b>Science</b>	All Students	2%	*	2%	0%	-	-	-	*	4%	0%	0%	2%	0%	0%	3%	-
	CWD	0%	-	0%	*	-	-	-	-	-	0%	0%	-	-	*	*	-
	CWOD	2%	*	3%	0%	-	-	-	*	4%	0%	-	2%	0%	0%	4%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-
	Male	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	3%	*	4%	*	-	-	-	*	6%	0%	*	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 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	8	1	7	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	0		
	Total	9	1	8	0	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		



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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	105	6	78	20	1	-8	-8	-8	14	10	10
	Female	105	4	87	13	-8	-8	1	-8	5	3	1
	Total	210	10	165	33	1	-8	1	-8	19	13	11

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

**Part (viii)(II)** This section provides information from the 2020-21 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.

Preschool Programs

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	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-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

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

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

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

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

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

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.1	36.2%
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.

**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 (2022-23).

*To be updated by June 30th, 2025.*

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,055	\$302	\$725	\$1,027		\$28	\$28
Food services		\$114				\$55	\$59	\$114
Instruction		\$4,485	\$3,617	\$50	\$3,667	\$45	\$773	\$818
Support services, general administration		\$185		\$182	\$182		\$3	\$3
Support services, instructional staff		\$617	\$421	\$18	\$439		\$178	\$178
Support services, operation and maintenance of plant		\$3,019	\$2,876	\$128	\$3,004	\$12	\$3	\$15
Support services, pupils		\$612	\$560	\$8	\$568	\$1	\$43	\$44
Support services, school administration		\$1,458	\$1,433	\$1	\$1,434		\$24	\$24
Support services, student transportation		\$6	\$6		\$6			
<b>Total</b>	<b>145</b>	<b>\$11,550</b>	<b>\$9,215</b>	<b>\$1,112</b>	<b>\$10,327</b>	<b>\$112</b>	<b>\$1,111</b>	<b>\$1,223</b>

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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						
Reading	6,491	2%	-	-	-	-
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	-	-	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	100,862	1%	-	-	-	-
Reading	44,764	1%	-	-	-	-
Mathematics	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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	20%	-	*	*	-	-	-	-	19%	-	-
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 2022-23 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	76%	67%	80%	64%	-	-	-	*	75%	52%	68%

- Indicates there are no students in the group.

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

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

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

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