Part (i): Description of State Accountability System





|         |              | State | District | Campus | African<br>American | Hispanic |     | American<br>Indian |     | Pacific<br>Islander |   |    |     | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster<br>Care |   |
|---------|--------------|-------|----------|--------|---------------------|----------|-----|--------------------|-----|---------------------|---|----|-----|-----|------|----|------|--------|---------|----------|----------------|---|
| Science | All Students | 19%   | 18%      | 13%    | *                   | 3%       | 21% | -                  | 40% | *                   | * | 3% | 19% | 10% | 13%  | 4% | 14%  | 11%    | -       | -        | -              | - |
|         | CWD          | 8%    | 8%       | 10%    | *                   | 0%       | *   | -                  | -   | -                   | - | *  | 17% | 10% | -    | *  | 0%   | 20%    | -       | -        | -              | - |
|         | CWOD         | 20%   | 20%      | 13%    | -                   | 3%       | 19% | -                  | 40% | *                   | * | 4% | 19% | -   | 13%  | 4% | 16%  | 10%    | -       | -        | -              | - |
|         | EL           | 4%    | 3%       | 4%     | -                   | 0%       | *   | -                  | *   | -                   | - | 0% | 10% | *   | 4%   | 4% | 9%   | 0%     | -       | -        | -              | - |
|         | Male         | 20%   | 19%      | 14%    | *                   | 0%       | 20% | -                  | 40% | *                   | * | 8% | 17% | 0%  | 16%  | 9% | 14%  | -      | -       | -        | -              | - |
|         | Female       | 18%   | 17%      | 11%    | -                   | 5%       | 21% | -                  | -   | -                   | - | 0% | 21% | 20% | 10%  | 0% | -    | 11%    | -       | -        | -              | - |

- Indicates there are no students in the group.

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

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

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

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2020-21 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)

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

### There is no data for this campus.

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

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

| Total<br>EL in<br>Class | Proficiency<br>of EL | Rate of<br>Proficiency |
|-------------------------|----------------------|------------------------|
| 216                     | 15                   | 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 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)

|  |  |          |          |       |          |       |          | Two   |        |     |    |  |
|--|--|----------|----------|-------|----------|-------|----------|-------|--------|-----|----|--|
|  |  |          |          |       |          |       |          | or    |        |     |    |  |
|  | All  | African  |          |       | American |       | Pacific  | More  | Econ   |     |    |  |
|  | Students   | American | Hispanic | White | Indian   | Asian | Islander | Races | Disadv | CWD | EL |  |
| Student Success (Studen  | Student Success (Student Achievement Domain Score: STAAR Component Only) |          |          |       |          |       |          |       |        |     |    |  |
| STAAR Component Score  | 42   | 9        | 24       | 64    | -        | 73    | 0        | 53    | 25     | 21  | 20 |  |
| School Quality (College, Career, and Military Readiness Performance) |  |          |          |       |          |       |          |       |        |     |    |  |
| %Students meeting CCMR   | -  | -        | -        | -     | -        | -     | -        | -     | -      | -   | -  |  |

- Indicates there are no students in the group.

| Ca | ampus |  |  |
|----|-------|--|--|

|                               |        | Total<br>students | African<br>American | Hispanic | White | Indian<br>or<br>Alaska<br>Native |   | Pacific<br>Islander | Two<br>or<br>More<br>Races | EL | Students<br>with<br>Disabilities | Students<br>with<br>Disabilities<br>(Section<br>504) |
|-------------------------------|--------|-------------------|---------------------|----------|-------|----------------------------------|---|---------------------|----------------------------|----|----------------------------------|--|
|                               | Male   | 0                 | 0                   |          |       |                                  |   |                     | 0                          |    |                                  |  |
|                               | Female | 0                 | 0                   |          |       |                                  |   |                     |                            |    |                                  |  |
|                               | Total  | 0                 | 0                   | 0        | 0     | 0                                | 0 | 0                   | 0                          | 0  |                                  |  |
| Out-of-School Suspensions     |        |                   |                     |          |       |                                  |   |                     |                            |    |                                  |  |
|                               | Male   | 0                 |                     |          |       |                                  |   |                     |                            |    |                                  |  |
|                               | Female | 0                 |                     |          |       |                                  |   |                     |                            |    |                                  |  |
|                               | Total  | 0                 | 0                   | 0        | 0     | 0                                | 0 | 0                   | 0                          | 0  |                                  |  |
| Expulsions                    |        |                   |                     |          |       |                                  |   |                     |                            |    |                                  |  |
| With Educational Services     | Male   | 0                 | 0                   |          |       |                                  |   |                     |                            |    |                                  |  |
|                               | Female | 0                 | 0                   |          |       | 0                                |   |                     |                            |    |                                  |  |
|                               | Total  | 0                 | 0                   |          |       | 0                                |   |                     |                            |    |                                  |  |
| Without Educational Services  | Male   | 0                 | 0                   |          |       | 0                                |   |                     |                            |    |                                  |  |
|                               | Female | 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  |                                  |  |
|                               | Female | 0                 | 0                   | 0        |       | 0                                |   |                     |                            |    |                                  |  |
|                               | Total  | 0                 | 0                   | 0        | 0     | 0                                | 0 | 0                   | 0                          | 0  |                                  |  |
| School-Related Arrests        |        |                   |                     |          |       |                                  |   |                     |                            |    |                                  |  |
|                               | Male   | 0                 |                     |          |       |                                  |   |                     |                            |    |                                  |  |
|                               | Female | 0                 | 0                   | 0        | 0     | 0                                |   |                     | 0                          |    |                                  |  |
|                               | Total  | 0                 | 0                   | 0        | 0     | 0                                | 0 | 0                   | 0                          | 0  |                                  |  |
| Referrals to Law Enforcemer   | nt     |                   |                     |          |       |                                  |   |                     |                            |    |                                  |  |
|                               |        |                   |                     |          |       |                                  |   |                     |                            |    |                                  |  |

|         |            |          |       | Indian |       |          |  |
|---------|------------|----------|-------|--------|-------|----------|--|
|         |            |          |       | or     |       |          |  |
| Total   | African    |          |       | Alaska |       | Pacific  |  |
| student | s American | Hispanic | White | Native | Asian | Islander |  |

|  | Total |
|--|-------|
| Incidents of possession of a firearm or explosive device | 0     |
| Allegations of Harassment or bullying                    |       |
| On the basis of sex                                      | 0     |
| On the basis of race                                     | 0     |
| On the basis of disability                               | 0     |
| On the basis of sexual orientation                       | 0     |
| On the basis of religion                                 | 0     |

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

|          |          |          |       | Indian |       |          | Two   |    | Chudanta     |
|----------|----------|----------|-------|--------|-------|----------|-------|----|--------------|
|          |          |          |       | or     |       |          | or    |    | Students     |
| Total    | African  |          |       | Alaska |       | Pacific  |       |    | with         |
| students | American | Hispanic | White | Native | Asian | Islander | Races | EL | Disabilities |
|          |          |          |       |        |       |          |       |    |              |

| Low Poverty School   |        |         |
|--|--------|---------|
|  | All So | chool   |
|  | Number | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders |        |         |

|         | State |          |          |         |         |
|---------|-------|----------|----------|---------|---------|
| State   | Rate  | District | District | Campus  |         |
| Number  | of    | Number   | Rate of  | Number  | Rate of |
| of ALT2 | ALT2  | of ALT2  | ALT2     | of ALT2 | ALT2    |

| State Level:<br>2019 NAEP Participation Rates for Students with<br>Disabilities and English Learners |   |                            |     |  |  |  |  |  |  |  |  |  |  |
|--|---|----------------------------|-----|--|--|--|--|--|--|--|--|--|--|
| Grade  | Subject                                   | Subject Student Group Rate |     |  |  |  |  |  |  |  |  |  |  |
| Grade 8  | Reading                                   | Students with Disabilities | 83% |  |  |  |  |  |  |  |  |  |  |
|  |   | English Learners           | 96% |  |  |  |  |  |  |  |  |  |  |
|  | Mathematics Students with Disabilities 88 |                            |     |  |  |  |  |  |  |  |  |  |  |
| English Learners 97%   |   |                            |     |  |  |  |  |  |  |  |  |  |  |

#### Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

### There is no data for this campus.

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

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K € 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

|                          |          |          |          |       |          |       |          | Two   |        |      |      |
|--------------------------|----------|----------|----------|-------|----------|-------|----------|-------|--------|------|------|
|                          |          |          |          |       |          |       |          | or    |        |      |      |
|                          | All      | African  |          |       | American |       | Pacific  | More  | Econ   |      |      |
|                          | Students | American | Hispanic | White | Indian   | Asian | Islander | Races | Disadv | CWD  | EL   |
| Chronic Absenteeism Rate | 6.1%     | 0.0%     | 9.7%     | 1.9%  | *        | 3.3%  | *        | 6.4%  | 9.5%   | 9.2% | 7.4% |

- Indicates there are no students in the group.

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