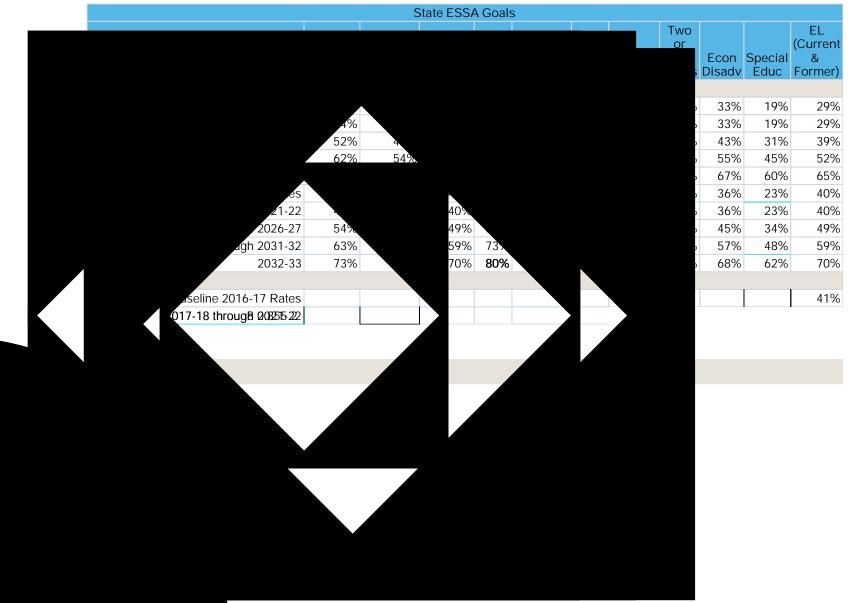
### Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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



Part (i)(III)

State District Campus		ic White			Pacific Islander	Races	Disadv	Disadv			_	Male			Homeless	Foster Care	Military
Mathematics Female 71% 67% 66%	% 60% 54	% 81%	-	*	-	56%	53%	72%	46%	68%	56%	-	66%	-	*	-	1
Science All Students 74% 73% 86%	% * 78	% 94%	-	-	-	*	80%	90%	75%	88%	80%						

TEA   School Program	s   Assessment and Reporting	Performance Reporting
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									Two										
									or		Non								
			African			American		Pacific	More	Econ	Econ								
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	

Students American Hispanic White
----------------------------------

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

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

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

	Proficiency of EL	Rate of Proficiency
38	12	32%

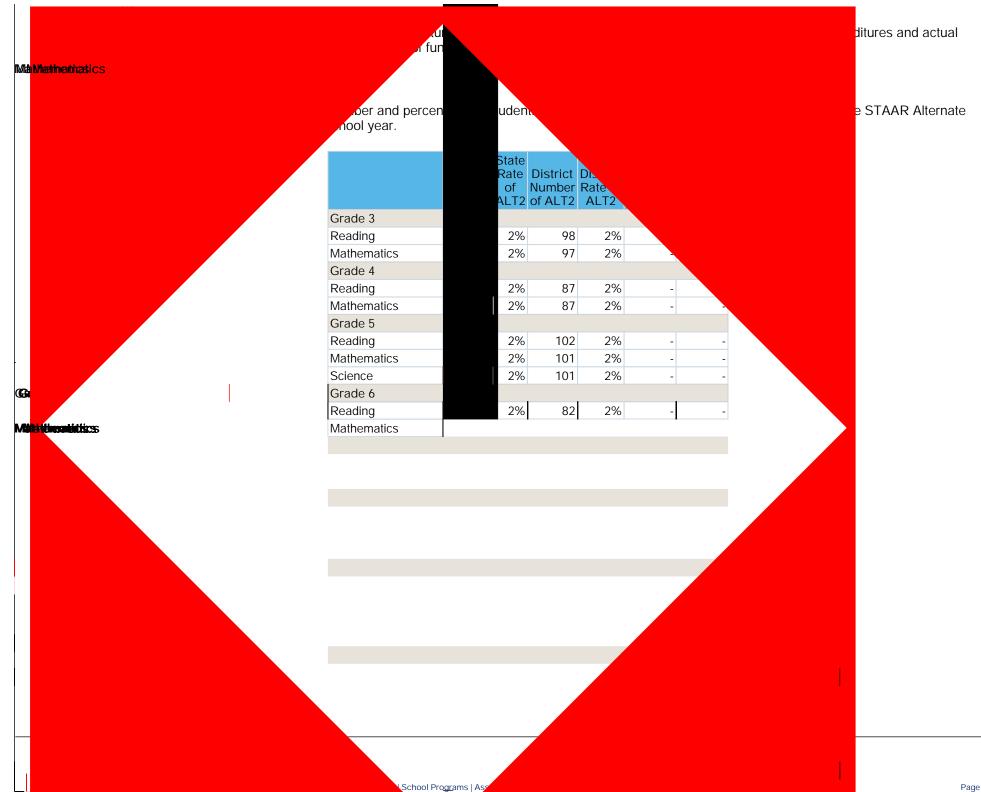
- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates data reporting does not meet for Minimum Size.

#### 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 a1Tf 320.83 4un the theL: EngCWD: childrent a1T dis subset; lish learner)

	All Students	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status	S										
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y					Y	Y	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	Y					Y	Y	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		Ν	Y					Y	Ν	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Ν		Ν	Ν					Ν	Ν	
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	5 <b>9</b> %	45%	82%	50%	54%	36%	23%	40%
Target Met	Ν		Ν	Ν					N	Ν	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%					





- 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 2019 National Assessment of Educational Progress, compared to the national average of such results.





## 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 2020-21 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	9%	6%	12%	8%	*	0%					