### 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;

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) the indicators used to meaningfully differentiate all public schools in the State;

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;

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

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

**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;

Part (i)(VI) the exit criteria established by the State, including the length of years established.

On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools.

#### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level 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)

					African			American		Pacific	Two or More	Econ	Non Econ								Foster	
		State	District	Campus	American	Hispanic	White							CWD	CWOD	EL	Male	Female	Migrant	Homeless		
STAAR Perc	ent at Appro	baches	s Grade I	Level or A	bove																	
Grade 3																						
Reading	All Students	67%	33%	19%	-	19%	-	-	-		-	19%	-	*	21%	17%	17%	20%	*	*	-	-
	CWD	42%	45%	*	-	. *	-	-	-		-	*	-	*	-	*	*	*	-	*	-	. –
	CWOD	70%	32%	21%	-	21%	-	-		-	-	21%	-	-	21%	20%	20%	21%	*	*	-	
	EL	54%	28%	17%	-	17%	-	-	-		-	17%	-	*	20%	17%	10%	23%	*	*	-	. –
	Male	64%	30%	17%	-	17%	-	-	· -	-	-	17%	-	*	20%	10%	17%	-	*	*	-	
	Female	70%	36%	20%	-	20%	-	-		-	-	20%	-	*	21%	23%	-	20%	*	*	-	
Mathematics	All Students	61%	25%	25%	-	25%	-	-	-	-	-	25%	-	*	24%	17%	33%	20%	*	*	-	
	CWD	40%	51%	*	-	. *	-	-		-	-	*	-	*	-	*	*	*	-	*	-	. –
	CWOD	64%	23%	24%	-	24%	-	-			-	24%	-	-	24%	15%	30%	21%	*	*	-	. –
	EL	51%	21%	17%	-	17%	-	-	-	-	-	17%	-	*	15%	17%	30%	8%	*	*	-	
	Male	63%	29%	33%	-	33%	-	-	-	-	-	33%	-	*	30%	30%	33%	-	*	*	-	

											Two											
											or		Non									
		State	District	Compus	African American	Hispanie	White	American		Pacific			Econ	CWD	CWOD	-	Malo	Eamalo	Migraph	Homeless	Foster	
Mathematics	Female	59%	21%	20%			winte	inulan	Asiali	ISIAIIUEI	Races		Disauv						-		Care	IVIIIIai
Grade 4	remale	5970	2170	2070	-	2070	_		-		-	2070			2170	0 /0	-	2070				
Reading	All Students	67%	36%	31%	-	31%	-	_	_	_	_	30%	*	40%	30%	71%	36%	26%	*	33%	_	
reduing	CWD	34%		40%		0.70	_		_	_		40%		40%	5070	2-770				5570	_	
	CWOD	66%		30%			_		_	_	_		*		30%	23%	33%	27%	*	*	_	
	EL	48%		24%			-	_		_	-	24%		*			30%			33%	_	
	Male	59%		36%			_			_	_	33%	*	*			36%				_	
	Female	66%		26%		0070	_			_	_	26%		*	27%					*	_	
Mathematics	All Students			19%		_0/0	-				-	17%	*	20%			20%			17%	_	
mathematics	CWD	35%		20%			-	_		_		20%		20%		*				*	_	
	CWOD	62%		19%			_				-	17%	*			17%	19%	18%	*	*	-	
	EL	46%		18%			-	_		_	-	18%		*			20%			17%	_	
	Male	61%		20%			_				-	17%	*	*			20%				-	
	Female	56%		17%			-	_		_	_	17%		*	18%				*	*	_	
Grade 5	remaie	5070	2070	17 /0		17 70						1770			1070	1170		17 70				
Reading	All Students	72%	51%	49%	_	49%	-	-		_	_	49%	-	17%	55%	39%	35%	61%	-	60%	_	
	CWD	41%		17%			-	-	· _	_	-			17%		20%					_	
	CWOD	77%		55%			-	_			_		_	_			40%	71%	_	71%	_	
	EL	61%		39%			-	-	· _	_	-	39%	-	20%			35%				_	
	Male	69%		35%			-	-		_	-	35%	-				35%				-	
	Female	76%		61%			-	-		_	-	61%	-	*	71%		-		-	*	-	
Mathematics	All Students	69%		29%			-	-		_	-	29%	-	17%			18%	39%	-	30%	-	
	CWD	47%	37%	17%	-	17%	-	-		_	-	17%	-	17%	-	20%	*	*	-	*	-	
	CWOD	73%	37%	31%	-	31%	-	-		_	-	31%	-	-	31%	22%	20%	43%	-	29%	-	
	EL	59%	34%	21%	-	21%	-	-	· _	_	-	21%	-	20%	22%	21%	18%	27%	-	22%	-	
	Male	70%	40%	18%	-	18%	-	-	. <b>_</b>	_	-	18%	-	*	20%	18%	18%	-	-	14%	-	
	Female	69%	34%	39%	-	39%	-	-	· _	_	-	39%	-	*	43%	27%	-	39%	-	*	-	
Science	All Students	61%	28%	26%	-	26%	-	-	· _	_	-	26%	_	17%			12%	39%	-	20%	_	
	CWD	36%	24%	17%	-	17%	-	-	. <b>_</b>	_	-	17%	-	17%	-	20%	*	*	-	*	-	
	CWOD	65%	28%	28%	-	28%	-	-	· _	_	-	28%	_	-	28%	17%	13%	43%	-	14%	_	
	EL	43%	23%	18%	-	18%	-	-	· _	_	-	18%	-	20%	17%	18%	12%	27%	-	22%	-	
	Male	63%	32%	12%	-	12%	-	-	· _	_	-	12%	-	*	13%	12%	12%	-	-	14%	-	
	Female	59%	23%	39%	-	39%	-	-	. <b>_</b>	_	-	39%	-	*	43%	27%	-	39%	-	*	-	
STAAR Per	cent at Meets	Grad	e Level o	or Above																		
Grade 3																						
Reading	All Students	38%	12%	3%	-	3%	-	-	-	-	-	3%	-	*	3%	0%	0%	5%	*	*	-	
-	CWD	23%	40%	*	-	*	-	-	. <u> </u>	_	-	*	-	*	-	*	*	*	-	*	-	
	CWOD	40%	9%	3%	-	3%	-	-	· _	-	-	3%	-	-	3%	0%	0%	5%	*	*	-	
	EL	24%	9%	0%	-	0%	-	-		-	-	0%	-	*	0%	0%	0%	0%	*	*	-	
	Male	36%	12%	0%	-	0%	-	-		_	-	0%	-	*	0%	0%	0%	-	*	*	-	

											Two											
					African			American		Pacific	or More	Econ	Non Econ								Foster	
		State	District	Campus	American	Hispanic	White							CWD	CWOD	EL	Male	Female	Migrant	Homeless		
Reading	Female	40%	12%	5%	-	5%	-	-		-	-	5%	-	*	5%	0%	-	5%	*	*	-	
<b>Mathematics</b>	All Students	30%	9%	3%	-	3%	-	-	-	-	. <u> </u>	3%	-	*	0%	4%	8%	0%	*	*	-	
	CWD	21%	46%	*	-	*	-	-	· _	-		*	-	*	-	*	*	*	-	*	-	
	CWOD	31%	5%	0%	-	0%	-	-	-	-	. <u> </u>	0%	-	-	0%	0%	0%	0%	*	*	-	
	EL	20%	6%	4%	-	4%	-	-	· _	-		4%	-	*	0%	4%	10%	0%	*	*	-	
	Male	33%	10%	8%	-	8%	-	-		-		8%	-	*	0%	10%	8%	-	*	*	-	
	Female	27%	6%	0%	-	0%	-	-	· _	-		0%	-	*	0%	0%	-	0%	*	*	-	
Grade 4																						
Reading	All Students	36%	16%	17%	-	17%	-	-	-	-	· _	15%	*	20%	16%	9%	20%	13%	*	17%	-	
-	CWD	20%	25%	20%	-	20%	-	-		-		20%	-	20%	-	*	*	*	-	*	-	
	CWOD	38%	15%	16%	-	16%	-	-		-		14%	*	-	16%	7%	19%	14%	*	*	-	
	EL	22%	10%	9%	-	9%	-	-		-		9%	-	*	7%	9%	15%	0%	-	17%	-	
	Male	34%	16%	20%	-	20%	-	-	· _	-	-	17%	*	*	19%	15%	20%	-	*	*	-	
	Female	38%	16%	13%	-	13%	-	-		-		13%	-	*	14%	0%	-	13%	*	*	-	
<b>Mathematics</b>	All Students	35%	12%	13%	-	13%	-	-	· _	-		11%	*	20%	12%	12%	20%	4%	*	17%	-	
	CWD	22%	24%	20%	-	20%	-	-	· _	-		20%	-	20%	-	*	*	*	-	*	-	
	CWOD	37%	11%	12%	-	12%	-	-	· _	-	· _	10%	*	-	12%	10%	19%	5%	*	*	-	
	EL	23%	9%	12%	-	12%	-	-	-	-		12%	_	*	10%	12%	20%	0%	-	17%	_	
	Male	38%	16%	20%	-	20%	-	-	-	-		17%	*	*	19%	20%	20%	-	*	*	-	
	Female	32%	8%	4%	-	4%	-	-		-		4%	_	*	5%	0%	-	4%	*	*	-	
Grade 5																						
Reading	All Students	45%	21%	23%	-	23%	-	-	. <u> </u>	-	. <u> </u>	23%	-	17%	24%	14%	6%	39%	-	10%	-	
-	CWD	22%	22%	17%	-	17%	-	-		-		17%	-	17%	-	20%	*	*	-	*	-	
	CWOD	49%	21%	24%	-	24%	-	-	· _	-		24%	_	-	24%	13%	7%	43%	-	0%	-	
	EL	30%	18%	14%	-	14%	-	-		-		14%	-	20%	13%	14%	6%	27%	-	11%	-	
	Male	42%	20%	6%	-	6%	-	-		-	. <u> </u>	6%	-	*	7%	6%	6%	-	-	0%	-	
	Female	49%	23%	39%	-	39%	-	-	· _	-		39%	_	*	43%	27%	-	39%	-	*	-	
<b>Mathematics</b>	All Students	43%	14%	14%	-	14%	-	-		-	. <u> </u>	14%	-	17%	14%	18%	12%	17%	-	20%	-	
	CWD	24%	21%	17%	-	17%	-	-	· _	-		17%	_	17%		20%	*		-	*	-	
	CWOD	46%	13%	14%	-	14%	-	-		-	. <u> </u>	14%	-	-	14%	17%	13%	14%	-	14%	-	
	EL	30%	14%	18%	-		-	-		-		18%	-	20%			12%		-	22%	-	
	Male	45%	16%	12%	-	12%	-	-		-		12%	-	*			12%		-	14%	-	
	Female	42%	12%	17%	-	17%	-	-		-		17%	-	*		27%	-		-	*	-	
Science	All Students		7%	3%	-	3%	_	-		-	_	3%	_	17%		4%	0%		-	10%	-	
	CWD	20%	20%	17%	-	17%	-	-	· _	-	. <b>_</b>	17%	-	17%		20%	*		-		-	
	CWOD	32%	5%	0%	-	0%	_	-		-	- <b>-</b>	0%	_	-	0%		0%	0%	-	0%	-	
	EL	14%	5%	4%	_	4%	-	-		-	-	4%	-	20%	0%		0%	9%	-		-	
	Male	34%	9%	0%	-	0%	-	_	-	-	_	0%	-	*	0%	0%	0%	-	-		-	
	Female	27%	4%	6%	_	6%	_	_		_		6%	_	*	0%			6%	-	*	_	

											Two											
					African			American		Pacific	or More	Econ	Non Econ								Foster	
		State	District	Campus	American	Hispanic	White							CWD	CWOD	EL	Male	Female	Migrant	Homeless		
Grade 3																						
Reading	All Students	19%	5%	3%	-	3%	-	-	-	-	-	3%	-	. *	3%	0%	0%	5%	*	*	-	
	CWD	7%	11%	*	-	*	-	-	-	-	-	*	-	. *	-	*	*	*	-	*	-	
	CWOD	21%	4%	3%	-	3%	-	-	-	-	-	3%	-	-	3%	0%	0%	5%	*	*	-	
	EL	11%	4%	0%	-	0%	-	-	-		-	0%	-	. *	0%	0%	0%	0%	*	*	-	
	Male	17%	4%	0%	-	0%	-	-	-	-	-	0%	-	. *	0%	0%	0%	-	*	*	-	
	Female	20%	5%	5%	-	5%	-	-	-	_	-	5%	-	. *	5%	0%	-	5%	*	*	-	
Mathematics	All Students	14%	4%	0%	-	0%	-	-	-	-	-	0%	-	. *	0%	0%	0%	0%	*	*	-	
	CWD	7%	15%	*	-	*	-	-	-	_	-	*	-	. *	-	*	*	*	-	*	-	
	CWOD	15%	2%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	*	*	-	-
	EL	8%	2%	0%	-	0%	-	-	-	-	-	0%	-	. *	0%	0%	0%	0%	*	*	-	. –
	Male	16%	4%	0%	-	0%	-	-	-	-	-	0%	-	. *	0%	0%	0%	-	*	*	-	
	Female	12%	2%	0%	-	0%	-	-	-	-	-	0%	-	. *	0%	0%	-	0%	*	*	-	
Grade 4																						
Reading	All Students	17%	6%	4%	-	4%	-	-	-	-	-	2%	*	0%	5%	0%	4%	4%	*	0%	-	
	CWD	6%	3%	0%	-	0%	-	-	. <b>_</b>	-	-	0%	-	0%	-	*	*	*	-	*	-	
	CWOD	19%	6%	5%	-	5%	-	-	· _	-	-	2%	*	-	5%	0%	5%	5%	*	*	-	
	EL	8%	4%	0%	-	0%	-	-	. <b>_</b>	-	-	0%	-	. *	0%	0%	0%	0%	-	0%	-	
	Male	16%	5%	4%	-	4%	-	-	-	-	-	0%	*	*	5%	0%	4%	-	*	*	-	
	Female	19%	6%	4%	-	4%	-	-	-	-	-	4%	-	. *	5%	0%	-	4%	*	*	-	
Mathematics	All Students	21%	5%	4%	-	4%	-	-	-	-	-	4%	*	0%	5%	3%	4%	4%	*	0%	-	
	CWD	9%	9%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	
	CWOD	23%	4%	5%	-	5%	-	-			-	5%	*	-	5%	3%	5%	5%	*	*	-	
	EL	11%	4%	3%	-	3%	-	-			-	3%	-	. *	3%	3%	5%	0%	-	0%	-	
	Male	23%	6%	4%	-	4%	-	-			-	4%	*	*	5%	5%	4%	-	*	*	-	
	Female	18%	3%	4%	-	4%	-	-			-	4%	-	. *	5%	0%	-	4%	*	*	-	
Grade 5																						
Reading	All Students	29%	11%	11%	-	11%	-	-	-		-	11%	-	0%	14%	7%	0%	22%	-	0%	-	
-	CWD	8%	7%	0%	-	0%	-	-	. <u> </u>		-	0%	-	0%	-	0%	*	*	-	*	-	
	CWOD	33%	12%	14%	-	14%	-	-			-	14%	_		14%	9%	0%	29%	-	0%	-	
	EL	15%	9%	7%	-	7%	-	-	· _		-	7%	-	0%	9%	7%	0%	18%	-	0%	-	
	Male	27%	11%	0%	-	0%	-	-			-	0%	_	. *	0%	0%	0%	-	-	0%	-	
	Female	32%	12%	22%	-	22%	-	-	· _		-	22%	-	. *	29%	18%	-	22%	-	*	-	
Mathematics	All Students		6%		-			-		· _	-		_	17%		7%	0%		-	10%	-	
	CWD	9%	13%		-			-			-	17%		17%		20%	*	*	-		-	
	CWOD	26%	5%		-			-			-		-			4%	0%	7%	-	0%	-	
	EL	14%	6%	7%	-			-		-	-		-	20%		7%	0%		-		-	
	Male	25%	7%		-			-			-		_		0%		0%		-		-	
	Female	23%	5%		-			_		_	-	11%	_	. *		18%	-	11%	-			

										Two											
										or		Non									
		State	District	Campus	African	Hispanic Whit	American		Pacific			Econ	CWD	CWOD	EI	Male	Fomalo	Migrant	Homeless	Foster	
Science	All Students		3%	•	American	3%			-		3%		17%		<b>4</b> %		6%	-	10%		wintary
Science	CWD	6%	13%		_				_	_	17%		17%		20%			_	*	_	_
	CWOD	13%	2%		_	0%			_	_	0%	_	-	0%	0%		0%	_	0%	_	_
	EL	4%	2%		_				_	_	4%	_	20%		4%	0%	9%	_	11%	_	_
	Male	14%	4%		_	0%			_	_	0%		*	0%	0%	0%	-	_	0%	_	_
	Female	10%	2%		_	6%			_	-	6%	_	*		9%	-	6%	_	*	_	_
STAAR Per	cent at Appro	aches	Grade	Level or A	bove																
All Grades																					
All Subjects	All Students	67%	39%	28%	-	28%			_	-	27%	*	21%	29%	22%	25%	31%	30%	30%	_	-
,	CWD	38%	31%	21%	-	21%			_	-	21%		21%			22%	19%	_	33%	_	-
	CWOD	71%	41%	29%	-	29%			_	-	28%	*	-	29%	22%	25%	32%	30%	29%	-	-
	EL	47%	29%	22%	-	22%			_	-	22%	-	21%	22%			22%	*	28%	-	-
	Male	65%	37%	25%	-	25%			_	-	24%	*	22%	25%	23%	25%	-	0%	29%	-	-
	Female	69%	43%	31%	-	31%			_	-	31%	_	19%	32%	22%	-	31%	*	32%	_	-
Reading	All Students	68%	42%	33%	-	33%			_	-	32%	*	21%	35%	27%	31%	34%	20%	45%	-	-
-	CWD	35%	30%	21%	-	21%			_	-	21%	-	21%	-	17%	25%	17%	-	33%	-	-
	CWOD	72%	44%	35%	-	35%			_	-	34%	*	-	35%	29%	33%	36%	20%	50%	-	-
	EL	46%	29%	27%	-	27%			_	-	27%	_	17%	29%	27%	28%	26%	*	42%	_	-
	Male	63%	37%	31%	-	31%			_	-	30%	*	25%	33%	28%	31%	-	*	50%	-	-
	Female	72%	48%	34%	-	34%			-	-	34%	-	17%	36%	26%	-	34%	*	38%	-	-
Mathematic	s All Students	65%	34%	23%	-	23%			_	-	23%	*	21%	24%	19%	22%	25%	40%	20%	-	-
	CWD	39%	33%	21%	-	21%			-	-	21%	-	21%	-	25%	25%	17%	-	33%	-	-
	CWOD	68%	34%	24%	-	24%			-	-	23%	*	-	24%	18%	22%	25%	40%	14%	-	-
	EL	49%	27%	19%	-	19%			-	-	19%	-	25%	18%	19%	21%	16%	*	16%	-	-
	Male	65%	33%	22%	-	22%			-	-	21%	*	25%	22%	21%	22%	-	*	17%	-	-
	Female	65%	35%	25%	-	25%			-	-	25%	-	17%	25%	16%	-	25%	*	25%	-	-
Science	All Students	70%	45%	26%	-	26%			_	-	26%	-	17%	28%	18%	12%	39%	-	20%	-	-
	CWD	42%	29%	17%	-	17%			_	-	17%	-	17%	-	20%	*	*	-	*	-	-
	CWOD	74%	47%	28%	-	28%			-	-	28%	-	-	28%	17%	13%	43%	-	14%	-	-
	EL	47%	33%	18%	-	18%			_	-	18%	-	20%	17%	18%	12%	27%	-	22%	-	-
	Male	70%	43%	12%	-	12%			-	-	12%	-	*	13%	12%	12%	-	-	14%	-	-
	Female	71%	46%	39%	-	39%			_	-	39%	-	*	43%	27%	-	39%	-	*	-	-
STAAR Per	cent at Meets	Grad	e Level	or Above																	
All Grades																					
All Subjects	All Students	41%	17%	11%	-	11%			-	-	11%	*	18%	10%	9%	11%	11%	10%	12%	-	-
	CWD	21%	22%	18%	-	18%			-	-	18%	-	18%			17%	19%	-	33%	-	-
	CWOD	44%	16%	10%	-	10%		-	-	-	10%	*	-	10%	7%	10%	10%	10%	3%	-	-
	EL	20%	9%	9%	-	9%		-	-	-	9%	-	21%	7%	9%	10%	8%	*	13%	-	-
	Male	40%	16%	11%	-	11%			-	-	10%	*	17%	10%	10%	11%	-	0%	10%	-	-
	Female	42%	18%	11%	-	11%			-	-	11%	-	19%	10%	8%	-	11%	*	16%	-	-

											Two											
					African			American		Pacific	or More	Econ	Non Econ								Foster	
		State	District	Campus	American	Hispanic	White							CWD	CWOD	EL	Male	Female	Migrant	Homeless		
Reading	All Students	44%	22%	15%	-	15%	-	-	-		-	14%	*	14%	15%	8%	11%	18%	20%	10%	-	
	CWD	20%	22%	14%	-	14%	-	-	-	-	-	14%	-	14%	-	17%	13%	17%	-	33%	-	
	CWOD	47%	22%	15%	-	15%	-	-	-	-	-	14%	*	-	15%	7%	11%	18%	20%	0%	-	
	EL	20%	11%	8%	-	8%	-	-	-	-	-	8%	-	17%	7%	8%	9%	8%	*	11%	-	
	Male	40%	19%	11%	-	11%	-	-	-	-	-	9%	*	13%	11%	9%	11%	-	*	8%	-	
	Female	48%	25%	18%	-	18%	-	-	-	-	-	18%	-	17%	18%	8%	-	18%	*	13%	-	
Mathematics	All Students	37%	11%	10%	-	10%	-	-	-		-	10%	*	21%	9%	12%	15%	7%	0%	15%	-	-
	CWD	21%	23%	21%	-	21%	-	-	-		-	21%	-	21%	-	25%	25%	17%	-	33%	-	-
	CWOD	39%	9%	9%	-	9%	-	-	-		-	8%	*	-	9%	10%	13%	5%	0%	7%	-	-
	EL	20%	7%	12%	-	12%	-	-	-		-	12%	-	25%	10%	12%	15%	8%	*	16%	-	-
	Male	37%	11%	15%	-	15%	-	-	-	-	-	13%	*	25%	13%	15%	15%	-	*	17%	-	-
	Female	36%	10%	7%	-	7%	-	-	-		-	7%	-	17%	5%	8%	-	7%	*	13%	-	-
Science	All Students	43%	17%	3%	-	3%	-	-	-		-	3%	-	17%	0%	4%	0%	6%	-	10%	-	
	CWD	22%	19%	17%	-	17%	-	-	-		-	17%	-	17%	-	20%	*	*	-	*	-	-
	CWOD	46%	17%	0%	-	0%	-	-	-		-	0%	-	-	0%	0%	0%	0%	-	0%	-	-
	EL	17%	8%	4%	-	4%	-	-	-		-	4%	-	20%	0%	4%	0%	9%	-	11%	-	-
	Male	44%	18%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	-	-	0%	-	-
	Female	42%	17%	6%	-	6%	-	-	-	. <b>_</b>	-	6%	-	*	0%	9%		6%	-	*	-	-
STAAR Perc	ent at Maste	rs Gra	de Leve	el 🛛																		
All Grades																						
All Subjects	All Students	18%	5%	5%	-	5%	-	-	-	-	-	4%	*	6%	4%	3%	2%	7%	0%	4%	-	-
	CWD	7%	9%	6%	-	6%	-	-	-		-	6%	-	6%	-	7%	0%	13%	-	13%	-	
	CWOD	19%	4%	4%	-	4%	-	-	-	-	-	4%	*	-	4%	2%	2%	6%	0%	0%	-	
	EL	7%	3%	3%	-	3%	-	-	-		-	3%	-	7%	2%	3%	1%	6%	*	4%	-	
	Male	17%	4%	2%	-	2%	-	-	-	-	-	1%	*	0%	2%	1%	2%	-	0%	0%	-	-
	Female	19%	5%	7%	-	7%	-	-	-	. <b>_</b>	-	7%	-	13%	6%	6%	-	7%	*	11%	-	
Reading	All Students	18%	5%	6%	-	6%	-	-	-	-	-	5%	*	0%	7%	2%	2%	10%	0%	0%	-	
	CWD	6%	8%	0%	-	0%	-	-	-		-	0%	-	0%	-	0%	0%	0%	-	0%	-	
	CWOD	20%	5%	7%	-	7%	-	-	-	-	-	6%	*	-	7%	3%	2%	11%	0%	0%	-	
	EL	7%	3%	2%	-	2%	-	-	-		-	2%	-	0%	3%	2%	0%	5%	*	0%	-	
	Male	16%	5%	2%	-	2%	-	-			-	0%	*	0%	2%	0%	2%	-	*	0%	-	
	Female	21%	6%	10%	-	10%	-	-		-	-	10%	-	0%	11%	5%	-	10%	*	0%	-	-
Mathematics	All Students	17%	4%	3%	-	3%	-	-		-	-	4%	*	7%	3%	4%	2%	5%	0%	5%	-	
	CWD	8%	11%	7%	-	7%	-	-	-	-	-	7%	-	7%	-	8%	0%	17%	-	17%	-	-
	CWOD	18%	3%	3%	-	3%	-	-		-	-	3%	*	-	3%	3%	2%	4%	0%	0%	-	
	EL	8%	3%	4%	-	4%	-	-		. –	-	4%	-	8%	3%	4%	2%	5%	*	5%	-	
	Male	18%	4%	2%	-	2%	-	-		. –	-	2%	*	0%	2%	2%	2%	-	*	0%	-	
	Female	16%	3%	5%	-	5%	-	-			-	5%	_	17%	4%	5%	-	5%	*	13%	_	

		State	District	Campus	African American	Hispanic		American Indian		Pacific Islander				CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	
Science	All Students	19%	4%	3%	-	3%	-	-	-	-	-	3%	-	17%	0%	4%	0%	6%	-	10%	-	-
	CWD	8%	11%	17%	-	17%	-	-	-	-	-	17%	-	17%	-	20%	*	*	-	*	-	-
	CWOD	20%	3%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	0%	-	-
	EL	4%	2%	4%	-	4%	-	-	-	-	-	4%	-	20%	0%	4%	0%	9%	-	11%	-	-
	Male	20%	4%	0%	-	0%	-	-		_	-	0%	-	*	0%	0%	0%	-	-	0%	-	-
	Female	18%	4%	6%	-	6%	-	-	-	_	-	6%	-	*	0%	9%	-	6%	-	*	-	-

- Indicates there are no students in the group.

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

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

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

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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 EL in Class	Proficiency of EL	Rate of Proficiency
177	15	8%

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

	All Students	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Studen	t Achiever	nent Doma	ain Score:	STAAF	Compone	ent Only	1)				
STAAR Component Score	15	-	15	-	-	-	-	-	14	15	11
School Quality (College, O	Career, an	d Military I	Readiness	B Perfor	mance)						
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- 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)

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.

#### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races		Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	99%	_	99%	-	_	-	-	-	99%	*	94%	99%	100%	98%	99%	100%
	CWD	94%	-	94%	-	-	-	-	-	94%	-	94%	-	100%	90%	100%	-
	CWOD	99%	-	99%	-	-	-	-	-	99%	*	-	99%	100%	100%	98%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%	100%	*
	Male	98%	_	98%	-	-	-	-	-	98%	*	90%	100%	100%	98%	-	100%
	Female	99%	-	99%	-	-	-	-	-	99%	-	100%	98%	100%	-	99%	*

		Campus	African American	Hispanic	White	American Indian		Pacific		Econ Disady	Non Econ Disady	CWD	CWOD	FI	Male	Female	Migrant
Reading	All Students	98%	-	98%		-	-	-	-	98%				100%			-
<b>g</b>	CWD	93%	-	93%		-	-	_	-	93%		93%		100%			
	CWOD	99%	-			-	-	_	-	99%				100%			
	EL	100%	_			_	-	_	_	100%		100%					
	Male	98%	-	98%	-	-	-		-	98%	*	89%	100%	100%	98%	-	*
	Female	98%	_	98%	-	_	-	_	_	98%	_	100%		100%	_	98%	*
Mathematics	All Students	98%	_	98%	-	_	-		-	98%	*	93%	99%	100%	98%	98%	100%
	CWD	93%	-	93%		-	-	_	-	93%		93%		100%			
	CWOD	99%	_	99%	-	_	-		-	99%				100%		98%	100%
	EL	100%	-	100%	-	_	-		-	100%	-	100%					
	Male	98%	-	98%	-	_	-		-	98%	*	89%	100%	100%	98%	-	*
	Female	98%	_	98%	-	_	-		_	98%	-	100%	98%	100%	-	98%	*
Science	All Students	100%	_	100%	-	_	-		-	100%	-	100%	100%	100%	100%	100%	-
	CWD	100%	_	100%	-	_	-		-	100%		100%		100%	*	*	_
	CWOD	100%	-			-	-		-	100%		-	100%		100%	100%	-
	EL	100%	_	100%	-	-	-		-	100%	-	100%					-
	Male	100%	-	100%	-	-	-		-	100%		*	100%				-
	Female	100%	-			-	_	-	-	100%		*	100%	100%	_	100%	-
SAT/ACT All Subjects	All Students	-	_		-	-	-		-	_	-	-	-	-	-	-	-
	CWD	-	_	_	-	_	-	_	_	-	_	-	_	-	_	_	_
	CWOD	-	_		-	-	-		-	-	-	-	-	-	-	-	-
	EL	-	-	_	-	-	-	_	-	-	-	-	-	-	-	-	-
	Male	-	_		-	_	-		_	_	_	-	_	-	-	-	-
	Female	-	_		-	_	-		_	_	-	-	_	-	-	-	-
Non-Participation Rat	te																
All Subjects	All Students	1%	-	1%	-	-	-	_	-	1%	*	6%	1%	0%	2%	1%	0%
-	CWD	6%	_	6%	-	_	-		_	6%	-	6%	-	0%	10%	0%	_
	CWOD	1%	_	1%	-	_	-		_	1%	*	-	1%	0%	0%	2%	0%
	EL	0%	_	0%	-	_	-		_	0%	-	0%	0%	0%	0%	0%	*
	Male	2%	_	2%	-	_	-		-	2%	*	10%		0%	2%		0%
	Female	1%	_	1%	-	-	-		-	1%	-	0%		0%	-	1%	*
Reading	All Students	2%	-	20/		-	-	_	-	2%		7%		0%	2%		
-	CWD	7%				-	-	_	-	7%		70/					
	CWOD	1%		1%		-	-	_	-	1%			1%				
	EL	0%		0%		-	-	_	-	0%		0%		0%			
	Male	2%		201		_	-		-	2%				0%			*
	Female	2%		2%		_	-	_	-	2%							*

		Campus /	African American	Hispanic	White	American Indian		Pacific Islander		Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	All Students	2%	-	2%	-	-	-	-	-	2%	*	7%	1%	0%	2%	2%	0%
	CWD	7%	-	7%	-	-	-	-	-	7%	-	7%	-	0%	11%	0%	-
	CWOD	1%	-	1%	-	-	-	-	-	1%	*	-	1%	0%	0%	2%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	0%	*
	Male	2%	-	2%	-	-	-	-	-	2%	*	11%	0%	0%	2%	-	*
	Female	2%	-	2%	-	-	-	-	-	2%	-	0%	2%	0%	-	2%	*
Science	All Students	0%	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	0%	_
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	*	*	_
	CWOD	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	_
	EL	0%	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	0%	_
	Male	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	-	_
	Female	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 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities										
In-School Suspensions										

		Total	African	Hispanic	White	Indian or Alaska Native		Pacific		EI	Students with Disabilities	Students with Disabilities (Section 504)
	Male	2		2	0				0	2	Disabilities	504)
	Female	1		1	0	-			0	1		
	Total	3		3	0	-			0	3		
Out-of-School Suspensions	Total	5	0	5	0	U	0	U	0	J		
out of School Suspensions	Male	9	0	9	0	0	0	0	0	9		
	Female	0		0	0				0			
	Total	9	0	9	0				0			
Expulsions	Total	5	U	5	0	U	0	U	U	9		
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0				0	0		
	Total	0	0	0	0	-			0	0		
Without Educational Services	Male	0	0	0	0	-			0	0		
Willout Educational Scivices	Female	0	0	0	0	-			0	0		
	Total	0		0	0	-			0	0		
Under Zero Tolerance Policies		0	0	0	0	-	-	-	0	0		
Under Zero Tolerance Policies	Female	0	0	0	0	-			0	0		
	Total	0	0	0	0	-	-		0	0		
School-Related Arrests	TOLAI	0	0	0	0	0	0	0	0	U		
School-Related Allesis	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0				0	0		
	Total	0	0	0	0	-			0	0		
Referrals to Law Enforcemer		0	U	0	0	0	0	0	0	0		
Referrais to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0				0			
	Total	0	0	0	0					0		
Students With Disabilities	rotal	U	U	U	0	0	0	0	U	U		
In-School Suspensions												
In-School Suspensions	Male	0	0	0	0	0	0	0	0	0		0
	Female	1		1					0	1		1
	Total	1	0	1	0		•		0	י 1		1
Out-of-School Suspensions	rotar	1	U	I	0	0	0	0	U	1		I
out of School Suspensions	Male	3	0	3	0	0	0	0	0	3		3
	Female	0		0	0				0			0
	Total	3	0	3	0				0	3		3
Expulsions	Total	5	0	5	0	0	0	0	0	5		5

		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)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcemer</b>	nt											
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	14	-8	14	-8	-8	-8	-8	-8	9	1	-8
	Female	8	-8	8	-8	-8	-8	-8	-8	7	-8	-8
	Total	22	-8	22	-8	-8	-8	-8	-8	16	1	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	1
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0

	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.

		Total students	African American	Hispanic		Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	56	0	56	0	0	0	0	0	38	9
	Female	54	0	54	0	0	0	0	0	34	9
	Total	110	0	110	0	0	0	0	0	72	18
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.

-3 Indicates skip logic failure.

-8 Indicates EDFacts missing data.

-9 Indicates not applicable / skipped.

-11 Indicates suppressed data.

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

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

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

High Poverty School									
	All So	hool							
	Number	Percent							
Inexperienced Teachers, Principals, and Other School Leaders	2.0	8.5%							
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	1.0	4.7%							

- Indicates there are no data available in the group.

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

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

To be updated by June 30th, 2022.

### 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 2020-21 school year.

	State Number of ALT2	<b>—</b> • •		Rate of	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	4,966	1%	28	3%	-	-
Mathematics	4,961	1%	28	3%	-	-
Grade 4						
Reading	5,046	1%	17	2%	*	2%
Mathematics	5,040	1%	17	2%	*	2%
Grade 5						
Reading	5,133	1%	16	2%	*	3%
Mathematics	5,138	1%	16	2%	*	3%
Science	5,130	1%	16	2%	*	3%
Grade 6						
Reading	4,925	1%	10	1%	-	-
Mathematics	4,923	1%	10	1%	-	-
Grade 7						
Reading	4,586	1%	17	2%	-	-
Mathematics	4,581	1%	17	2%	-	-
Grade 8						
Reading	4,513	1%	14	1%	-	-

	State Number of ALT2		District	Rate of	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	4,507	1%	14	1%	-	-
Science	4,492	1%	14	1%	-	-
End of Course						
English I	4,504	1%	14	1%	-	-
English II	4,092	1%	14	1%	-	-
Algebra I	4,514	1%	15	1%	-	-
Biology	4,424	1%	14	1%	-	-
All Grades						
All Subjects	85,481	1%	291	1%	5	2%
Reading	37,771	1%	130	1%	*	2%
Mathematics	33,664	1%	117	2%	*	2%
Science	14,046	1%	44	1%	*	3%

- 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.

State Level: 2019 Percentages at NAEP Achievement Levels											
			% Below Basic		% At or Above Basic		% At or Above Proficient		% A Adva	t	
Grade	Subject	Student Group	ТΧ	US	ТΧ	US	ΤХ	US	ТΧ	US	
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9	
		Black	52	52	48	48	16	18	2	3	
		Hispanic	48	45	52	55	21	23	3	4	
		White	22	23	78	77	48	45	12	12	
		American Indian	*	50	*	50	*	19	*	3	
		Asian	11	18	89	82	65	57	25	22	
		Pacific Islander	*	42	*	58	*	25	*	4	
		Two or More Races	26	28	74	72	38	40	6	11	
		Econ Disadv	50	47	50	53	19	21	3	3	
		Students with Disabilities	79	73	21	27	8	10	1	2	
		English Language Learners	61	65	39	35	12	10	2	1	
	Mathematics	Overall	16	19	84	81	44	41	9	9	
		Black	24	35	76	65	32	20	3	2	
		Hispanic	19	27	81	73	35	28	4	3	
		White	8	11	92	89	59	52	16	12	
		American Indian	*	33	*	67	*	24	*	4	
		Asian	4	7	96	93	82	69	45	28	

	State Level: 2019 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% A Adva	t	
Grade	Subject	Student Group		US	ТΧ		ТΧ	US	ТΧ	US	
Grade 4	Mathematics	Pacific Islander	*	36	*	64	*	28	*	6	
		Two or More Races	9	16	91	84	51	44	9	10	
		Econ Disadv	21	29	79	71	32	26	3	3	
		Students with Disabilities	55	54	45	46	13	14	1	2	
		English Language Learners	24	41	76	59	29	16	2	1	
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4	
		Black	53	46	47	54	41	15	n/a	1	
		Hispanic	38	37	62	63	19	22	1	2	
		White	20	18	80	82	35	42	3	5	
		American Indian	*	41	*	59	*	19	*	1	
		Asian	8	13	92	87	59	57	11	13	
		Pacific Islander	*	37	*	63	*	25	*	2	
		Two or More Races	26	24	74	76	25	37	1	5	
		Econ Disadv	43	40	57	60	15	20	n/a	1	
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a	
		English Language Learners	66	72	34	28	4	4	n/a	n/a	
	Mathematics	Overall	32	31	68	69	30	34	7	10	
		Black	48	53	52	47	16	14	2	2	
		Hispanic	37	43	63	57	21	20	3	4	
		White	20	20	80	80	44	44	13	13	
		American Indian	*	49	*	51	*	15	*	3	
		Asian	10	12	90	88	71	64	36	33	
		Pacific Islander	*	45	*	55	*	21	*	4	
		Two or More Races	25	27	75	73	41	38	11	12	
		Econ Disadv	41	46	59	54	19	18	2	3	
		Students with Disabilities	73	73	27	27	5	6	1	2	
		English Language Learners	60	72	40	28	8	5	1	1	

\* Indicates reporting standards not met.

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

2019 N/	State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners											
Grade	Subject	Student Group	Rate									
Grade 4	Reading	Students with Disabilities	77%									
		English Learners	94%									
	Mathematics	Students with Disabilities	79%									
		English Learners	97%									

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners									
Grade	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)

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Chronic Absenteeism Rate	4.2%	-	4.2%	-	-	-	-	-	4.3%	4.0%	3.2%

- Indicates there are no students in the group.

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