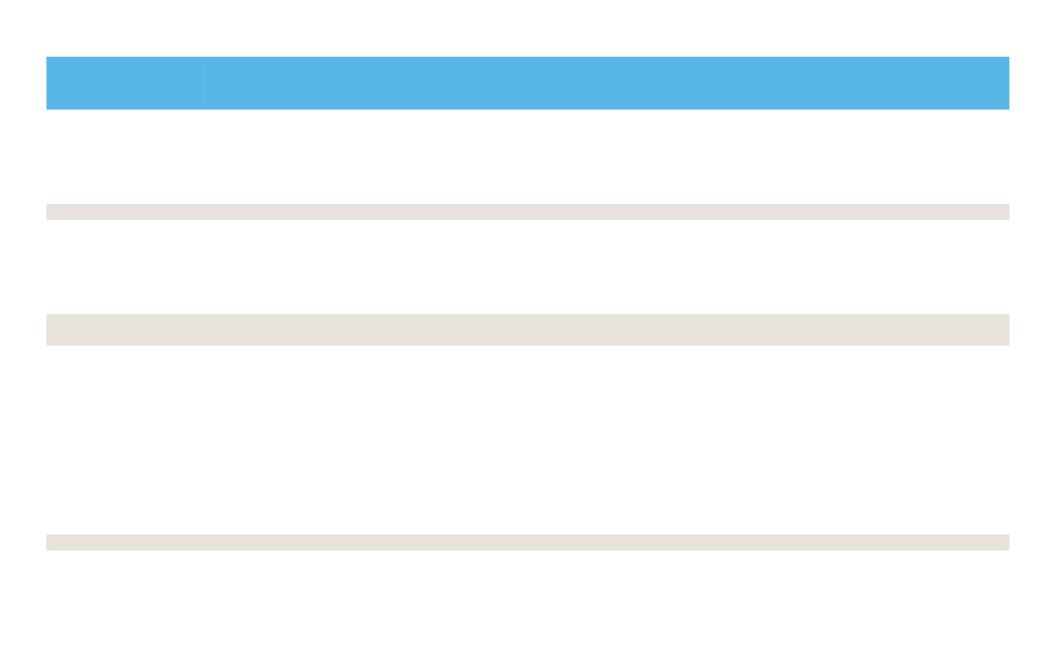
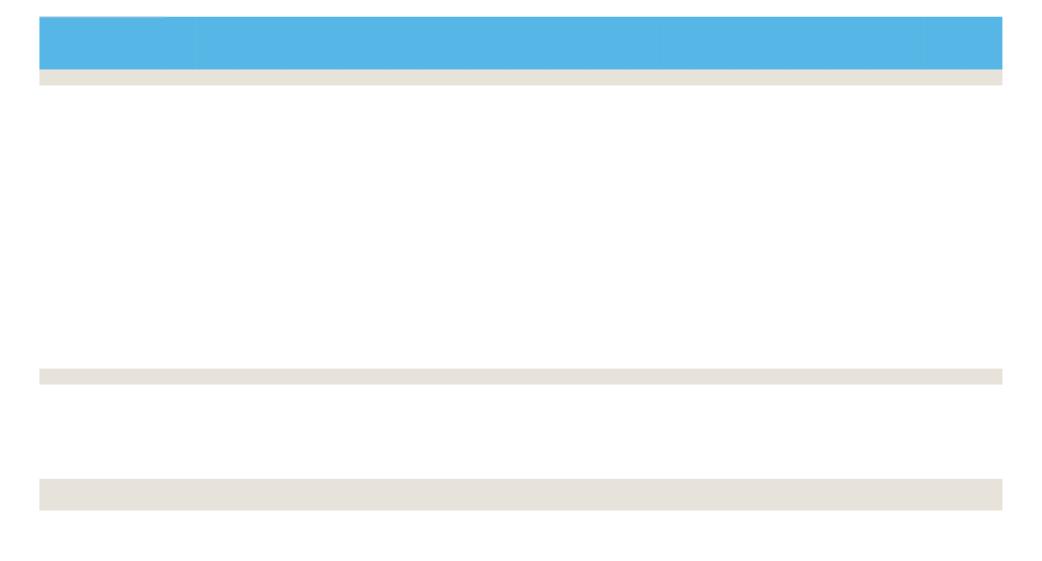
Part (i): Description of State Accountability System Part (i)(I)





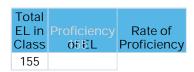
										Two										
										or		Non								
				African			American		Pacific	More	Econ	Econ								
Sta	te Dis	strict C	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	

There is no data for this campus.

Part (iv): English Language Proficiency// j D d 0 J0 j 450.57 368.92 0.1gu215585*764.2 1 J/ j D d 0 J0 j 450.57 368.92 0.164 766215585*D d 8. 1 j €

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)

155 d 1 J1 j **D**



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)

						Two		Non					
	African		American		Pacific	More	Econ						
Campus	American Hispar	ic White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female

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

Total Afric students Amer	can ican Hispanic W	Indian or Alaska /hite Native Asiar	Two or Pacific More I Islander Races I	EL	

Texas Education Agency 2021 Federal Report Card

- 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 School

State Level: 2019 Percentages at N	AEP Acl	hieveme	nt Levels	
	% Below Basic	% At or Above		

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

2019 NA	State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners								
Grade	Subject								
Grade 4	Reading	Students with Disabilities	77%						
		English Learners	94%						
	Mathematics	Students with Disabilities	79%						
		English Learners	97%						
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)

