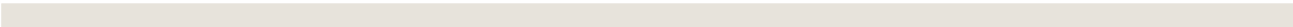


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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	66%	50%	71%	60%	55%	84%	-	60%	-	*	55%	78%	18%	81%	46%	-	71%	-	-	-	*
Grade 7																						
Reading	All Students	69%	56%	81%	100%	69%	84%	-	80%	-	75%	59%	87%	31%	85%	44%	80%	82%	-	*	-	*
	CWD	34%	31%	31%	*	*	29%	-	*	-	-	43%	17%	31%	-	*	43%	17%	-	-	-	-
	CWOD	73%	61%	85%	*	75%	89%	-	89%	-	75%	63%	90%	-	85%	50%	83%	88%	-	*	-	*
	EL	46%	27%	44%	-	27%	*	-	*	-	-	50%	33%	*	50%	44%	50%	33%	-	*	-	-
	Male	64%	53%	80%	100%	72%	77%	-	100%	-	83%	65%	85%	43%	83%	50%	80%	-	-	*	-	*
	Female	73%	60%	82%	-	64%	92%	-	*	-	67%	45%	89%	17%	88%	33%	-	82%	-	*	-	-
Mathematics	All Students	55%	30%	32%	*	20%	41%	-	*	-	*	29%	33%	25%	33%	14%	38%	20%	-	*	-	*
	CWD	31%	27%	25%	*	*	29%	-	-	-	-	29%	20%	25%	-	*	43%	0%	-	-	-	-
	CWOD	58%	32%	33%	*	25%	45%	-	*	-	*	29%	36%	-	33%	17%	37%	27%	-	*	-	*
	EL	34%	15%	14%	-	0%	*	-	*	-	-	18%	*	*	17%	14%	20%	*	-	-	*	-
	Male	54%	31%	38%	*	33%	44%	-	*	-	*	32%	44%	43%	37%	20%	38%	-	-	*	-	*
	Female	55%	30%	20%	-	0%	36%	-	*	-	-	20%	20%	0%	27%	*	-	20%	-	-	*	-
Grade 8																						
Reading	All Students	73%	55%	77%	71%	64%	86%	*	88%	-	75%	58%	83%	38%	81%	46%	73%	82%	-	*	-	-
	CWD	38%	31%	38%	-	20%	43%	-	*	-	-	33%	43%	38%	-	*	50%	*	-	*	-	-
	CWOD	77%	60%	81%	71%	70%	92%	*	86%	-	75%	64%	86%	-	81%	55%	77%	87%	-	*	-	-
	EL	49%	29%	46%	-	29%	*	-	*	-	-	33%	57%	*	55%	46%	86%	0%	-	-	-	-
	Male	67%	50%	73%	*	58%	84%	-	100%	-	*	50%	82%	50%	77%	86%	73%	-	-	*	-	-
	Female	78%	61%	82%	100%	74%	88%	*	*	-	*	73%	84%	*	87%	0%	-	82%	-	*	-	-
Mathematics	All Students	61%	41%	59%	25%	42%	69%	*	33%	-	73%	26%	67%	33%	61%	33%	54%	65%	-	*	-	-
	CWD	34%	20%	33%	-	*	20%	-	*	-	-	*	17%	33%	-	-	38%	*	-	*	-	-
	CWOD	64%	45%	61%	25%	43%	72%	*	25%	-	73%	21%	70%	-	61%	33%	56%	66%	-	*	-	-
	EL	41%	15%	33%	-	20%	*	-	*	-	-	20%	43%	-	33%	33%	25%	*	-	-	-	-
	Male	59%	39%	54%	*	35%	66%	-	43%	-	*	27%	63%	38%	56%	25%	54%	-	-	*	-	-
	Female	63%	44%	65%	*	53%	73%	*	*	-	71%	22%	71%	*	66%	*	-	65%	-	*	-	-
Science	All Students	67%	46%	65%	*	51%	74%	-	56%	-	83%	36%	74%	42%	68%	25%	64%	67%	-	*	-	-
	CWD	37%	25%	42%	-	*	38%	-	*	-	-	40%	43%	42%	-	-	50%	*	-	*	-	-
	CWOD	71%	51%	68%	*	53%	80%	-	50%	-	83%	35%	77%	-	68%	25%	67%	70%	-	-	-	-
	EL	40%	17%	25%	-	*	*	-	*	-	-	*	*	-	25%	25%	33%	*	-	-	-	-
	Male	67%	47%	64%	*	43%	80%	-	67%	-	*	38%	73%	50%	67%	33%	64%	-	-	*	-	-
	Female	67%	46%	67%	*	64%	65%	-	*	-	*	33%	76%	*	70%	*	-	67%	-	-	-	-
End of Cours 98.06 Td (of)Tj ET BT /TT3 8.09 Tf 52.99 98.06 Td (Cours 98.06 Td (of)Tj ET BT /TT3 8.09 Tf 5 8.09 Tf 74.59 61 JI J BT /TT4 8.09 Tf 123.84 109.87 Td (67%)Tj ET 0.808 0.855 0.894 rg 0 808 0.0																						





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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
63	22	35%

- 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	49	30	37	55	*	52	-	57	27	22	21
School Quality (College, Career, and Military Readiness Performance)											
%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)

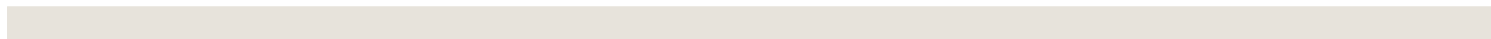
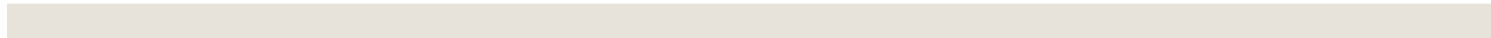
USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.



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	Total students	African American		
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TEA | Governance and Accountability |



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	Total
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	113
Incidents of threats of physical attack with a weapon	2
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	28
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	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool 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
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

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- 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.

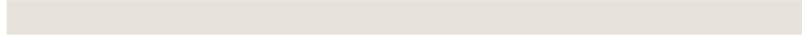
Blank cell indicates the student group is not applicable to this report.

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.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	10.0	10.9%
Teachers Teaching with Emergency or Provisional Credentials	6.0	6.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	8.0	9.1%

- Indicates there are no data available in the group.



State Level: 2019 Percentages at NAEP Achievement Levels

	% Below Basic	% At or Above		

* Indicates reporting standards not met.

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

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 Disa	
		English Learners	
Grade 8	Reading	Students with Disabilities	83%