

Texas Education Agency  
**2021 Federal Report Card**  
 TRINITY BASIN PREPARATORY INC (057813105) - TRINITY BASIN PREPARATORY - DALLAS COUNTY

**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)

		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
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	67%	56%	<b>78%</b>	60%	82%	*	-	-	-	-	72%	100%	*	77%	75%	56%	93%	-	-	-	-
	CWD	42%	21%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	CWOD	70%	59%	<b>77%</b>	60%	81%	*	-	-	-	-	72%	*	-	77%	73%	56%	92%	-	-	-	-
	EL	54%	52%	<b>75%</b>	-	75%	-	-	-	-	-	67%	*	*	73%	75%	40%	100%	-	-	-	-
	Male	64%	50%	<b>56%</b>	*	57%	-	-	-	-	-	43%	*	-	56%	40%	56%	-	-	-	-	-
	Female	70%	62%	<b>93%</b>	*	100%	*	-	-	-	-	91%	*	*	92%	100%	-	93%	-	-	-	-
Mathematics	All Students	61%	48%	<b>57%</b>	20%	65%	*	-	-	-	-	50%	80%	*	59%	58%	56%	57%	-	-	-	-
	CWD	40%	12%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	CWOD	64%	52%	<b>59%</b>	20%	69%	*	-	-	-	-	50%	*	-	59%	64%	56%	62%	-	-	-	-
	EL	51%	48%	<b>58%</b>	-	58%	-	-	-	-	-	56%	*	*	64%	58%	40%	71%	-	-	-	-
	Male	63%	51%	<b>56%</b>	*	57%	-	-	-	-	-	43%	*	-	56%	40%	56%	-	-	-	-	-

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 TRINITY BASIN PREPARATORY INC (057813105) - TRINITY BASIN PREPARATORY - DALLAS COUNTY

		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	59%	46%	<b>57%</b>	*	70%	*	-	-	-	-	55%	*	*	62%	71%	-	57%	-	-	-	-
<b>Grade 6</b>																						
Reading	All Students	62%	63%	<b>54%</b>	29%	59%	*	-	-	-	-	53%	60%	17%	61%	52%	27%	65%	-	-	-	-
	CWD	29%	27%	<b>17%</b>	*	*	-	-	-	-	-	*	*	17%	-	*	*	*	-	-	-	-
	CWOD	66%	68%	<b>61%</b>	40%	64%	*	-	-	-	-	61%	*	-	61%	58%	33%	73%	-	-	-	-
	EL	40%	60%	<b>52%</b>	-	52%	-	-	-	-	-	53%	*	*	58%	52%	40%	56%	-	-	-	-
	Male	58%	57%	<b>27%</b>	*	43%	-	-	-	-	-	30%	*	*	33%	40%	27%	-	-	-	-	-
	Female	65%	67%	<b>65%</b>	*	64%	*	-	-	-	-	64%	*	*	73%	56%	-	65%	-	-	-	-
Mathematics	All Students	67%	68%	<b>54%</b>	43%	59%	*	-	-	-	-	59%	20%	17%	61%	62%	45%	58%	-	-	-	-
	CWD	40%	42%	<b>17%</b>	*	*	-	-	-	-	-	*	*	17%	-	*	*	*	-	-	-	-
	CWOD	70%	72%	<b>61%</b>	60%	64%	*	-	-	-	-	64%	*	-	61%	63%	56%	64%	-	-	-	-
	EL	51%	67%	<b>62%</b>	-	62%	-	-	-	-	-	63%	*	*	63%	62%	60%	63%	-	-	-	-
	Male	68%	70%	<b>45%</b>	*	43%	-	-	-	-	-	50%	*	*	56%	60%	45%	-	-	-	-	-
	Female	66%	67%	<b>58%</b>	*	64%	*	-	-	-	-	64%	*	*	64%	63%	-	58%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	38%	26%	<b>30%</b>	20%	29%	*	-	-	-	-	28%	40%	*	32%	42%	22%	36%	-	-	-	-
	CWD	23%	12%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	CWOD	40%	27%	<b>32%</b>	20%	31%	*	-	-	-	-	28%	*	-	32%	45%	22%	38%	-	-	-	-
	EL	24%	25%	<b>42%</b>	-	42%	-	-	-	-	-	44%	*	*	45%	42%	20%	57%	-	-	-	-
	Male	36%	23%	<b>22%</b>	*	14%	-	-	-	-	-	14%	*	-	22%	20%	22%	-	-	-	-	-
	Female	40%	28%	<b>36%</b>	*	40%	*	-	-	-	-	36%	*	*	38%	57%	-	36%	-	-	-	-
Mathematics	All Students	30%	18%	<b>35%</b>	20%	35%	*	-	-	-	-	22%	80%	*	36%	25%	33%	36%	-	-	-	-
	CWD	21%	9%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	CWOD	31%	19%	<b>36%</b>	20%	38%	*	-	-	-	-	22%	*	-	36%	27%	33%	38%	-	-	-	-
	EL	20%	16%	<b>25%</b>	-	25%	-	-	-	-	-	11%	*	*	27%	25%	20%	29%	-	-	-	-
	Male	33%	23%	<b>33%</b>	*	29%	-	-	-	-	-	14%	*	-	33%	20%	33%	-	-	-	-	-
	Female	27%	14%	<b>36%</b>	*	40%	*	-	-	-	-	27%	*	*	38%	29%	-	36%	-	-	-	-
<b>Grade 6</b>																						
Reading	All Students	32%	22%	<b>19%</b>	14%	21%	*	-	-	-	-	19%	20%	0%	23%	24%	0%	27%	-	-	-	-
	CWD	16%	17%	<b>0%</b>	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	34%	23%	<b>23%</b>	20%	24%	*	-	-	-	-	21%	*	-	23%	26%	0%	32%	-	-	-	-
	EL	13%	18%	<b>24%</b>	-	24%	-	-	-	-	-	21%	*	*	26%	24%	0%	31%	-	-	-	-
	Male	30%	21%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	34%	23%	<b>27%</b>	*	27%	*	-	-	-	-	27%	*	*	32%	31%	-	27%	-	-	-	-
Mathematics	All Students	35%	29%	<b>32%</b>	29%	34%	*	-	-	-	-	34%	20%	0%	39%	38%	9%	42%	-	-	-	-
	CWD	19%	19%	<b>0%</b>	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	37%	31%	<b>39%</b>	40%	40%	*	-	-	-	-	39%	*	-	39%	42%	11%	50%	-	-	-	-
	EL	18%	25%	<b>38%</b>	-	38%	-	-	-	-	-	37%	*	*	42%	38%	0%	50%	-	-	-	-
	Male	37%	31%	<b>9%</b>	*	0%	-	-	-	-	-	10%	*	*	11%	0%	9%	-	-	-	-	-

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Mathematics	Female	33%	28%	42%	*	45%	*	-	-	-	-	45%	*	*	50%	50%	-	42%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	19%	9%	9%	0%	6%	*	-	-	-	-	6%	20%	*	9%	8%	0%	14%	-	-	-	-
	CWD	7%	3%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	CWOD	21%	9%	9%	0%	6%	*	-	-	-	-	6%	*	-	9%	9%	0%	15%	-	-	-	-
	EL	11%	8%	8%	-	8%	-	-	-	-	-	0%	*	*	9%	8%	0%	14%	-	-	-	-
	Male	17%	8%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	-	-	-	-
	Female	20%	10%	14%	*	10%	*	-	-	-	-	9%	*	*	15%	14%	-	14%	-	-	-	-
Mathematics	All Students	14%	6%	17%	20%	18%	*	-	-	-	-	6%	60%	*	18%	17%	33%	7%	-	-	-	-
	CWD	7%	3%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-
	CWOD	15%	7%	18%	20%	19%	*	-	-	-	-	6%	*	-	18%	18%	33%	8%	-	-	-	-
	EL	8%	6%	17%	-	17%	-	-	-	-	-	0%	*	*	18%	17%	20%	14%	-	-	-	-
	Male	16%	8%	33%	*	29%	-	-	-	-	-	14%	*	-	33%	20%	33%	-	-	-	-	-
	Female	12%	5%	7%	*	10%	*	-	-	-	-	0%	*	*	8%	14%	-	7%	-	-	-	-
<b>Grade 6</b>																						
Reading	All Students	14%	6%	3%	0%	3%	*	-	-	-	-	3%	0%	0%	3%	5%	0%	4%	-	-	-	-
	CWD	6%	6%	0%	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	16%	6%	3%	0%	4%	*	-	-	-	-	4%	*	-	3%	5%	0%	5%	-	-	-	-
	EL	4%	3%	5%	-	5%	-	-	-	-	-	5%	*	*	5%	5%	0%	6%	-	-	-	-
	Male	13%	5%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	16%	6%	4%	*	5%	*	-	-	-	-	5%	*	*	5%	6%	-	4%	-	-	-	-
Mathematics	All Students	15%	7%	8%	0%	10%	*	-	-	-	-	6%	20%	0%	10%	14%	0%	12%	-	-	-	-
	CWD	7%	4%	0%	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	16%	7%	10%	0%	12%	*	-	-	-	-	7%	*	-	10%	16%	0%	14%	-	-	-	-
	EL	5%	4%	14%	-	14%	-	-	-	-	-	11%	*	*	16%	14%	0%	19%	-	-	-	-
	Male	16%	8%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	13%	5%	12%	*	14%	*	-	-	-	-	9%	*	*	14%	19%	-	12%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	67%	57%	59%	38%	64%	*	-	-	-	-	58%	65%	21%	64%	61%	45%	66%	-	-	-	-
	CWD	38%	30%	21%	*	30%	-	-	-	-	-	13%	33%	21%	-	33%	*	30%	-	-	-	-
	CWOD	71%	60%	64%	45%	68%	*	-	-	-	-	62%	79%	-	64%	63%	50%	71%	-	-	-	-
	EL	47%	54%	61%	-	61%	-	-	-	-	-	59%	70%	33%	63%	61%	45%	67%	-	-	-	-
	Male	65%	57%	45%	33%	50%	-	-	-	-	-	41%	67%	*	50%	45%	45%	-	-	-	-	-
	Female	69%	57%	66%	42%	70%	*	-	-	-	-	67%	64%	30%	71%	67%	-	66%	-	-	-	-

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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
Reading	All Students	68%	59%	<b>63%</b>	42%	67%	*	-	-	-	-	60%	80%	29%	68%	61%	40%	75%	-	-	-	-
	CWD	35%	30%	<b>29%</b>	*	40%	-	-	-	-	-	*	*	29%	-	*	*	40%	-	-	-	-
	CWOD	72%	63%	<b>68%</b>	50%	71%	*	-	-	-	-	65%	86%	-	68%	63%	44%	80%	-	-	-	-
	EL	46%	55%	<b>61%</b>	-	61%	-	-	-	-	-	57%	80%	*	63%	61%	40%	70%	-	-	-	-
	Male	63%	56%	<b>40%</b>	17%	50%	-	-	-	-	-	35%	*	*	44%	40%	40%	-	-	-	-	-
	Female	72%	62%	<b>75%</b>	67%	75%	*	-	-	-	-	73%	86%	40%	80%	70%	-	75%	-	-	-	-
Mathematics	All Students	65%	55%	<b>55%</b>	33%	61%	*	-	-	-	-	56%	50%	14%	60%	61%	50%	58%	-	-	-	-
	CWD	39%	32%	<b>14%</b>	*	20%	-	-	-	-	-	*	*	14%	-	*	*	20%	-	-	-	-
	CWOD	68%	59%	<b>60%</b>	40%	66%	*	-	-	-	-	59%	71%	-	60%	63%	56%	63%	-	-	-	-
	EL	49%	53%	<b>61%</b>	-	61%	-	-	-	-	-	61%	60%	*	63%	61%	50%	65%	-	-	-	-
	Male	65%	58%	<b>50%</b>	50%	50%	-	-	-	-	-	47%	*	*	56%	50%	50%	-	-	-	-	-
	Female	65%	53%	<b>58%</b>	17%	66%	*	-	-	-	-	61%	43%	20%	63%	65%	-	58%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	41%	27%	<b>28%</b>	21%	29%	*	-	-	-	-	26%	40%	0%	32%	32%	15%	35%	-	-	-	-
	CWD	21%	20%	<b>0%</b>	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	*	0%	-	-	-	-
	CWOD	44%	28%	<b>32%</b>	25%	33%	*	-	-	-	-	28%	57%	-	32%	35%	17%	40%	-	-	-	-
	EL	20%	23%	<b>32%</b>	-	32%	-	-	-	-	-	29%	50%	0%	35%	32%	10%	41%	-	-	-	-
	Male	40%	28%	<b>15%</b>	25%	11%	-	-	-	-	-	9%	50%	*	17%	10%	15%	-	-	-	-	-
	Female	42%	26%	<b>35%</b>	17%	38%	*	-	-	-	-	35%	36%	0%	40%	41%	-	35%	-	-	-	-
Reading	All Students	44%	27%	<b>23%</b>	17%	24%	*	-	-	-	-	22%	30%	0%	26%	30%	10%	30%	-	-	-	-
	CWD	20%	18%	<b>0%</b>	*	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	47%	28%	<b>26%</b>	20%	27%	*	-	-	-	-	24%	43%	-	26%	33%	11%	34%	-	-	-	-
	EL	20%	23%	<b>30%</b>	-	30%	-	-	-	-	-	29%	40%	*	33%	30%	10%	39%	-	-	-	-
	Male	40%	26%	<b>10%</b>	17%	7%	-	-	-	-	-	6%	*	*	11%	10%	10%	-	-	-	-	-
	Female	48%	28%	<b>30%</b>	17%	31%	*	-	-	-	-	30%	29%	0%	34%	39%	-	30%	-	-	-	-
Mathematics	All Students	37%	26%	<b>33%</b>	25%	35%	*	-	-	-	-	30%	50%	0%	38%	33%	20%	40%	-	-	-	-
	CWD	21%	20%	<b>0%</b>	*	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	39%	27%	<b>38%</b>	30%	39%	*	-	-	-	-	33%	71%	-	38%	37%	22%	46%	-	-	-	-
	EL	20%	23%	<b>33%</b>	-	33%	-	-	-	-	-	29%	60%	*	37%	33%	10%	43%	-	-	-	-
	Male	37%	29%	<b>20%</b>	33%	14%	-	-	-	-	-	12%	*	*	22%	10%	20%	-	-	-	-	-
	Female	36%	23%	<b>40%</b>	17%	44%	*	-	-	-	-	39%	43%	0%	46%	43%	-	40%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	11%	<b>8%</b>	4%	9%	*	-	-	-	-	5%	25%	0%	9%	11%	8%	9%	-	-	-	-
	CWD	7%	8%	<b>0%</b>	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	*	0%	-	-	-	-
	CWOD	19%	11%	<b>9%</b>	5%	10%	*	-	-	-	-	5%	36%	-	9%	12%	8%	10%	-	-	-	-
	EL	7%	8%	<b>11%</b>	-	11%	-	-	-	-	-	5%	40%	0%	12%	11%	5%	13%	-	-	-	-
	Male	17%	11%	<b>8%</b>	8%	7%	-	-	-	-	-	3%	33%	*	8%	5%	8%	-	-	-	-	-
	Female	19%	10%	<b>9%</b>	0%	9%	*	-	-	-	-	6%	21%	0%	10%	13%	-	9%	-	-	-	-

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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
Reading	All Students	18%	11%	5%	0%	4%	*	-	-	-	-	4%	10%	0%	6%	6%	0%	8%	-	-	-	-
	CWD	6%	7%	0%	*	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	20%	12%	6%	0%	5%	*	-	-	-	-	4%	14%	-	6%	7%	0%	9%	-	-	-	-
	EL	7%	8%	6%	-	6%	-	-	-	-	-	4%	20%	*	7%	6%	0%	9%	-	-	-	-
	Male	16%	10%	0%	0%	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	21%	12%	8%	0%	6%	*	-	-	-	-	6%	14%	0%	9%	9%	-	8%	-	-	-	-
Mathematics	All Students	17%	9%	12%	8%	13%	*	-	-	-	-	6%	40%	0%	13%	15%	15%	10%	-	-	-	-
	CWD	8%	9%	0%	*	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	18%	9%	13%	10%	15%	*	-	-	-	-	7%	57%	-	13%	17%	17%	11%	-	-	-	-
	EL	8%	7%	15%	-	15%	-	-	-	-	-	7%	60%	*	17%	15%	10%	17%	-	-	-	-
	Male	18%	10%	15%	17%	14%	-	-	-	-	-	6%	*	*	17%	10%	15%	-	-	-	-	-
	Female	16%	8%	10%	0%	13%	*	-	-	-	-	6%	29%	0%	11%	17%	-	10%	-	-	-	-

- 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)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
63	13	21%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	32	21	34	*	-	-	-	-	30	7	35
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																

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		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
<b>All Subjects</b>	All Students	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	100%	100%	-	100%	*	100%	-
	CWOD	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	*	*	100%	-	*	*	100%	-
	CWOD	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	*	*	100%	-	*	*	100%	-
	CWOD	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>Science</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	*	0%	-
	CWOD	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	-	-

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		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
<b>All Subjects</b>	Female	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
<b>Reading</b>	All Students	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	-
	CWOD	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
<b>Mathematics</b>	All Students	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	-
	CWOD	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
<b>Science</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT All Subjects</b>	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)

**There is no data for this campus.**



**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.

**There is no data for this campus.**

**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	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	11.8	51.8%
Teachers Teaching with Emergency or Provisional Credentials	8.8	40.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total(\$)	Site(\$)	District Allocation(\$)	Total(\$)	Site(\$)	District Allocation(\$)	Total(\$)
Business/central/other support services		627		610	610		17	17
Food services		390	9	1	10	353	26	379
Instruction		9,866	5,891	-2	5,889	2,776	1,201	3,977
Support services, general administration		95		95	95			
Support services, instructional staff		689	509		509	125	55	180
Support services, operation and maintenance of plant		987	611	159	770	92	125	217
Support services, pupils		596	483		483	113		113
Support services, school administration		1,216	1,089		1,089	127		127
<b>Total</b>	<b>204</b>	<b>14,465</b>	<b>8,593</b>	<b>863</b>	<b>9,456</b>	<b>3,585</b>	<b>1,424</b>	<b>5,009</b>

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

Due to rounding, numbers may not add up precisely to the totals.

### 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	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	4,966	1%	*	0%	-	-
Mathematics	4,961	1%	*	0%	-	-
<b>Grade 4</b>						
Reading	5,046	1%	*	1%	-	-
Mathematics	5,040	1%	*	1%	-	-
<b>Grade 5</b>						
Reading	5,133	1%	9	3%	-	-
Mathematics	5,138	1%	9	3%	-	-
Science	5,130	1%	9	3%	-	-
<b>Grade 6</b>						
Reading	4,925	1%	11	2%	-	-
Mathematics	4,923	1%	11	3%	-	-
<b>Grade 7</b>						
Reading	4,586	1%	14	4%	-	-
Mathematics	4,581	1%	14	4%	-	-
<b>Grade 8</b>						
Reading	4,513	1%	5	2%	-	-
Mathematics	4,507	1%	5	2%	-	-
Science	4,492	1%	5	2%	-	-
<b>End of Course</b>						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
English I	4,504	1%	-	-	-	-
English II	4,092	1%	-	-	-	-
Algebra I	4,514	1%	-	-	-	-
Biology	4,424	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	85,481	1%	104	2%	-	-
Reading	37,771	1%	45	2%	-	-
Mathematics	33,664	1%	45	2%	-	-
Science	14,046	1%	14	2%	-	-

- 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		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	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
		Pacific Islander	*	36	*	64	*	28	*	6
Two or More Races	9	16	91	84	51	44	9	10		

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	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.

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)

**There is no data for this campus.**