2018-19 Texas Academic Performance Report

District Name: **DALLAS ISD**

District Number: **057905**

2019 Accountability Rating: **B**

2019 Special Education Determination Status:

Meets Requirements

2019 Armed Services Vocational Aptitude Battery (ASVAB) Test not Offered

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Texas Academic Performance Report 2018-19 District STAAR Performance

											Two or	Special	Special	Continu-	Non- Continu-		EL (Current
		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More	Ed (Current)	Ed (Former)	ously Enrolled	ously Enrolled	Econ Disadv	& Monitored)
STAAR Performance Rates by Te	sted Gra	de, Subj	ject, and	l Perform	ance Level												
Grade 3 Reading At Approaches Grade Level or																	
Above	2019 2018	76% 77%	78% 78%	72% 73%	60% 61%	74% 75%	86% 87%	61% 66%	79% 78%	88%	73% 78%	46% 50%	73% 69%	73% 74%	67% 69%	70% 71%	74% 75%
At Meets Grade Level or Above	2019	45%	48%	42%	28%	44%	66%	39%	53%	75%	49%	26%	38%	43%	37%	39%	44%
	2018	43%	45%	40%	27%	43%	66%	28%	43%	*	49%	31%	37%	42%	35%	38%	43%
At Masters Grade Level	2019	27%	30%	25%	15%	25%	51%	23%	33%	75%	29%	9%	26%	26%	21%	22%	25%
	2018	25%	27%	22%	13%	23%	48%	10%	30%	*	28%	8%	19%	22%	18%	19%	22%
Grade 3 Mathematics At Approaches Grade Level or Above	2019	79%	81%	77%	65%	79%	89%	71%	89%	75%	78%	51%	81%	78%	71%	75%	79%
At Meets Grade Level or Above	2018	78%	79%	76%	63%	79%	87%	59%	81%	*	85%	52%	80%	77%	70%	74%	78%
	2019	49%	52%	45%	30%	47%	70%	39%	62%	63%	54%	29%	49%	47%	36%	42%	46%
At Masters Grade Level	2018 2019 2018	47% 25% 23%	50% 28% 26%	44% 21% 20%	30% 12% 11%	46% 22% 22%	68% 47% 39%	24% 16% 7%	61% 38% 40%	25% *	53% 28% 28%	32% 12% 12%	42% 26% 22%	45% 23% 21%	37% 15% 16%	41% 19% 19%	45% 21% 21%
Grade 4 Reading At Approaches Grade Level or																	
Above	2019	75%	75%	69%	59%	70%	85%	61%	82%	*	79%	41%	68%	70%	66%	67%	69%
	2018	73%	73%	66%	53%	68%	85%	63%	65%	100%	62%	43%	61%	67%	62%	64%	67%
At Meets Grade Level or Above	2019	44%	46%	40%	29%	40%	71%	36%	51%	*	45%	26%	33%	40%	37%	36%	38%
	2018	46%	47%	38%	27%	39%	68%	50%	45%	60%	41%	28%	33%	39%	34%	35%	37%
At Masters Grade Level	2019	22%	24%	19%	11%	19%	48%	12%	33%	*	22%	7%	17%	19%	18%	16%	18%
	2018	24%	26%	19%	11%	19%	41%	8%	26%	40%	24%	8%	15%	19%	17%	17%	17%
Grade 4 Mathematics At Approaches Grade Level or																	
Above	2019	75%	77%	76%	63%	79%	87%	73%	90%	*	79%	49%	80%	78%	71%	75%	79%
	2018	78%	79%	76%	64%	79%	87%	79%	82%	80%	76%	50%	74%	78%	71%	75%	78%
At Meets Grade Level or Above	2019	48%	51%	47%	32%	49%	73%	39%	72%	*	49%	30%	46%	49%	40%	44%	48%
	2018	49%	51%	46%	30%	49%	67%	38%	57%	60%	47%	31%	44%	48%	38%	45%	48%
At Masters Grade Level	2019	28%	32%	26%	13%	27%	54%	21%	53%	*	32%	12%	28%	27%	21%	23%	27%
	2018	27%	30%	24%	12%	27%	47%	17%	40%	20%	30%	13%	24%	26%	20%	23%	26%
Grade 4 Writing At Approaches Grade Level or Above	2019	67%	68%	66%	50%	69%	83%	50%	77%	*	67%	35%	62%	67%	60%	64%	72%
At Meets Grade Level or Above	2018	63%	64%	61%	43%	65%	77%	50%	63%	100%	58%	33%	57%	63%	54%	59%	67%
	2019	35%	38%	38%	20%	42%	59%	22%	51%	*	38%	23%	28%	40%	31%	35%	46%
At Masters Grade Level	2018	39%	42%	37%	22%	40%	60%	29%	37%	60%	38%	24%	26%	39%	31%	35%	42%
	2019	11%	13%	14%	5%	16%	28%	3%	23%	*	17%	8%	11%	15%	10%	12%	18%
	2018	11%	14%	13%	5%	14%	26%	4%	14%	20%	14%	8%	6%	14%	10%	12%	16%
Grade 5 Reading^ At Approaches Grade Level or Above	2019	86%	87%	85%	75%	87%	94%	95%	84%	100%	87%	58%	85%	86%	82%	84%	88%
At Meets Grade Level or Above	2018	84%	85%	82%	69%	84%	94%	88%	85%	80%	93%	55%	68%	83%	78%	81%	85%
	2019	54%	57%	54%	37%	57%	78%	62%	57%	80%	62%	31%	41%	56%	48%	52%	58%
	2018	54%	57%	52%	34%	56%	78%	50%	59%	0%	67%	33%	32%	54%	45%	51%	57%

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											T	Cmasial	Casaisl	Cambia	Non-		EL (Current
		State	Region	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Continu- ously Enrolled	Econ	(Current & Monitored)
At Masters Grade Level	2019 2018	29% 26%	33% 29%	27% 25%	17% 13%	28% 26%	54% 51%	29% 22%	36% 35%	60% 0%	41% 38%	10% 12%	15% 14%	28% 26%	23% 19%	24% 23%	27% 27%
Grade 5 Mathematics [^] At Approaches Grade Level or	2010	2070	2370	2370	1370	2070	3170	2270	3370	070	3070	1270	1170	2070	1370	2370	2, 70
Above	2019 2018	90% 91%	91% 91%	89% 88%	82% 78%	91% 90%	94% 95%	95% 84%	94% 93%	100% 100%	90% 92%	70% 69%	90% 81%	90% 89%	85% 84%	88% 88%	90% 90%
At Meets Grade Level or Above	2019 2018	58% 58%	61% 60%	57% 56%	41% 39%	60% 59%	76% 75%	67% 53%	78% 75%	80% 20%	65% 66%	37% 39%	48% 42%	59% 59%	49% 46%	55% 55%	60% 59%
At Masters Grade Level	2019 2018	36% 30%	40% 33%	35% 29%	20% 16%	37% 31%	58% 45%	43% 25%	50% 50%	60% 0%	45% 33%	17% 16%	29% 24%	37% 31%	27% 21%	32% 28%	37% 31%
Grade 5 Science At Approaches Grade Level or																	
Above	2019 2018	75% 76%	75% 76%	70% 70%	58% 58%	72% 72%	88% 89%	67% 78%	79% 84%	100% 60%	77% 80%	47% 50%	66% 61%	71% 71%	66% 66%	68% 69%	69% 71%
At Meets Grade Level or Above At Masters Grade Level	2019 2018 2019	49% 41% 24%	50% 42% 25%	43% 34% 20%	29% 22% 10%	45% 35% 20%	71% 66% 48%	38% 31% 29%	56% 57% 32%	80% 0% 80%	55% 48% 35%	29% 30% 12%	30% 25% 11%	44% 35% 21%	38% 29% 17%	40% 32% 17%	42% 32% 19%
At Masters Grade Level	2019	17%	18%	12%	7%	12%	36%	6%	24%	0%	29%	12%	11%	13%	10%	11%	10%
Grade 6 Reading At Approaches Grade Level or																	
Above	2019 2018	68% 69%	70% 71%	59% 58%	51% 48%	59% 59%	84% 83%	74% 45%	79% 75%	*	68% 62%	34% 35%	49% 50%	61% 59%	52% 52%	56% 56%	55% 55%
At Meets Grade Level or Above	2019 2018	37% 39%	41% 42%	29% 30%	23% 23%	28% 29%	58% 62%	44% 25%	55% 52%	*	47% 37%	23% 28%	14% 27%	30% 31%	24% 26%	25% 28%	23% 26%
At Masters Grade Level	2019 2018	18% 19%	20% 21%	12% 12%	9% 9%	11% 12%	37% 38%	7% 15%	31% 34%	*	27% 20%	9% 10%	9% 10%	13% 13%	11% 11%	10% 11%	9% 9%
Grade 6 Mathematics At Approaches Grade Level or	2010	040/	020/	700/	660/	770/	000/	700/	040/	*	770/	400/	720/	770/	600/	7.40/	750/
Above At Meets Grade Level or Above	2019 2018 2019	81% 77% 47%	83% 79% 51%	76% 69% 40%	66% 56% 28%	77% 71% 41%	88% 84% 66%	78% 55% 33%	91% 79% 67%	*	77% 76% 49%	48% 46% 26%	72% 71% 31%	77% 71% 42%	69% 60% 33%	74% 68% 37%	75% 70% 40%
At Masters Grade Level	2019 2018 2019	44% 21%	49% 25%	36% 17%	24% 9%	37% 17%	65% 39%	30% 11%	55% 39%	*	45% 29%	27% 14%	35% 12%	37% 18%	29% 12%	34% 15%	35% 16%
, k	2018	18%	22%	13%	7%	13%	33%	15%	38%	*	24%	13%	11%	14%	10%	12%	12%
Grade 7 Reading At Approaches Grade Level or																	
Above	2019 2018	76% 74%	77% 76%	67% 65%	58% 57%	68% 66%	87% 85%	85% 80%	70% 84%	*	67% 77%	39% 42%	52% 51%	69% 67%	59% 59%	64% 64%	65% 63%
At Meets Grade Level or Above	2019 2018	49% 48%	52% 51%	40% 37%	31% 30%	40% 37%	71% 71%	50% 44%	58% 58%	* *	46% 57%	27% 30%	31% 28%	42% 39%	32% 31%	37% 35%	36% 32%
At Masters Grade Level	2019 2018	29% 29%	32% 32%	22% 20%	15% 14%	22% 20%	50% 55%	25% 28%	46% 40%	*	33% 40%	13% 14%	14% 14%	24% 22%	17% 16%	19% 18%	19% 16%
Grade 7 Mathematics At Approaches Grade Level or	2010	750/	77%	60%	F00/	620/	740/	60%	620/	*	E60/	45 0/	400/	620/	56%	59%	620/
Above At Meets Grade Level or Above	2019 2018 2019	75% 72% 43%	77% 75% 46%	56% 24%	50% 46% 17%	63% 59% 25%	74% 58% 37%	50% 50% 33%	62% 60% 32%	*	56% 58% 23%	45% 44% 29%	48% 44% 20%	62% 57% 25%	50% 51% 20%	59% 56% 23%	62% 57% 23%
At Masters Grade Level	2018 2019	40% 17%	44% 20%	20% 6%	16% 5%	21% 6%	31% 8%	25% 13%	34% 9%	*	22% 5%	28% 13%	14% 5%	21% 6%	18% 6%	20% 5%	20% 5%
		. , ,															

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											_			. .:	Non-		EL .
			Regior	1	African			American	l	Pacific	Two or More	Special Ed	Special Ed	Continu- ously	Continu- ously	Econ	(Current &
		State	10	District		Hispanic		Indian	Asian	Islander		(Current)	(Former)	Enrolled	Enrolled		Monitored)
Grade 7 Writing	2018	18%	23%	5%	4%	5%	10%	6%	11%	*	7%	12%	3%	5%	5%	5%	5%
At Approaches Grade Level or																	
Above	2019	70%	72%	60%	50%	61%	82%	65%	73%	*	67%	32%	47%	62%	52%	57%	58%
At Meets Grade Level or Above	2018 2019 2018	69% 42% 43%	71% 45% 46%	59% 32% 33%	54% 25% 29%	59% 32% 31%	82% 66% 69%	70% 45% 43%	71% 56% 56%	*	73% 41% 53%	34% 25% 27%	42% 24% 18%	60% 34% 34%	53% 27% 28%	58% 29% 30%	54% 28% 26%
At Masters Grade Level	2019 2018	18% 15%	21% 17%	13% 10%	9% 8%	12% 8%	39% 37%	15% 4%	35% 29%	*	22% 20%	12% 12%	3% 6%	13% 10%	11% 8%	10% 8%	9% 6%
Grade 8 Reading [^] At Approaches Grade Level or																	
Above	2019 2018	86% 86%	87% 86%	80% 76%	74% 71%	81% 76%	93% 90%	81% 85%	87% 84%	*	84% 86%	49% 42%	70% 58%	82% 78%	73% 69%	79% 76%	79% 74%
At Meets Grade Level or Above	2019 2018	55% 49%	58% 52%	43% 37%	36% 32%	44% 36%	72% 70%	48% 55%	63% 57%	*	56% 63%	28% 24%	29% 26%	45% 38%	36% 30%	41% 35%	40% 32%
At Masters Grade Level	2019 2018	28% 27%	31% 29%	19% 18%	15% 15%	18% 18%	47% 49%	29% 15%	39% 40%	*	32% 49%	12% 10%	13% 14%	20% 20%	14% 14%	17% 17%	15% 15%
Grade 8 Mathematics [^]	2010	27 70	2570	10 /0	1370	1070	7570	1370	40 /0		4570	1070	1-70	2070	1470	17 70	1370
At Approaches Grade Level or																	
Above	2019 2018	88% 86%	90% 87%	89% 85%	83% 78%	90% 86%	95% 93%	90% 88%	95% 89%	*	93% 85%	62% 55%	82% 83%	90% 86%	83% 79%	88% 84%	89% 85%
At Meets Grade Level or Above	2019 2018	57% 51%	60% 54%	57% 49%	48% 39%	58% 50%	79% 74%	52% 58%	79% 71%	*	69% 59%	37% 30%	42% 35%	59% 51%	49% 41%	55% 48%	56% 48%
At Masters Grade Level	2019 2018	17% 15%	19% 17%	16% 15%	9% 9%	16% 15%	36% 38%	14% 21%	39% 35%	*	26% 18%	17% 12%	11% 13%	17% 16%	12% 11%	14% 14%	15% 14%
Grade 8 Science	2010	1370	17 70	1370	370	1370	3070	2170	3370		1070	12/0	1370	1070	1170	1470	1-70
At Approaches Grade Level or																	
Above	2019 2018	81% 76%	83% 78%	76% 67%	69% 57%	76% 69%	91% 87%	67% 70%	85% 88%	* 80%	84% 77%	51% 38%	58% 59%	77% 70%	69% 59%	74% 67%	74% 67%
At Meets Grade Level or Above	2019 2018	51% 52%	55% 54%	39% 39%	30% 29%	39% 39%	69% 73%	33% 48%	63% 65%	60%	58% 52%	29% 25%	32% 29%	41% 41%	32% 31%	36% 37%	36% 36%
At Masters Grade Level	2019 2018	25% 28%	29% 31%	15% 17%	10% 9%	15% 16%	43% 51%	19% 22%	44% 40%	* 20%	31% 28%	14% 8%	12% 10%	16% 18%	12% 12%	13% 15%	13% 14%
Grade 8 Social Studies																	
At Approaches Grade Level or	2010	C00/	720/	C20/	F 7 0/	C20/	050/	C70/	020/	*	700/	410/	E 40/	CE0/	EC0/	C10/	C00/
Above	2019 2018	69% 65%	72% 68%	63% 61%	57% 57%	63% 61%	85% 82%	67% 65%	83% 78%	*	78% 75%	41% 35%	54% 52%	65% 63%	56% 52%	61% 60%	60% 58%
At Meets Grade Level or Above	2019 2018	37% 36%	41% 40%	28% 29%	23% 25%	27% 28%	63% 59%	24% 40%	59% 47%	*	47% 44%	27% 22%	20% 21%	29% 31%	24% 24%	26% 28%	24% 26%
At Masters Grade Level	2019 2018	21% 21%	25% 24%	14% 15%	10% 12%	13% 14%	45% 40%	14% 15%	36% 33%	*	28% 29%	14% 10%	10% 11%	15% 16%	12% 12%	12% 14%	11% 13%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	69%	58%	50%	59%	85%	59%	71%	67%	75%	24%	45%	60%	55%	56%	55%
	2018	65%	66%	55%	48%	56%	79%	45%	58%	70%	73%	25%	34%	56%	50%	54%	52%
At Meets Grade Level or Above	2019 2018	50% 44%	52% 47%	39% 33%	31% 27%	39% 33%	76% 69%	45% 29%	60% 49%	67% 60%	63% 59%	14% 15%	24% 14%	40% 34%	37% 31%	36% 31%	34% 29%
At Masters Grade Level	2019 2018	11% 7%	14% 8%	7% 4%	4% 2%	6% 3%	36% 22%	7% 10%	35% 12%	17% 0%	22% 12%	3% 4%	2% 1%	7% 3%	8% 4%	5% 3%	4% 2%

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State 19 District American Hispanic White Indian Asian Islander Races (Current) (Former) Enrolled District Monitored)				State	Region 10	District	African	Llienonie	\4/b:to	American	Asian	Pacific	Two or More	Ed	Special Ed	Continu- ously	Non- Continu- ously	Econ	EL (Current &
Al Approaches Grade Level or Above 2019 68% 70% 60% 54% 60% 81% 70% 66% 100% 80% 25% 48% 62% 55% 58% 55% 55% 14 Medics Grade Level or Above 2018 48% 52% 58% 52% 50% 50% 50% 50% 50% 50% 50% 50% 50% 50	End of Cou	rse English II		State	. 10	DISTRICT	American	пізрапіс	write	IIIuiaii	ASIAII	isianuei	Races	(Current)	(Former)	Elifolieu	Elifolieu	DISauv	<u>Monitorea)</u>
Al Meets Grade Level or Above 2018 67% 69% 59% 52% 60% 85% 57% 52% 59% 52% 59% 52% 59% 32% 34% 33% 33% 33% 33% 33% 33% 35% 50% 52% 50% 52% 59% 32% 32% 33% 33% 33% 33% 33% 33% 33% 33		3																	
At Mests Grade Level or Above 2019 49% 52% 39% 34% 39% 73% 55% 52% 100% 71% 16% 24% 40% 37% 36% 32% 29% At Masters Grade Level 2019 8% 10% 5% 3% 4% 22% 7% 23% 0% 16% 5% 50% 78% 14% 20% 40% 33% 36% 36% 22% 29% 20% 2018 83% 9% 9% 9% 4% 20% 7% 23% 0% 16% 5% 5% 10% 4% 5% 3% 2% 2% 2% 20% 20% 20% 20% 20% 20% 20% 2	Above																		
At Masters Grade Level or Above 2019 88% 89% 89% 84% 23% 59% 58% 81% 85% 77% 25% 0% 16% 0% 22% 4% 4% 60% 49% 34% 36% 29% 29% 84% 40% 20% 60% 15% 10% 0% 22% 4% 4% 4% 60% 49% 34% 36% 29% 20% 60% 15% 10% 0% 22% 4% 4% 4% 60% 49% 49% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20																			
At Masters Grade Level 2019 8% 10% 5% 3% 4% 23% 7% 25% 0% 16% 5% 10% 0% 4% 5% 3% 2% 2% End of Course Algebra I At Approaches Grade Level or Above 2019 65% 83% 84% 81% 77% 85% 89% 90% 66% 80% 91% 49% 49% 72% 83% 75% 82% 82% 86% At Meets Grade Level or Above 2019 61% 64% 62% 43% 45% 43% 66% 91% 49% 72% 83% 91% 65% 81%	At Meets (Grade Level or Above																	
End of Course Algebra At Approaches Grade Level or Above	At Masters	s Grade Level																	
Al Approaches Grade Level or Above 2019 85% 87% 85% 87% 85% 77% 82% 91% 89% 95% 8 91% 56% 81% 86% 80% 80% 84% 84% 81% 73% 833% 90% 67% 88% 86% 91% 49% 72% 83% 75% 82% 82% 82% At Meets Grade Level or Above 2019 85% 87% 54% 39% 57% 76% 46% 66% 37% 72% 17% 64% 24% 33% 55% 55% 44% 54% 55% 61% 63% 2018 32% 35% 31% 18% 33% 54% 21% 51% 14% 44% 99% 19% 34% 22% 31% 31% 32% 31% 32% 31% 18% 33% 54% 21% 51% 14% 44% 99% 19% 34% 22% 31% 31% 32% 31% 32% 31% 18% 33% 54% 21% 51% 14% 44% 99% 19% 34% 22% 31% 31% 32% 31% 32% 31% 31% 18% 33% 54% 21% 51% 14% 44% 99% 19% 34% 23% 31% 32% 31% 31% 32% 31% 32% 31% 31% 32% 31% 31% 32% 31% 31% 32% 31% 31% 32% 31% 31% 32% 31% 31% 32% 31% 31% 32% 31% 31% 32% 31% 31% 31% 32% 31% 31% 31% 32% 31% 31% 31% 32% 31% 31% 31% 31% 32% 31% 31% 31% 31% 31% 31% 31% 31% 31% 31	,	5 5.445 25.5.																	
Above 2019 85% 87% 85% 77% 87% 87% 91% 89% 95% * 91% 46% 81% 68% 86% 86% 81% 67% 72% 82% 82% At Meets Grade Level or Above 2019 61% 64% 62% 47% 65% 81% 56% 81% 56% 86% * 70% 30% 50% 65% 55% 55% 61% 63% 55% 57% 82% 82% At Masters Grade Level 2019 37% 42% 40% 25% 43% 66% 37% 72% * 45% 13% 28% 43% 55% 55% 51% 31% 32% 82% 81% 32	End of Cou	ırse Algebra I																	
At Meets Grade Level or Above 2019 63% 64% 54% 55% 54% 65% 65% 57% 76% 65% 65% 55% 61% 63% At Masters Grade Level or Above 2019 37% 42% 55% 54% 65% 65% 55% 61% 63% 25% 76% 66% 37% 76% 65% 55% 61% 63% 63% 25% 75% 76% 45% 65% 55% 61% 63% 63% 25% 75% 76% 45% 65% 55% 61% 63% 63% 25% 75% 76% 45% 65% 55% 61% 63% 63% 25% 75% 76% 45% 65% 55% 61% 63% 63% 25% 61% 65% 55% 61% 63% 63% 63% 65% 61% 65% 55% 61% 63% 63% 63% 65% 65% 65% 65% 65% 65% 65% 65% 65% 65		iches Grade Level or																	
At Meets Grade Level or Above 2019 61% 64% 62% 47% 65% 81% 56% 86% 71% 70% 30% 50% 65% 65% 55% 61% 63% 63% At Masters Grade Level 2019 37% 42% 40% 25% 43% 66% 37% 72% * 45% 13% 28% 43% 33% 39% 40% 25% 43% 31% 54% 21% 54% 33% 55% 44% 54% 55% 64% 37% 72% * 45% 13% 28% 43% 33% 39% 40% 25% 43% 31% 31% 32% 35% 31% 18% 33% 54% 21% 51% 14% 44% 96% 19% 34% 23% 31% 32% 32% 31% 32% 44% 34% 32% 31% 32% 44% 34% 34% 34% 34% 34% 34% 34% 34% 34	Above																		
At Masters Grade Level 2019	At Moote (Crada Laval or Abova																	
At Masters Grade Level or Above 2019 37% 42% 40% 25% 48% 33% 54% 21% 51% 14% 44% 9% 19% 34% 33% 39% 40% 40% 20% 31% 32% 31% 31% 32% 31% 31% 32% 31% 31% 32% 31% 31% 32% 31% 31% 31% 31% 31% 31% 31% 31% 31% 31	At weets (Glade Level of Above																	
End of Course Biology At Approaches Grade Level or Above 2019 88% 88% 88% 88% 88% 88% 88% 8	At Masters	s Grade Level																	
At Approaches Grade Level or Above 2019 2019 2019 2019 2019 2018 2019 2019 2018 2019 2018 2019 2018 2019 2018 2019 2018 2019 2018 2019 2018 2019 2018 2019 2018 2018 2018 2018 2018 2018 2018 2018			2018	32%	35%	31%	18%	33%	54%	21%	51%	14%	44%	9%	19%	34%	23%	31%	32%
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At Masters Grade Level 2019 24% 26% 20% 12% 20% 46% 18% 39% 33% 31% 10% 14% 21% 16% 17% 18% 2018 22% 24% 17% 11% 18% 42% 14% 33% 16% 29% 10% 13% 18% 14% 16% 16% 16% All Grades ELA/Reading At Approaches Grade Level or Above 2019 75% 76% 68% 59% 69% 87% 71% 76% 83% 77% 38% 61% 70% 68% 66% 66% At Meets Grade Level or Above 2018 74% 75% 66% 57% 68% 86% 66% 69% 80% 76% 38% 54% 68% 60% 65% 64% At Meets Grade Level or Above 2019 48% 51% 41% 31% 41% 71% 46% 56% 67% 55% 23% 29% 42% 36% 38% 38% At Masters Grade Level or 2019 21% 23% 16% 11% 16% 43% 16% 34% 33% 27% 8% 12% 17% 13% 14% 14%																			
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All Grades ELA/Reading At Approaches Grade Level or Above 2019 75% 76% 68% 59% 69% 87% 71% 76% 83% 77% 38% 61% 70% 63% 66% 66% 2018 74% 75% 66% 57% 68% 86% 66% 69% 80% 76% 38% 54% 68% 60% 65% 64% At Meets Grade Level or Above 2019 48% 51% 41% 31% 41% 71% 46% 56% 67% 55% 23% 29% 42% 36% 38% 38% 2018 46% 49% 38% 29% 39% 70% 38% 49% 52% 56% 24% 27% 40% 33% 36% 35% At Masters Grade Level 2019 21% 23% 16% 11% 16% 43% 16% 34% 33% 27% 8% 12% 17% 13% 14% 14%	At Masters	3 Glade Level																	
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At Meets Grade Level or Above 2019 48% 51% 41% 31% 41% 71% 46% 56% 67% 55% 23% 29% 42% 36% 38% 38% 2018 46% 49% 38% 29% 39% 70% 38% 49% 52% 56% 24% 27% 40% 33% 36% 35% At Masters Grade Level 2019 21% 23% 16% 11% 16% 43% 16% 34% 33% 27% 8% 12% 17% 13% 14% 14%	Above																		
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	At Masters	s Grade Level																	
			2018		22%	15%			41%		26%		28%	8%		16%		13%	

Texas Academic Performance Report 2018-19 District STAAR Performance

			Region	1	African			American		Pacific	Two or More	Special Ed	Special Ed	Continu- ously	Non- Continu- ously	Econ	EL (Current &
		State	10	District	American	<u>Hispanic</u>	White	Indian	<u>Asian</u>	<u>Islander</u>	Races	(Current)	(Former)	Enrolled	Enrolled	Disadv	Monitored)
All Grades Mathematics																	
At Approaches Grade Level or																	
Above	2019	82%	84%	80%	70%	82%	90%	79%	90%	88%	82%	55%	78%	81%	75%	79%	81%
	2018	81%	82%	77%	66%	79%	88%	70%	84%	93%	82%	52%	73%	78%	71%	76%	78%
At Meets Grade Level or Above	2019	52%	55%	49%	35%	51%	72%	45%	71%	52%	56%	31%	42%	51%	42%	46%	50%
	2018	50%	52%	45%	32%	47%	69%	40%	63%	50%	53%	30%	36%	47%	37%	44%	46%
At Masters Grade Level	2019	26%	30%	24%	14%	25%	48%	22%	46%	28%	32%	14%	21%	26%	20%	22%	24%
	2018	24%	27%	21%	12%	22%	41%	17%	40%	14%	28%	12%	17%	22%	16%	20%	21%
All Grades Writing																	
At Approaches Grade Level or																	
Above	2019	68%	70%	63%	50%	65%	83%	56%	75%	*	67%	34%	55%	65%	57%	61%	65%
	2018	66%	68%	60%	48%	62%	79%	60%	67%	88%	64%	33%	50%	62%	53%	59%	61%
At Meets Grade Level or Above	2019	38%	42%	35%	22%	37%	62%	31%	53%	*	39%	24%	26%	37%	29%	32%	37%
	2018	41%	44%	35%	25%	36%	64%	36%	46%	50%	44%	25%	22%	37%	30%	33%	34%
At Masters Grade Level	2019	14%	17%	13%	7%	14%	33%	8%	28%	*	19%	10%	7%	14%	11%	11%	14%
	2018	13%	15%	11%	6%	11%	31%	4%	21%	13%	16%	9%	6%	12%	9%	10%	11%
All Grades Science																	
At Approaches Grade Level or																	
Above	2019	81%	83%	76%	68%	77%	91%	67%	86%	92%	85%	50%	66%	77%	74%	74%	75%
	2018	80%	81%	74%	66%	76%	90%	78%	87%	76%	84%	48%	65%	76%	70%	73%	74%
At Meets Grade Level or Above	2019	54%	56%	45%	34%	46%	75%	39%	68%	67%	63%	27%	34%	46%	41%	42%	42%
	2018	51%	53%	42%	32%	42%	73%	38%	65%	48%	58%	26%	29%	43%	37%	40%	40%
At Masters Grade Level	2019	25%	27%	19%	11%	18%	50%	20%	43%	50%	37%	10%	11%	19%	17%	16%	16%
	2018	23%	25%	15%	10%	15%	44%	13%	36%	19%	33%	9%	11%	16%	13%	13%	13%
All Grades Social Studies																	
At Approaches Grade Level or																	
Above	2019	81%	82%	78%	73%	78%	91%	76%	89%	91%	88%	52%	64%	79%	74%	76%	74%
	2018	78%	80%	77%	74%	76%	91%	79%	88%	89%	85%	48%	63%	78%	72%	76%	70%
At Meets Grade Level or Above	2019	55%	58%	50%	44%	49%	76%	42%	72%	82%	67%	32%	31%	51%	47%	46%	43%
	2018	53%	56%	50%	44%	50%	78%	56%	66%	67%	65%	29%	29%	51%	46%	48%	40%
At Masters Grade Level	2019	33%	36%	27%	21%	26%	58%	21%	46%	36%	48%	13%	16%	28%	25%	24%	21%
	2018	31%	34%	26%	20%	26%	58%	21%	46%	44%	47%	10%	14%	27%	25%	24%	18%

Texas Academic Performance Report 2018-19 District Progress

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain -	Academi	ic Growth	Score by 0	Grade and	Subject												
Grade 4 ELA/Reading	2019 2018	61 63	62 64	57 62	56 63	57 61	72 68	48 80	63 64	* 90	61 65	52 60	63 67	57 61	60 64	56 61	54 60
Grade 4 Mathematics	2019 2018	65 65	67 67	68 70	62 65	68 71	80 76	75 55	82 80	* 80	66 73	63 65	70 67	67 70	69 72	67 70	69 72
Grade 5 ELA/Reading	2019 2018	81 80	83 82	85 86	81 82	86 87	86 88	81 79	86 88	100	84 77	77 81	82 80	86 86	84 85	85 85	88 89
Grade 5 Mathematics	2019 2018	83 81	85 82	84 83	84 83	84 83	88 84	88 77	94 91	100 *	89 78	82 85	79 81	84 83	85 85	84 83	84 84
Grade 6 ELA/Reading	2019 2018	42 47	46 50	40 44	38 39	39 45	53 60	44 36	61 50	*	48 43	37 41	36 47	40 45	40 43	38 42	39 45
Grade 6 Mathematics	2019 2018	54 56	58 60	46 48	46 49	44 47	65 61	50 35	69 59	*	51 53	45 53	42 54	45 47	48 53	44 47	42 46
Grade 7 ELA/Reading	2019 2018	77 76	78 77	75 76	71 69	76 77	80 80	85 83	81 86	*	76 73	67 68	66 72	76 77	72 72	74 76	75 77
Grade 7 Mathematics	2019 2018	63 67	65 69	61 64	55 59	62 65	67 61	65 75	69 69	*	61 68	55 63	52 60	61 64	59 63	60 63	62 65
Grade 8 ELA/Reading	2019 2018	77 79	78 80	77 80	76 80	76 79	86 83	72 72	84 87	*	85 85	69 71	76 78	76 80	77 79	76 80	76 79
Grade 8 Mathematics	2019 2018	84 81	84 80	85 82	84 83	85 82	88 78	80 83	90 79	*	84 73	78 76	86 89	85 82	84 83	85 82	85 82
End of Course English II	2019 2018	69 67	71 67	68 66	69 63	67 66	74 69	63 52	68 70	* 63	69 73	61 55	69 57	67 66	69 66	67 66	66 64
End of Course Algebra I	2019 2018	75 72	78 75	80 76	70 67	81 78	89 86	76 75	95 80	* 100	87 77	55 48	75 64	81 77	77 71	79 76	81 77
All Grades Both Subjects	2019 2018	69 69	71 71	70 71	66 67	70 71	77 75	68 68	78 76	78 80	71 70	62 65	68 69	70 71	70 70	69 70	70 72
All Grades ELA/Reading	2019 2018	68 69	70 70	68 70	65 66	69 71	75 74	64 69	73 74	70 77	70 70 69	61 64	67 69	69 71	68 69	68 70	70 72
All Grades Mathematics	2019 2018	70 70	72 72	71 71	68 68	71 71	80 76	71 67	83 78	88 85	72 71	63 66	69 69	71 71	71 72	70 70	71 71

Texas Academic Performance Report 2018-19 District Prior Year and Student Success Initiative

County Name: DALLAS District Number: 057905

District Name: DALLAS ISD

											Two or			
		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Studen	ts													
Sum of Grades 4-8														
Reading	2019 2018	41% 38%	41% 39%	41% 39%	36% 33%	43% 42%	44% 41%	43% 53%	36% 36%	* 83%	40% 38%	21% 22%	40% 39%	44% 42%
Mathematics	2019 2018	45% 47%	46% 47%	48% 48%	44% 41%	51% 50%	50% 49%	50% 45%	57% 46%	* *	45% 44%	30% 31%	48% 47%	51% 50%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level or	n First STAA 2019	AR Admini 78%	stration 80%	78%	62%	81%	89%	86%	74%	100%	81%	41%	76%	81%
Students Requiring Accelerated Instruction	2019	22%	20%	22%	38%	19%	11%	14%	26%	0%	19%	59%	24%	19%
STAAR Cumulative Met Standard	2019	86%	87%	85%	74%	87%	94%	91%	78%	100%	87%	51%	84%	87%
STAAR Non-Proficient Students Promoted by	Grade Place 2018	cement Co 97%	ommittee 96%	94%	96%	94%	89%	*	88%	*	*	99%	94%	93%
STAAR Met Standard (Non-Proficient in Previ Promoted to Grade 6	ous Year) 2019	9%	8%	7%	8%	6%	10%	*	10%	*	0%	4%	7%	6%
Retained in Grade 5	2019	63%	64%	64%	50%	73%	*	-	*	-	*	67%	64%	61%
Grade 5 Mathematics	First CTA	5 D. Al	- .											
Students Meeting Approaches Grade Level or	1 First 5 i A/ 2019	AR Admini 83%	stration 85%	82%	72%	85%	90%	86%	89%	80%	81%	50%	81%	84%
Students Requiring Accelerated Instruction	2019	17%	15%	18%	28%	15%	10%	14%	11%	20%	19%	50%	19%	16%
STAAR Cumulative Met Standard	2019	90%	90%	89%	82%	90%	93%	91%	91%	100%	90%	64%	88%	90%
STAAR Non-Proficient Students Promoted by	Grade Plac	cement Co	ommittee											
STAAR Met Standard (Non-Proficient in Previ	2018 ous Year)	97%	96%	93%	93%	94%	92%	*	81%	-	*	99%	93%	93%
Promoted to Grade 6 Retained in Grade 5	2019 2019	24% 65%	24% 60%	23% 56%	25% 50%	20% 63%	35% *	* -	64% *	-	10% *	15% 60%	23% 57%	21% 52%
Grade 8 Reading														
Students Meeting Approaches Grade Level or	n First STAA 2019	AR Admini 78%	stration 80%	70%	64%	71%	84%	76%	72%	*	81%	26%	69%	63%
Students Requiring Accelerated Instruction										*				
STAAR Cumulative Met Standard	2019	22%	20%	30%	36%	29%	16%	24%	28%		19%	74%	31%	37%
STAAR Non-Proficient Students Promoted by				79%	73%	80%	92%	81%	74%	*	84%	35%	78%	74%
STAAR Met Standard (Non-Proficient in Previ	2018 ous Year)	99%	99%	98%	98%	98%	100%	100%	95%	-	100%	99%	98%	98%
Promoted to Grade 9 Retained in Grade 8	2019 2019	13% 38%	13% 41%	12% 45%	10% 0%	13% 56%	11%	-	24%	-	*	3% *	12% 44%	13% 45%
inclained in Grade 0	2019	J070	4170	4370	U70	30%	-	-		-	-	•	4470	4570

Grade 8 Mathematics

Students Meeting Approaches Grade Level on First STAAR Administration

District Name: DALLAS ISD

Texas Academic Performance Report 2018-19 District Prior Year and Student Success Initiative

County Name: DALLAS District Number: 057905

											Two or			
					African			American		Pacific	More	Special	Econ	EL
		State	Region 10	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	(Current)
	2019	82%	84%	82%	76%	83%	90%	86%	88%	*	89%	44%	81%	80%
Students Requiring Accelerated Instruction														
, -	2019	18%	16%	18%	24%	17%	10%	14%	13%	*	11%	56%	19%	20%
STAAR Cumulative Met Standard														
	2019	88%	89%	88%	82%	89%	95%	90%	92%	*	92%	53%	87%	87%
STAAR Non-Proficient Students Promoted by	Grade Plac	ement Co	mmittee											
	2018	98%	98%	97%	98%	97%	100%	100%	93%	-	100%	99%	97%	97%
STAAR Met Standard (Non-Proficient in Previo	ous Year)													
Promoted to Grade 9	2019	50%	52%	61%	52%	65%	42%	*	80%	-	*	49%	60%	65%
Retained in Grade 8	2019	56%	53%	50%	*	60%	-	-	*	-	-	*	48%	53%

Texas Academic Performance Report 2018-19 District STAAR Performance

County Name: DALLAS
District Number: 057905

District Name: DALLAS ISD

Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 10	District	_	BE-Trans				ESL	ESL Content	ESL Pull-Out		LEP with Services	Total EL
STAAR Performance Rate by Subject and F All Grades All Subjects	Performance		Region 10	District	Luucatioi	ILANY EXIC	Late LXII	1WO-Way	One-way	LJL	Content	<u>r un-out</u>	<u> </u>	Services	<u> </u>
At Approaches Grade Level or Above	2019	78%	79%	73%	78%	67%	- *	80%	78%	67%	67%	59%	61%	72%	70%
At Meets Grade Level or Above	2018 2019	77% 50%	78% 53%	71% 44%	77% 49%	43% 0%	- *	73% 52%	78% 48%	62% 34%	62% 34%	62% 14%	62% 32%	68% 40%	68% 39%
At Masters Grade Level	2018 2019	48% 24%	51% 26%	41% 20%	46% 24%	5% 0%	* - *	40% 26%	46% 24%	29% 12%	29% 12%	0% 3%	34% 10%	36% 17%	36% 16%
All Grades ELA/Reading	2018	22%	24%	17%	22%	0%	•	17%	22%	9%	9%	0%	13%	15%	14%
At Approaches Grade Level or Above	2019	75%	76%	68%	77%	*	_	77%	77%	57%	57%	53%	53%	66%	64%
AcApproaches Grade Level of Above	2018	74%	75%	66%	77%	57%	*	70%	77%	52%	52%	50%	56%	62%	61%
At Meets Grade Level or Above	2019 2018	48% 46%	51% 49%	41% 38%	48% 46%	* 14%	- *	47% 39%	48% 47%	27% 22%	27% 22%	12% 0%	27% 30%	36% 32%	34% 32%
At Masters Grade Level	2019 2018	21% 19%	23% 22%	16% 15%	24% 23%	*	- *	22% 18%	24% 23%	8% 6%	8% 6%	0% 0%	6% 11%	14% 13%	13% 13%
All Grades Mathematics	2010	1370	22 /0	13 /0	2570	070		1070	2570	070	070	0 / 0	1170	1570	1370
At Approaches Grade Level or Above	2019	82%	84%	80%	84%	*	_	87%	83%	79%	79%	67%	74%	81%	81%
7 (7 Approaches Grade Level of 7 (bove	2018	81%	82%	77%	83%	67%	*	80%	83%	73%	73%	67%	70%	78%	77%
At Meets Grade Level or Above	2019	52%	55%	49%	52%	*	_	60%	51%	45%	45%	33%	42%	49%	48%
A CHICOLO GIAGO LOVOI OI ABOVO	2018	50%	52%	45%	51%	0%	*	48%	51%	38%	38%	0%	40%	44%	44%
At Masters Grade Level	2019 2018	26% 24%	30% 27%	24% 21%	29% 27%	*	- *	35% 22%	28% 27%	18% 14%	18% 14%	17% 0%	19% 18%	23% 20%	23% 20%
All Grades Writing	2010	2-770	27 70	2170	27 70	070		22 /0	27 70	1-70	1-70	0 70	1070	2070	2070
At Approaches Grade Level or Above	2019 2018	68% 66%	70% 68%	63% 60%	74% 69%	- *	- *	69% 67%	74% 69%	55% 49%	55% 49%	-	51% 52%	65% 60%	64% 59%
At Meets Grade Level or Above	2018 2019 2018	38% 41%	42% 44%	35% 35%	48% 43%	-	-	39% 39%	48% 43%	24% 21%	24% 21%	-	27% 30%	36% 33%	36% 33%
At Masters Grade Level	2018 2019 2018	14% 13%	17% 15%	13% 11%	19% 17%	-	-	12% 13%	20% 17%	7% 4%	7% 4%	-	9% 7%	14% 11%	13% 10%
All Grades Science	2010	1370	1570	1170	1770			1370	17 70	470	470	-	7 70	1170	1070
At Approaches Grade Level or Above	2019	81%	83%	76%	71%			78%	69%	75%	75%	80%	69%	73%	73%
At Approaches Grade Level of Above	2019	80%	81%	74%	71%	0%	-	73%	71%	71%	71%	80%	67%	73%	71%
At Meets Grade Level or Above	2019	54%	56%	45%	42%	-	-	54%	41%	37%	37%	0%	35%	39%	38%
At Marston Considert accord	2018	51%	53%	42%	32%	0%	-	35%	32%	36%	36%	0%	35%	34%	34%
At Masters Grade Level	2019 2018	25% 23%	27% 25%	19% 15%	19% 10%	- 0%	-	23% 8%	18% 10%	10% 10%	10% 10%	0% 0%	12% 11%	14% 10%	13% 10%
All Grades Social Studies															
At Approaches Grade Level or Above	2019 2018	81% 78%	82% 80%	78% 77%	63% 51%	- *	-	63% 52%	*	67% 63%	67% 63%	*	68% 65%	67% 63%	67% 63%
At Meets Grade Level or Above	2019	55%	58%	50% 50%	19% 17%	- *	-	19%	*	32%	32% 29%	*	34%	32%	32%
At Masters Grade Level	2018 2019 2018	53% 33% 31%	56% 36% 34%	27% 26%	6% 7%	-	- - -	17% 6% 7%	*	29% 12% 11%	29% 12% 11%	*	38% 17% 17%	29% 12% 11%	30% 12% 12%
School Progress Domain - Academic Grow	th Score														
All Grades Both Subjects	2019 2018	69% 69%	71% 71%	70% 71%	73% 76%	* 80%	- *	76% 72%	73% 76%	68% 68%	68% 68%	58% *	66% 69%	70% 71%	70% 71%
All Grades ELA/Reading	2018 2019 2018	68% 69%	70% 70%	68% 70%	70% 70% 74%	60%	-	72% 72% 72%	70% 70% 74%	70% 71%	70% 71%	*	65% 68%	70% 72%	69% 72%
All Grades Mathematics	2018 2019 2018	70% 70%	70% 72% 72%	70% 71% 71%	74% 76% 77%	* 100%	- *	72% 79% 73%	74% 76% 78%	66% 66%	66% 66%	*	69% 71%	72% 70% 70%	72% 70% 71%
Progress of Prior Year STAAR Non-Proficie	ent Students	(Percent	of Non-Profic	ient Pass	sing STAAI										
Reading	2019	41%	41%	41%	51%	-	-	45%	52%	41%	41%	*	35%	45%	44%

Texas Academic Performance Report 2018-19 District STAAR Performance

County Name: DALLAS

District Number: 057905

2018-19 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

					Bilingual E	BE-Trans	BE-Trans	BE-Dual	BE-Dual		ESL	ESL	LEP No	LEP with	Total
		State	Region 10	District	Education	Early Exi	t Late Exit	Two-Way	One-Way	ESL	Content	Pull-Out	Services	Services	EL
	2018	38%	39%	39%	48%	*	*	42%	48%	40%	40%	-	33%	43%	42%
Mathematics	2019	45%	46%	48%	52%	*	-	54%	52%	51%	51%	*	46%	52%	51%
	2018	47%	47%	48%	53%	*	-	42%	54%	49%	49%	-	46%	51%	50%

Texas Academic Performance Report 2018-19 District STAAR Participation

2019 STAAR Participation	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
(All Grades)													
All Tests Assessment Participant Included in Accountability Not Included in Accountability	99%	99%	97%	97%	97%	95%	97%	97%	94%	96%	98%	97%	98%
	94%	94%	91%	89%	92%	89%	77%	82%	81%	89%	93%	91%	90%
Mobile	4%	4%	4%	7%	3%	4%	10%	4%	4%	6%	4%	4%	3%
Other Exclusions	1%	1%	2%	1%	3%	1%	10%	12%	10%	1%	1%	2%	5%
Not Tested	1%	1%	3%	3%	3%	5%	3%	3%	6%	4%	2%	3%	2%
Absent	1%	0%	1%	2%	1%	1%	2%	0%	5%	1%	1%	1%	1%
Other	0%	0%	2%	1%	2%	4%	2%	3%	1%	3%	1%	2%	1%
2018 STAAR Participation (All Grades)													
All Tests Assessment Participant Included in Accountability Not Included in Accountability	99%	99%	97%	97%	97%	95%	97%	96%	99%	96%	97%	97%	98%
	94%	94%	91%	89%	93%	89%	91%	78%	89%	90%	92%	94%	92%
Mobile	4%	4%	4%	7%	3%	5%	5%	4%	10%	5%	4%	2%	3%
Other Exclusions	1%	1%	2%	1%	2%	1%	1%	15%	0%	0%	1%	1%	4%
Not Tested	1%	1%	3%	3%	3%	5%	3%	4%	1%	4%	3%	3%	2%
Absent	1%	1%	1%	2%	1%	1%	1%	1%	0%	0%	2%	1%	1%
Other	0%	0%	2%	1%	2%	4%	2%	3%	1%	3%	1%	2%	1%

Texas Academic Performance Report 2018-19 District Attendance, Graduation, and Dropout Rates

County Name: DALLAS District Number: 057905

				African			American		Pacific	Two or More	Special	Econ	EL
	State	Region 10	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	(Current)
Attendance Rate													
2017-18	95.4%	95.7%	95.3%	93.8%	95.8%	95.7%	94.9%	97.2%	93.1%	94.4%	94.1%	95.5%	96.2%
2016-17	95.7%	96.0%	95.6%	94.1%	96.0%	95.8%	94.9%	97.1%	95.5%	94.8%	94.0%	95.7%	96.4%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.4%	1.5%	2.0%	1.4%	1.7%	5.9%	0.8%	0.0%	0.6%	1.5%	1.3%	1.3%
2016-17	0.3%	0.4%	1.3%	1.4%	1.1%	2.1%	5.5%	1.4%	0.0%	1.9%	1.3%	1.1%	1.2%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	2.9%	3.3%	2.8%	2.2%	6.0%	3.9%	2.1%	2.2%	3.7%	2.5%	4.0%
2017-18	1.9%	2.0%	2.4%	2.4%	2.4%	2.1%	3.9%	4.4%	2.6%	1.4%		2.1%	3.6%
2016-17	1.9%	2.0%	2.4%	2.4%	2.4%	2.1%	3.9%	4.4%	2.0%	1.4%	3.0%	2.1%	3.6%
4-Year Longitudinal Rate (Gr 9-1 Class of 2018	2)												
Graduated	90.0%	88.8%	87.3%	85.8%	87.6%	89.7%	80.8%	86.8%	84.6%	90.9%	74.8%	88.7%	77.4%
Received TxCHSE	0.4%	0.2%	0.1%	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%
Continued HS	3.8%	4.8%	3.9%	4.3%	3.8%	2.5%	3.8%	6.0%	7.7%	2.3%	13.8%	3.6%	5.3%
Dropped Out	5.7%	6.1%	8.7%	9.6%	8.5%	7.8%	15.4%	7.2%	7.7%	6.8%	11.5%	7.6%	17.2%
Graduates and TxCHSE	90.4%	89.1%	87.4%	86.1%	87.7%	89.7%	80.8%	86.8%	84.6%	90.9%	74.8%	88.8%	77.6%
Graduates, TxCHSE,	30.470	03.170	07. 4 70	00.170	07.770	03.7 70	00.070	00.070	04.070	30.370	74.070	00.070	77.070
	94.3%	93.9%	91.3%	90.4%	91.5%	92.2%	84.6%	92.8%	92.3%	93.2%	88.5%	92.4%	82.8%
and Continuers Class of 2017	94.5%	93.9%	91.3%	90.4%	91.5%	92.2%	04.0%	92.0%	92.5%	93.2%	00.5%	92.4%	02.0%
Graduated	89.7%	88.8%	88.3%	86.7%	88.7%	90.5%	87.0%	85.6%	100.0%	85.4%	71.7%	89.3%	78.6%
Received TxCHSE	0.4%	0.2%	0.1%	0.1%	0.1%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
Continued HS	4.0%	5.1%	4.1%	5.3%	3.8%	1.6%	0.0%	5.8%	0.0%	7.3%	17.1%	3.8%	6.2%
Dropped Out	5.9%	5.9%	7.5%	7.9%	7.4%	7.5%	13.0%	8.6%	0.0%	7.3%	11.1%	6.9%	15.2%
Graduates and TxCHSE	90.1%	89.0%	88.4%	86.8%	88.8%	90.9%	87.0%	85.6%	100.0%	85.4%	71.7%	89.4%	78.6%
Graduates, TxCHSE,	30.170	03.070	00.470	00.070	00.070	30.570	07.070	05.070	100.070	05.470	7 1.7 70	03.470	70.070
and Continuers	94.1%	94.1%	92.5%	92.1%	92.6%	92.5%	87.0%	91.4%	100.0%	92.7%	88.9%	93.1%	84.8%
5-Year Extended Longitudinal R Class of 2017	ate (Gr 9-12	2)											
Graduated	92.0%	91.7%	91.2%	90.7%	91.3%	91.6%	87.0%	89.2%	100.0%	89.7%	83.9%	92.1%	83.1%
Received TxCHSE	0.6%	0.4%	0.3%	0.2%	0.2%	0.6%	0.0%	0.0%	0.0%	0.0%	0.3%	0.2%	0.2%
	1.1%	1.4%	0.5%	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	2.6%	3.1%	0.2%	0.2%
Continued HS													
Dropped Out	6.3%	6.5%	8.1%	8.5%	7.9%	7.8%	13.0%	10.8%	0.0%	7.7%	12.7%	7.3%	16.3%
Graduates and TxCHSE Graduates, TxCHSE,	92.6%	92.1%	91.4%	91.0%	91.6%	92.2%	87.0%	89.2%	100.0%	89.7%	84.2%	92.3%	83.3%
and Continuers Class of 2016	93.7%	93.5%	91.9%	91.5%	92.1%	92.2%	87.0%	89.2%	100.0%	92.3%	87.3%	92.7%	83.7%
Graduated	91.6%	91.2%	91.1%	90.1%	91.4%	93.0%	87.8%	87.5%	100.0%	89.8%	81.1%	91.9%	81.1%
Received TxCHSE	0.7%	0.4%	0.2%	0.1%	0.2%	1.1%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%	0.3%
Continued HS	1.2%	1.5%	0.8%	0.9%	0.9%	0.4%	0.0%	1.3%	0.0%	0.0%	7.1%	0.7%	1.3%
Dropped Out	6.6%	6.8%	7.8%	8.9%	7.5%	5.5%	12.2%	11.3%	0.0%	10.2%	11.6%	7.2%	17.3%
Graduates and TxCHSE	92.2%	91.7%	91.3%	90.2%	91.6%	94.0%	87.8%	87.5%	100.0%	89.8%	81.3%	92.0%	81.4%
Graduates, TxCHSE,	J∠.∠ /0	31.770	J 1.J /0	JU.2 /0	51.070	J-7.U /U	07.070	07.570	100.070	03.070	01.370	JZ.U /U	01.470
and Continuers	93.4%	93.2%	92.2%	91.1%	92.5%	94.5%	87.8%	88.8%	100.0%	89.8%	88.4%	92.8%	82.7%
6-Year Extended Longitudinal R Class of 2016	ate (Gr 9-12	2)											
Graduated	92.1%	92.0%	91.8%	90.7%	92.2%	93.6%	87.8%	87.5%	100.0%	89.8%	86.0%	92.5%	82.1%

Texas Academic Performance Report 2018-19 District Attendance, Graduation, and Dropout Rates

County Name: DALLAS District Number: 057905

										Two or			
				African			American		Pacific	More	Special	Econ	EL
	State	Region 10	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	(Current)
Received TxCHSE	0.8%	0.6%	0.3%	0.3%	0.3%	1.1%	0.0%	0.0%	0.0%	0.0%	0.2%	0.2%	0.4%
Continued HS	0.5%	0.6%	0.2%	0.2%	0.2%	0.2%	0.0%	0.6%	0.0%	0.0%	2.1%	0.2%	0.3%
Dropped Out	6.6%	6.9%	7.7%	8.8%	7.4%	5.1%	12.2%	11.9%	0.0%	10.2%	11.8%	7.1%	17.2%
Graduates and TxCHSE	92.9%	92.6%	92.1%	91.0%	92.5%	94.6%	87.8%	87.5%	100.0%	89.8%	86.1%	92.7%	82.5%
Graduates, TxCHSE,													
and Continuers	93.4%	93.1%	92.3%	91.2%	92.6%	94.9%	87.8%	88.1%	100.0%	89.8%	88.2%	92.9%	82.8%
Class of 2015													
Graduated	91.8%	91.7%	91.2%	89.3%	91.7%	93.3%	85.1%	89.8%	100.0%	90.6%	81.9%	91.6%	82.3%
Received TxCHSE	1.0%	0.8%	0.4%	0.6%	0.2%	0.8%	0.0%	0.0%	0.0%	3.1%	0.6%	0.3%	0.1%
Continued HS	0.6%	0.5%	0.4%	0.5%	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	4.7%	0.4%	0.5%
Dropped Out	6.7%	7.0%	8.1%	9.6%	7.6%	5.8%	14.9%	10.2%	0.0%	6.3%	12.9%	7.7%	17.0%
Graduates and TxCHSE	92.8%	92.4%	91.5%	89.9%	92.0%	94.0%	85.1%	89.8%	100.0%	93.8%	82.5%	91.9%	82.5%
Graduates, TxCHSE,												2 1.0 / 5	
and Continuers	93.3%	93.0%	91.9%	90.4%	92.4%	94.2%	85.1%	89.8%	100.0%	93.8%	87.1%	92.3%	83.0%
and continuers	33.370	33.070	31.370	30.170	32.170	31.270	03.170	03.070	100.070	33.070	07.170	32.370	03.070
4-Year Federal Graduation Rate	Without Fx	clusions (Gr 9.	12)										
Class of 2018	90.0%	88.8%	86.7%	84.7%	87.1%	89.5%	80.8%	84.3%	84.6%	88.9%	72.1%	88.2%	76.5%
Class of 2017	89.7%	88.8%	87.7%	85.8%	88.3%	90.2%	87.0%	83.8%	100.0%	85.4%	71.0%	88.9%	77.7%
0.033 0.2017	03.7 70	00.070	C 71770	03.070	00.570	30.270	67.670	03.070	100.070	03.170	7 1.0 70	00.570	,,,,,
RHSP/DAP Graduates (Longitue	dinal Rate)												
Class of 2018	68.5%	71.8%	72.0%	50.0%	76.7%	100.0%	_	100.0%	*	_	25.0%	72.1%	82.8%
Class of 2017	88.5%	88.6%	92.0%	87.7%	93.3%	91.0%	85.0%	100.0%	90.9%	94.3%	30.4%	92.0%	85.1%
0.000 0. 20 17	00.070	33.373	52.070	0, 1, 70	33.373	5 70	33.370		33.373	5 70	33.1,0	32.070	33.170
FHSP-E Graduates (Longitudina	al Rate)												
Class of 2018	5.0%	4.2%	1.9%	2.1%	1.9%	1.7%	0.0%	2.1%	0.0%	0.0%	8.6%	1.8%	3.2%
Class of 2017	6.0%	6.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
		,											
FHSP-DLA Graduates (Longitud	dinal Rate)												
Class of 2018	82.0%	82.4%	83.4%	80.0%	84.0%	85.8%	95.2%	92.1%	90.0%	75.0%	35.1%	83.2%	79.3%
Class of 2017	60.8%	52.2%	31.4%	12.5%	25.0%	100.0%	-	*	-	-	0.0%	22.2%	18.2%
RHSP/DAP/FHSP-E/FHSP-DLA	Graduates (Longitudinal R	ate)										
Class of 2018	86.8%	86.5%	85.2%	81.7%	85.8%	87.7%	95.2%	94.5%	81.8%	75.0%	43.3%	84.9%	82.6%
Class of 2017	85.9%	87.1%	91.7%	87.3%	93.1%	91.1%	85.0%	98.3%	90.9%	94.3%	30.1%	91.7%	84.5%
RHSP/DAP Graduates (Annual I	Rate)												
2017-18	37.7%	43.0%	36.0%	29.8%	38.0%	*	-	*	-	-	2.4%	36.8%	46.3%
2016-17	87.2%	87.1%	90.5%	85.5%	92.0%	90.0%	78.9%	98.4%	90.0%	94.1%	25.8%	90.6%	84.6%
FHSP-E Graduates (Annual Rat	e)												
2017-18	4.9%	4.2%	1.9%	2.2%	1.8%	1.6%	0.0%	3.4%	0.0%	0.0%	8.4%	1.8%	3.3%
2016-17	7.2%	7.5%	1.3%	0.0%	2.1%	0.0%	-	*	-	-	0.0%	1.5%	0.0%
FHSP-DLA Graduates (Annual F	Rate)												
2017-18	81.5%	82.1%	83.0%	79.5%	83.7%	84.2%	95.5%	89.9%	90.0%	73.8%	34.2%	82.9%	79.2%
2016-17	56.5%	43.6%	44.7%	38.9%	41.7%	87.5%	-	*	-	-	0.0%	43.1%	37.5%
RHSP/DAP/FHSP-E/FHSP-DLA	Graduates ((Annual Rate)											
2017-18	85.1%	84.7%	83.7%	80.3%	84.4%	85.4%	95.5%	92.7%	90.0%	73.8%	35.6%	83.5%	81.2%
2016-17	84.0%	84.6%	90.1%	85.0%	91.6%	89.9%	78.9%	96.8%	90.0%	94.1%	25.6%	90.1%	83.7%

District Name: DALLAS ISD County Name: DALLAS District Number: 057905

Texas Academic Performance Report 2018-19 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2017-18 Annual Graduates)				
Total Graduates	8,085	100.0%	347,893	100.0%
By Ethnicity:				
African American	1,724	21.3%	43,502	12.5%
Hispanic	5,693	70.4%	173,272	49.8%
White	443	5.5%	107,052	30.8%
American Indian	22	0.3%	1,226	0.4%
Asian	151	1.9%	15,589	4.5%
Pacific Islander	10	0.1%	528	0.2%
Two or More Races	42	0.5%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	121	1.5%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	68	0.8%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	1,277	15.8%	49,432	14.2%
Foundation H.S. Program (Endorsement)	149	1.8%	16,542	4.8%
Foundation H.S. Program (DLA)	6,470	80.0%	272,526	78.3%
Special Education Graduates	573	7.1%	25,962	7.5%
Economically Disadvantaged Graduates	6,658	82.4%	166,956	48.0%
LEP Graduates	1,594	19.7%	21,359	6.1%
At-Risk Graduates	3,814	47.2%	144,805	41.6%

Texas Academic Performance Report 2018-19 District College, Career, and Military Readiness (CCMR)

County Name: DALLAS District Number: 057905

				African			American		Pacific	Two or More	Special	Econ	EL
	State	Region 10	District	American	Hispanic	White	Indian	Asian	Islander	Races	. Ed	Disadv	(Current)
College, Career, and Military Read	dy Gradua	tes (Student A	chievement) ***									
College, Career, or Military Ready 2017-18	y (Annual G 65.5%	Graduates) 63.6%	56.5%	49.1%	56.3%	80.5%	59.1%	72.2%	90.0%	71.4%	68.4%	55.1%	44.6%
College Ready Graduates *** College Ready (Annual Graduates	5)												
2017-18	50.0%	49.5%	37.5%	24.1%	38.0%	73.4%	45.5%	56.3%	90.0%	61.9%	3.8%	34.7%	19.1%
TSI Criteria Graduates (Annual G English Language Arts	raduates)												
2017-18 Mathematics	58.2%	58.0%	48.7%	43.4%	47.0%	83.5%	40.9%	62.3%	90.0%	78.6%	6.8%	45.4%	17.4%
2017-18 Both Subjects	46.0%	44.1%	29.4%	20.8%	27.9%	67.7%	45.5%	57.0%	70.0%	54.8%	3.3%	26.2%	9.7%
2017-18	42.1%	41.3%	27.1%	19.5%	25.3%	67.0%	31.8%	53.6%	70.0%	52.4%	2.6%	23.8%	6.8%
Dual Course Credits (Annual Grad Any Subject	duates)												
2017-18	20.7%	16.7%	11.0%	10.3%	10.7%	15.8%	13.6%	13.2%	40.0%	19.0%	0.9%	10.3%	4.0%
2016-17	19.9%	15.3%	9.8%	7.7%	9.3%	25.0%	5.3%	4.0%	0.0%	17.6%	1.0%	8.4%	2.6%
AP/IB Met Criteria in Any Subject Any Subject	(Annual G	raduates)											
2017-18	20.4%	25.7%	21.8%	7.8%	22.6%	56.4%	31.8%	42.4%	60.0%	28.6%	1.6%	19.5%	13.7%
2016-17	20.1%	25.3%	21.2%	8.6%	21.7%	56.6%	21.1%	37.1%	30.0%	32.4%	1.4%	18.5%	13.3%
Associate's Degree Associate's Degree (Annual Gra	aduates)												
2017-18	1.4%	1.4%	1.7%	1.5%	1.8%	1.4%	0.0%	0.7%	0.0%	0.0%	0.0%	1.7%	0.7%
2016-17	0.8%	1.0%	2.3%	1.9%	2.6%	0.2%	0.0%	1.6%	0.0%	0.0%	0.0%	2.4%	0.7%
OnRamps Course Credits (Annua 2017-18	l Graduates	s) 1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates Career or Military Ready (Annual	Graduates')											
2017-18	28.7%	25.8%	27.8%	31.2%	27.8%	16.3%	20.5%	25.2%	40.0%	22.6%	67.5%	29.2%	29.2%
2016-17	13.2%	11.0%	13.5%	15.6%	13.2%	9.0%	10.5%	11.7%	30.0%	7.4%	41.3%	14.3%	14.8%
Approved Industry-Based Certifica	ation (Annu	ıal Graduates)											
2017-18	4.8%	3.0%	0.8%	0.2%	1.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.9%	0.9%	1.2%
2016-17	2.7%	1.5%	1.3%	0.9%	1.6%	0.4%	0.0%	1.6%	0.0%	0.0%	0.3%	1.4%	0.4%
Graduate with Completed IEP and													
2017-18	1.7%	1.7%	2.5%	3.8%	2.2%	1.4%	0.0%	1.3%	0.0%	2.4%	34.9%	2.7%	4.7%
2016-17	1.0%	1.2%	2.7%	4.8%	2.1%	1.8%	0.0%	0.0%	10.0%	0.0%	35.2%	2.9%	6.2%
CTE Coherent Sequence Courses						24.00/	40.00/	AE 70/	60.00/	40 50/	42 20/	40.00/	AE 00/
2017-18 2016-17	38.7% 17.3%	38.0% 15.3%	47.5% 19.3%	52.7% 20.0%	47.8% 19.5%	24.8% 13.4%	40.9% 21.1%	45.7% 21.8%	60.0% 50.0%	40.5% 14.7%	42.2% 18.6%	49.9% 20.5%	45.8% 17.1%
2010-17	17.5%	13.5%	13.5%	∠0.0%	19.5%	13.4%	∠1.1%	∠1.0%	50.0%	14./%	10.0%	∠∪.5%	17.1%

Texas Academic Performance Report 2018-19 District College, Career, and Military Readiness (CCMR)

County Name: DALLAS
District Number: 057905

			African		American		Pacific	Two or More	Special	Econ	n EL		
	State	Region 10	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	(Current)
U.S. Armed Forces Enlist	ment (Annual Grad	luates)											
2017-18	4.3%	2.2%	0.2%	0.0%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%
2016-17	2.2%	1.5%	0.8%	1.0%	0.9%	0.4%	0.0%	0.0%	0.0%	0.0%	0.7%	0.9%	0.7%
Graduates under an Adva	nced Degree Plan	and Identified a	s a current S	Special Educat	ion Student (An	nual Graduate	s)						
2017-18	2.6%	2.6%	2.1%	3.0%	1.9%	1.8%	0.0%	2.0%	10.0%	2.4%	29.7%	2.1%	3.0%
Graduates with Level I or	Level II Certificate	(Annual Gradua	ates)										
2017-18	0.6%	0.4%	0.3%	0.4%	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	0.2%	0.3%	0.1%
2016-17	0.5%	0.2%	0.3%	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.3%	0.0%

Texas Academic Performance Report 2018-19 District CCMR-Related Indicators

County Name: DALLAS District Number: 057905

				African			American		Pacific	Two or More	Special	Econ	EL
	ate	Region 10	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	(Current)
TSIA Results (Graduates >= Criterion) (Reading	(Annı	ual Graduates)											
2017-18 32.	1%	25.5%	20.4%	21.5%	20.8%	13.8%	13.6%	11.3%	50.0%	19.0%	2.8%	20.5%	8.5%
2016-17 23.4		15.5%	14.0%	12.6%	15.0%	9.2%	5.3%	7.3%	30.0%	8.8%	2.4%	14.1%	6.5%
Mathematics	+ /0	13.370	14.0 /0	12.070	13.070	9.2 /0	3.570	7.570	30.070	0.070	2.470	14.170	0.570
2017-18 23.7	70/2	16.7%	11.8%	9.0%	12.7%	10.4%	22.7%	11.9%	10.0%	9.5%	1.0%	11.8%	5.9%
2016-17 19.8		11.7%	10.5%	8.3%	11.5%	6.1%	15.8%	15.3%	30.0%	5.9%	1.7%	10.7%	5.5%
Both Subjects	0 /0	11.7 /0	10.5 /0	0.570	11.570	0.170	13.070	13.570	30.070	3.970	1.7 /0	10.7 /0	3.570
2017-18 18.	1%	12.2%	7.1%	6.3%	7.5%	4.7%	9.1%	4.0%	10.0%	4.8%	0.3%	7.2%	2.6%
2016-17 12.9		6.6%	4.9%	3.8%	5.4%	2.9%	5.3%	3.2%	30.0%	5.9%	0.9%	4.9%	2.0%
CTF Cohoront Somuna (Ameual Crade		`											
CTE Coherent Sequence (Annual Gradu) 62.0%	73.4%	76.3%	75.4%	20.00/	68.2%	69.20/	100.0%	61.9%	67.9%	76.5%	73.3%
2017-18 58.4 2016-17 50.5		53.4%	73.4% 66.4%	76.3% 67.7%	75.4% 69.1%	38.8% 35.5%	63.2%	68.2% 53.2%	90.0%	44.1%	67.9% 61.9%	76.5% 69.4%	73.3% 64.6%
2010-17 50.:	5 %	55.4%	00.4%	07.7%	09.1%	35.5%	03.2%	55.2%	90.0%	44.1%	61.9%	69.4%	04.0%
Completed and Received Credit for Col English Language Arts	lege I	Prep Courses (Annual Gra	aduates)									
	0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	8%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18 3.9	9%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	4%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2017-18 0.9	9%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2016-17 0.2	2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 1	1-12)												
All Subjects	00/	24.00/	20.00/	20.20/	40.40/	CO 20/	44 50/	EC 40/	EC 20/	46.60/	1-	20.20/	1-
2018 25.8 2017 26.2		31.8% 32.7%	39.9% 41.3%	30.2% 32.9%	40.4% 41.0%	68.2%	41.5% 35.4%	56.1% 59.2%	56.3% 65.2%	46.6% 50.6%	n/a n/a	38.2% 39.0%	n/a
	2%	32.7%	41.3%	32.9%	41.0%	72.0%	35.4%	59.2%	05.2%	50.6%	II/a	39.0%	n/a
English Language Arts 2018 15.3	20/	20.1%	25.9%	22.1%	24.7%	51.4%	20.20/	43.2%	31.3%	33.0%	/	24.3%	/
2018 15.3 2017 15.9		20.1% 21.5%	25.9% 29.2%	22.1% 25.2%	24.7% 27.4%	51.4% 60.7%	28.3% 20.8%	43.2% 45.9%	51.5% 56.5%	33.0% 40.0%	n/a n/a	24.3% 26.8%	n/a n/a
Mathematics	9%	21.5%	29.2%	25.2%	27.4%	60.7%	20.0%	45.9%	30.3%	40.0%	II/a	20.0%	II/a
	3%	9.7%	9.2%	5.5%	8.7%	23.4%	12 20/	31.6%	31.3%	13.6%	n/a	8.1%	2/2
	5% 2%	9.7%	9.2% 9.4%	5.5% 6.0%	8.7% 8.7%	23.4%	13.2% 12.5%	30.6%	31.3% 39.1%	11.8%	n/a n/a	8.3%	n/a n/a
Science 7.2	Z 70	9.070	5.4 70	0.0%	0.7 70	23.770	12.5%	30.0%	39.170	11.070	II/a	0.5%	II/a
2018 10.8	Q0/_	13.4%	16.7%	12.6%	15.3%	42.6%	24.5%	40.5%	56.3%	25.0%	n/a	14.6%	n/a
2017 10.6		14.3%	18.4%	13.9%	17.0%	45.9%	20.8%	39.8%	43.5%	30.6%	n/a	15.9%	n/a
Social Studies	<i>3</i> /0	14.570	10.470	13.570	17.070	45.570	20.070	33.070	45.570	30.070	Π/α	13.570	11/4
2018 14.5	50%	18.2%	22.5%	16.8%	22.3%	41.0%	26.4%	44.6%	25.0%	30.7%	n/a	21.4%	n/a
2017 14.5		19.6%	26.4%	21.1%	25.2%	54.0%	25.0%	47.3%	56.5%	37.6%	n/a	24.4%	n/a
2017	0 70	13.070	20.470	21.170	25.270	34.070	25.070	47.570	30.370	37.070	11/4	24.470	11/4
AP/IB Results (Examinees >= Criterion) All Subjects	(Gra	des 11-12)											
2018 50.7	7%	54.8%	32.6%	15.3%	31.6%	62.2%	40.9%	63.6%	55.6%	46.3%	n/a	28.4%	n/a
2017 49.		53.7%	32.2%	15.7%	30.9%	64.5%	58.8%	56.3%	66.7%	39.5%	n/a	27.9%	n/a
English Language Arts													
2018 42.5	5%	45.1%	18.3%	8.4%	13.4%	54.5%	20.0%	60.6%	60.0%	37.9%	n/a	12.1%	n/a
2017 41.3	3%	44.0%	18.4%	10.8%	12.3%	56.7%	30.0%	52.6%	30.8%	32.4%	n/a	11.6%	n/a
Mathematics													
2018 52.8	8%	60.2%	44.8%	36.6%	39.4%	64.7%	42.9%	75.3%	100.0%	58.3%	n/a	38.4%	n/a

Texas Academic Performance Report 2018-19 District CCMR-Related Indicators

County Name: DALLAS District Number: 057905

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disady	EL (Current)
2017	51.3%	58.4%	43.1%	31.7%	36.6%	69.4%	50.0%	80.0%	66.7%	30.0%	n/a	36.3%	n/a
Science	31.370	30.170	131170	31.770	30.070	03.170	30.070	00.070	00.7 70	30.070	11/4	30.370	11/4
2018	38.0%	43.5%	17.8%	8.1%	13.2%	40.7%	30.8%	48.7%	44.4%	27.3%	n/a	12.7%	n/a
2017	38.3%	41.9%	20.4%	9.2%	15.4%	47.2%	40.0%	53.8%	30.0%	30.8%	n/a	15.1%	n/a
Social Studies													
2018	44.6%	48.6%	18.6%	8.3%	13.6%	57.7%	28.6%	51.9%	*	37.0%	n/a	12.9%	n/a
2017	41.4%	46.2%	17.4%	7.8%	12.4%	51.7%	25.0%	48.9%	46.2%	31.3%	n/a	11.7%	n/a
SAT/ACT Results (Annual Gr Tested	aduates) ***												
2017-18	74.6%	79.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	n/a	100.0%	n/a
2016-17	73.5%	77.6%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	n/a	100.0%	n/a
At/Above Criterion													
2017-18	37.9%	41.3%	18.7%	12.9%	16.3%	60.8%	20.7%	44.1%	50.0%	42.6%	n/a	15.3%	n/a
Average SAT Score (Annual All Subjects	Graduates) ***												
2017-18	1036	1047	929	892	918	1141	935	1066	1094	1045	n/a	911	n/a
English Language Arts and Writing													
2017-18	521	525	466	453	459	583	454	525	545	530	n/a	457	n/a
Mathematics 2017-18	515	522	463	439	459	557	481	540	549	514	n/a	455	n/a
Average ACT Score (Annual All Subjects	Graduates) ***												
2017-18 English Language Arts	20.6	20.5	16.7	15.6	16.3	23.8	17.9	21.5	23.2	21.8	n/a	16.1	n/a
2017-18 Mathematics	20.3	20.0	15.9	14.9	15.3	24.4	17.2	20.7	22.8	22.2	n/a	15.2	n/a
2017-18 Science	20.6	20.6	17.3	16.2	17.0	22.5	19.0	22.0	23.8	20.7	n/a	16.8	n/a
2017-18	20.9	20.7	17.3	16.0	17.0	23.5	18.0	22.4	23.2	21.7	n/a	16.8	n/a

District Name: DALLAS ISD County Name: DALLAS

District Number: 057905

Texas Academic Performance Report 2018-19 District Other Postsecondary Indicators

										Two or			
				African			American		Pacific	More	Special	Econ	EL
	State	Region 10	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	(Current)
Advanced Dual-Credit Course	e Completion (Grades 9-12)											
Any Subject	•												
2017-18	43.4%	45.7%	45.5%	39.5%	45.4%	65.8%	45.1%	65.6%	54.8%	50.5%	15.2%	45.1%	29.2%
2016-17	37.1%	39.4%	38.0%	33.0%	37.1%	63.0%	38.3%	61.6%	55.6%	58.1%	10.2%	37.3%	19.6%
English Language Arts													
2017-18	17.3%	17.5%	18.0%	16.7%	17.1%	33.3%	20.4%	28.6%	16.2%	20.8%	2.8%	17.2%	6.8%
2016-17	16.8%	17.4%	18.9%	16.9%	18.1%	34.2%	14.3%	28.5%	36.1%	32.9%	4.3%	18.3%	7.5%
Mathematics													
2017-18	20.7%	21.8%	20.7%	17.7%	20.6%	30.5%	27.1%	38.1%	24.3%	21.9%	5.9%	20.5%	10.7%
2016-17	19.5%	20.4%	19.5%	17.7%	18.6%	31.9%	23.0%	39.0%	38.9%	24.8%	4.2%	19.1%	7.4%
Science													
2017-18	21.2%	21.9%	18.0%	14.2%	17.3%	36.1%	19.8%	38.5%	30.8%	25.4%	5.7%	17.0%	8.0%
2016-17	5.7%	7.3%	8.8%	6.9%	8.1%	21.5%	11.9%	22.1%	22.9%	16.7%	0.7%	8.1%	1.5%
Social Studies													
2017-18	22.8%	26.4%	24.4%	20.8%	23.3%	49.4%	27.7%	45.2%	35.1%	38.7%	2.9%	23.1%	9.7%
2016-17	21.8%	25.3%	22.4%	18.9%	20.6%	51.8%	22.3%	47.5%	45.7%	44.7%	1.9%	20.8%	6.4%
Graduates Enrolled in Texas I	nstitution of H	igher Educatio	n (TX IHE)										
2016-17	54.6%	54.1%	51.3%	54.2%	50.1%	50.7%	42.1%	63.7%	80.0%	52.9%	27.4%	51.2%	30.9%
2015-16	54.7%	53.7%	49.4%	52.4%	47.8%	51.9%	65.7%	61.1%	75.0%	42.2%	24.2%	48.6%	32.4%
Graduates in TX IHE Complet	ting One Year	Without Enroll	ment in a De	evelopmental	Education Cou	rse							
2016-17 ·	59.2%	58.5%	42.6%	29.6%	43.5%	73.8%	50.0%	58.1%	85.7%	50.0%	8.0%	39.8%	14.4%
2015-16	55.7%	53.7%	38.1%	28.2%	37.5%	70.8%	47.8%	64.0%	83.3%	40.0%	9.1%	35.4%	14.8%

Texas Academic Performance Report 2018-19 District Student Information

County Name: DALLAS District Number: 057905

	Di	State		
Student Information	Count	Percent	Count	Percent
Total Students	155,030	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	193	0.1%	15,122	0.3%
Pre-Kindergarten	12,756	8.2%	238,810	4.4%
Kindergarten	10,959	7.1%	373,435	6.9%
Grade 1	11,225	7.2%	386,567	7.1%
Grade 2	11,291	7.3%	387,490	7.2%
Grade 3	11,509	7.4%	395,637	7.3%
Grade 4	12,184	7.9%	411,805	7.6%
Grade 5	12,241	7.9%	417,388	7.7%
Grade 6	11,115	7.2%	417,587	7.7%
Grade 7	10,536	6.8%	406,716	7.5%
Grade 8	10,422	6.7%	404,933	7.5%
Grade 9	12,109	7.8%	436,449	8.1%
Grade 10	10,571	6.8%	400,571	7.4%
Grade 11	9,344	6.0%	372,899	6.9%
Grade 12	8,575	5.5%	350,991	6.5%
Ethnic Distribution:				
African American	34,082	22.0%	684,349	12.6%
Hispanic	107,897	69.6%	2,847,629	52.6%
White	8,755	5.6%	1,484,069	27.4%
American Indian	827	0.5%	20,362	0.4%
Asian	2,057	1.3%	242,247	4.5%
Pacific Islander	103	0.1%	8,254	0.2%
Two or More Races	1,309	0.8%	129,490	2.4%
Economically Disadvantaged	133,678	86.2%	3,283,812	60.6%
Non-Educationally Disadvantaged	21,352	13.8%	2,132,588	39.4%
Section 504 Students	6,619	4.3%	354,440	6.5%
English Learners (EL)	69,224	44.7%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	1,889	1.1%	75,963	1.4%
Students w/ Dyslexia	4,460	2.9%	194,074	3.6%
At-Risk	97,476	62.9%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	13,709		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	5,666	41.3%	221,426	42.4%
Students with Physical Disabilities	**	**	114,118	21.9%
Students with Autism	2,846	20.8%	71,373	13.7%
Students with Behavioral Disabilities	2,767	20.2%	107,604	20.6%
Students with Non-Categorical Early Childhood	*	*	7,387	1.4%

District Name: DALLAS ISD County Name: DALLAS District Number: 057905

Texas Academic Performance Report 2018-19 District Student Information

Student Information District State District State Retention Rates by Grade:		- Non-Special Educa	tion Rates -	- Special Education Rates -		
Note Class Count Count	Student Information					
Name	Datastias Datas by Cuaday					
Grade 1 2.6% 3.1% 3.1% 5.5% Grade 2 2.3% 1.8% 3.7% 2.3% Grade 3 1.6% 1.1% 1.7% 0.9% Grade 4 1.0% 0.5% 0.7% 0.6% Grade 5 1.1% 0.4% 1.4% 0.5% Grade 6 1.1% 0.4% 1.4% 0.5% Grade 8 1.2% 0.4% 1.0% 0.7% Grade 9 10.9% 7.2% 17.3% 12.7% Class Size Information District State Class Size Nerages by Grade and Subject (Derived from teacher responsibility records): Elementary: State Kindergarten 17.9 18.9 Grade 1 17.7 18.8 Grade 2 17.6 18.7 Grade 3 17.8 18.9 Grade 4 18.1 19.2 Grade 5 19.1 2.12 Grade 5 19.1 2.12		0.70/	1 70/	2.40/	C 20/	
Grade 2 2.3% 1.8% 3.7% 2.3% Grade 3 1.6% 1.1% 1.7% 0.9% Grade 4 1.0% 0.5% 0.6% 0.5% Grade 5 1.1% 0.5% 0.7% 0.6% Grade 6 1.1% 0.4% 1.4% 0.5% Grade 7 1.5% 0.6% 1.3% 0.6% Grade 8 1.2% 0.4% 1.0% 0.7% Grade 9 10.9% 7.2% 17.3% 12.7% Count Percent	•					
Grade 3						
Grade 4						
Class Size Information District State						
Grade 6						
Grade 7 1.5%						
Class Size Information District State						
District						
District						
Data Quality: Underreported Students 199 0.3% 6,321 0.3% Class Size Information District State Class Size Averages by Grade and Subject (Derived from teacher responsibility records): State Elementary: Kindergarten 17.9 18.9 Grade 1 17.7 18.8 Grade 2 17.6 18.7 Grade 3 17.8 18.9 Grade 4 18.1 19.2 Grade 5 19.1 21.2 Grade 6 12.4 20.4 Secondary: English/Language Arts 17.2 16.6 Foreign Languages 20.4 18.5 Mathematics 18.4 17.8 Science 18.7 18.5	Grade 9	10.9%	7.2%	17.3%	12.7%	
Data Quality: Underreported Students 199 0.3% 6,321 0.3% Class Size Information District State Class Size Averages by Grade and Subject (Derived from teacher responsibility records): Very Company of the content						
Data Quality: Underreported Students 199 0.3% 6,321 0.3% Class Size Information District State Class Size Averages by Grade and Subject (Derived from teacher responsibility records): State Elementary: Kindergarten 17.9 18.9 Grade 1 17.7 18.8 Grade 2 17.6 18.7 Grade 3 17.8 18.9 Grade 4 18.1 19.2 Grade 5 19.1 21.2 Grade 6 12.4 20.4 Secondary: English/Language Arts Foreign Languages 20.4 18.9 Mathematics 18.4 17.8 Science 18.7 18.9					tate	
Class Size Information District State Class Size Averages by Grade and Subject (Derived from teacher responsibility records): Very State		Count	Percent	Count	Percent	
Class Size Information District State Class Size Averages by Grade and Subject (Derived from teacher responsibility records): Very State						
Class Size Information District State Class Size Averages by Grade and Subject (Derived from teacher responsibility records): State Elementary: Image: Comparison of the control of the cont						
Class Size Averages by Grade and Subject (Derived from teacher responsibility records): Elementary: Kindergarten 17.9 18.9 Grade 1 17.7 18.8 Grade 2 17.6 18.7 Grade 3 17.8 18.9 Grade 4 18.1 19.2 Grade 5 19.1 21.2 Grade 6 19.1 21.2 Secondary: English/Language Arts 7.7 Foreign Languages 20.4 18.9 Mathematics 18.4 17.8 Science 18.7	Underreported Students	199	0.3%	6,321	0.3%	
Class Size Averages by Grade and Subject (Derived from teacher responsibility records): Elementary: Kindergarten 17.9 18.9 Grade 1 17.7 18.8 Grade 2 17.6 18.7 Grade 3 17.8 18.9 Grade 4 18.1 19.2 Grade 5 19.1 21.2 Grade 6 12.4 20.4 Secondary: English/Language Arts 17.2 16.6 Foreign Languages 20.4 18.9 Mathematics 18.4 17.8 Science 18.7 18.9						
Class Size Averages by Grade and Subject (Derived from teacher responsibility records): Elementary: Kindergarten 17.9 18.9 Grade 1 17.7 18.8 Grade 2 17.6 18.7 Grade 3 17.8 18.9 Grade 4 18.1 19.2 Grade 5 19.1 21.2 Grade 6 19.1 21.2 Secondary: English/Language Arts 7.7 Foreign Languages 20.4 18.9 Mathematics 18.4 17.8 Science 18.7						
Class Size Averages by Grade and Subject (Derived from teacher responsibility records): Elementary: Kindergarten 17.9 18.9 Grade 1 17.7 18.8 Grade 2 17.6 18.7 Grade 3 17.8 18.9 Grade 4 18.1 19.2 Grade 5 19.1 21.2 Grade 6 19.1 21.2 Secondary: English/Language Arts 7.7 Foreign Languages 20.4 18.9 Mathematics 18.4 17.8 Science 18.7						
(Derived from teacher responsibility records): Elementary: Kindergarten 17.9 18.9 Grade 1 17.7 18.8 Grade 2 17.6 18.7 Grade 3 17.8 18.9 Grade 4 18.1 19.2 Grade 5 19.1 21.2 Grade 6 12.4 20.4 Secondary: English/Language Arts 17.2 16.6 Foreign Languages 20.4 18.9 Mathematics 18.4 17.8 Science 18.7 18.9	Class Size Information		District		State	
(Derived from teacher responsibility records): Elementary: Kindergarten 17.9 18.9 Grade 1 17.7 18.8 Grade 2 17.6 18.7 Grade 3 17.8 18.9 Grade 4 18.1 19.2 Grade 5 19.1 21.2 Grade 6 12.4 20.4 Secondary: English/Language Arts 17.2 16.6 Foreign Languages 20.4 18.9 Mathematics 18.4 17.8 Science 18.7 18.9	Class Size Averages by Crade and Subject					
Elementary: Kindergarten Grade 1 Grade 2 Grade 3 Grade 3 Grade 4 Grade 5 Grade 5 Grade 6 Secondary: English/Language Arts Foreign Languages Mathematics Science 17.9 18.9 17.7 18.8 18.9 17.8 18.9 17.8 18.1 19.2 21.2 20.4 20.4 20.4 20.4 20.4 20.4 20.4 20						
Kindergarten 17.9 18.9 Grade 1 17.7 18.8 Grade 2 17.6 18.7 Grade 3 17.8 18.9 Grade 4 18.1 19.2 Grade 5 19.1 21.2 Grade 6 12.4 20.4 Secondary: English/Language Arts 17.2 16.6 Foreign Languages 20.4 18.9 Mathematics 18.4 17.8 Science 18.7 18.9	(Derived from teacher responsibility records):					
Kindergarten 17.9 18.9 Grade 1 17.7 18.8 Grade 2 17.6 18.7 Grade 3 17.8 18.9 Grade 4 18.1 19.2 Grade 5 19.1 21.2 Grade 6 12.4 20.4 Secondary: English/Language Arts 17.2 16.6 Foreign Languages 20.4 18.9 Mathematics 18.4 17.8 Science 18.7 18.9	Flementary:					
Grade 1 17.7 18.8 Grade 2 17.6 18.7 Grade 3 17.8 18.9 Grade 4 18.1 19.2 Grade 5 19.1 21.2 Grade 6 12.4 20.4 Secondary: English/Language Arts 17.2 16.6 Foreign Languages 20.4 18.9 Mathematics 18.4 17.8 Science 18.7 18.9			17.0		19.0	
Grade 2 17.6 18.7 Grade 3 17.8 18.9 Grade 4 18.1 19.2 Grade 5 19.1 21.2 Grade 6 12.4 20.4 Secondary: English/Language Arts 17.2 16.6 Foreign Languages 20.4 18.9 Mathematics 18.4 17.8 Science 18.7 18.9						
Grade 3 17.8 18.9 Grade 4 18.1 19.2 Grade 5 19.1 21.2 Grade 6 12.4 20.4 Secondary: English/Language Arts 17.2 16.6 Foreign Languages 20.4 18.9 Mathematics 18.4 17.8 Science 18.7 18.9						
Grade 4 18.1 19.2 Grade 5 19.1 21.2 Grade 6 12.4 20.4 Secondary: English/Language Arts 17.2 16.6 Foreign Languages 20.4 18.9 Mathematics 18.4 17.8 Science 18.7 18.9						
Grade 5 19.1 21.2 Grade 6 12.4 20.4 Secondary: English/Language Arts 17.2 16.6 Foreign Languages 20.4 18.9 Mathematics 18.4 17.8 Science 18.7 18.9						
Grade 6 12.4 20.4 Secondary: Foreign Language Arts 17.2 16.6 Foreign Languages 20.4 18.9 Mathematics 18.4 17.8 Science 18.7 18.9						
Secondary: 17.2 16.6 English/Language Arts 17.2 18.5 Foreign Languages 20.4 18.5 Mathematics 18.4 17.6 Science 18.7 18.9						
English/Language Arts 17.2 16.6 Foreign Languages 20.4 18.9 Mathematics 18.4 17.6 Science 18.7 18.9	Grade 6		12.4		20.4	
Foreign Languages 20.4 18.9 Mathematics 18.4 17.8 Science 18.7 18.9						
Mathematics 18.4 17.8 Science 18.7 18.9	English/Language Arts				16.6	
Mathematics 18.4 17.8 Science 18.7 18.9	Foreign Languages		20.4		18.9	
Science 18.7 18.9			18.4		17.8	
	Science					
	Social Studies		19.3		19.3	

Texas Academic Performance Report 2018-19 District Staff Information

County Name: DALLAS District Number: 057905

	Di	S	State	
Staff Information	Count	Percent	Count	Percent
Total Staff	20,427.2	100.0%	719,502.5	100.0%
Professional Staff:	13,299.6	65.1%	461,380.1	64.1%
Teachers	10,000.9	49.0%	358,450.1	49.8%
Professional Support	2,128.5	10.4%	72.848.5	10.1%
Campus Administration (School Leadership)	953.5	4.7%	21,812.7	3.0%
Central Administration	216.7	1.1%	8,268.8	1.1%
Educational Aides:	1,946.9	9.5%	74,292.4	10.3%
Auxiliary Staff:	5,180.7	25.4%	183,830.1	25.5%
Librarians & Counselors (Headcount): Librarians				
Full-time	180.0	n/a	4,414.0	n/a
Part-time	8.0	n/a	572.0	n/a
Counselors	0.0	II/a	372.0	11/4
Full-time	397.0	n/a	12,433.0	n/a
Part-time	2.0	n/a	1,097.0	n/a
Tax une	2.0	Tira	1,037.0	Tiva
Total Minority Staff:	15,769.3	77.2%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	3,405.4	34.1%	37,875.6	10.6%
Hispanic	3,084.5	30.8%	99,261.7	27.7%
White	2,907.2	29.1%	209,288.6	58.4%
American Indian	72.0	0.7%	1,236.1	0.3%
Asian	305.6	3.1%	6,037.0	1.7%
Pacific Islander	18.4	0.2%	676.7	0.2%
Two or More Races	207.8	2.1%	4,074.5	1.1%
Males	2,965.7	29.7%	85,138.1	23.8%
Females	7,035.2	70.3%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	290.4	2.9%	4,932.1	1.4%
Bachelors	7,049.8	70.5%	263,991.5	73.6%
Masters	2,543.3	25.4%	87,059.6	24.3%
Doctorate	117.5	1.2%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	869.2	8.7%	24,953.3	7.0%
1-5 Years Experience	3,719.9	37.2%	103,762.4	28.9%
6-10 Years Experience	1,607.7	16.1%	68,136.0	19.0%
11-20 Years Experience	2,498.2	25.0%	105,158.7	29.3%
Over 20 Years Experience	1,305.8	13.1%	56,439.7	15.7%
Number of Students per Teacher	15.5	n/a	15.1	n/a

Texas Academic Performance Report 2018-19 District Staff Information

County Name: DALLAS District Number: 057905

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.7	6.3
Average Years Experience of Principals with District	5.4	5.4
Average Years Experience of Assistant Principals	4.8	5.3
Average Years Experience of Assistant Principals with District	4.5	4.7
Average Years Experience of Teachers:	9.9	11.1
Average Years Experience of Teachers with District:	7.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$51,471	\$47,218
1-5 Years Experience	\$54,919	\$50,408
6-10 Years Experience	\$59,296	\$52,786
11-20 Years Experience	\$60,407	\$56,041
Over 20 Years Experience	\$65,016	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$58,012	\$54,122
Professional Support	\$71,640	\$64,069
Campus Administration (School Leadership)	\$76,687	\$78,947
Central Administration	\$96,338	\$103,400
Instructional Staff Percent:	63.8%	64.5%
Turnover Rate for Teachers:	19.1%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	1.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	1.0	411.6
Contracted Instructional Staff:	0.0	6,043.6

Texas Academic Performance Report 2018-19 District Staff Information

County Name: DALLAS District Number: 057905

District Name: DALLAS ISD

	Di	istrict	S	tate
Program Information	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	66,410	42.8%	1,066,099	19.7%
Career & Technical Education	36,630	23.6%	1,424,391	26.3%
Gifted & Talented Education	23,278	15.0%	436,361	8.1%
Special Education	13,709	8.8%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	396.1	4.0%	23,092.5	6.4%
Career & Technical Education	365.6	3.7%	17,483.0	4.9%
Compensatory Education	0.0	0.0%	9,548.1	2.7%
Gifted & Talented Education	196.0	2.0%	7,164.0	2.0%
Regular Education	7,505.2	75.0%	255,885.2	71.4%
Special Education	1,027.3	10.3%	32,449.2	9.1%
Other	510.8	5.1%	12,828.0	3.6%

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{&#}x27;?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.