2019-20 Texas Academic Performance Report

District Name: DALLAS ISD
Campus Name: THOMAS L MARSALIS EL
Campus Number: 057905183

2020 Accountability Rating: Not Rated: Declared State of Disaster
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year’s report is not updated.

### STAAR Performance Rates by Tested Grade, Subject, and Performance Level

<table>
<thead>
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<th>Grade 3 Reading</th>
<th>At Approaches Grade Level or Above</th>
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<td>22%</td>
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<td>8%</td>
<td>10%</td>
<td>7%</td>
<td>22%</td>
</tr>
</tbody>
</table>

| Grade 4 Reading   | At Approaches Grade Level or Above | 2019 | 75% | 69% | 68% | 65% | 77% | - | - | - | - | - | 60% | - | 66% | 71% | 64% | 63% |
|                   | At Meets Grade Level or Above      | 2018 | 73% | 66% | 58% | 50% | 77% | - | - | - | - | * | 29% | * | 56% | 63% | 53% | 87% |
|                   | At Masters Grade Level             | 2019 | 44% | 40% | 35% | 35% | 38% | - | - | - | - | - | 20% | - | 36% | 33% | 33% | 50% |
|                   |                                   | 2018 | 46% | 38% | 27% | 19% | 45% | - | - | - | - | - | 0%  | - | 26% | 29% | 27% | 40% |

| Grade 4 Mathematics | At Approaches Grade Level or Above | 2019 | 75% | 76% | 78% | 79% | 77% | - | - | - | - | - | 40% | - | 77% | 81% | 76% | 88% |
|                    | At Meets Grade Level or Above      | 2018 | 78% | 76% | 76% | 73% | 82% | - | - | - | - | - | 43% | - | 78% | 71% | 73% | 80% |
|                    | At Masters Grade Level             | 2019 | 48% | 47% | 42% | 38% | 54% | - | - | - | - | - | 0%  | - | 41% | 43% | 38% | 63% |
|                    |                                   | 2018 | 49% | 46% | 42% | 37% | 55% | - | - | - | - | - | 0%  | - | 40% | 46% | 42% | 47% |

| Grade 4 Writing    | At Approaches Grade Level or Above | 2019 | 67% | 66% | 68% | 63% | 85% | - | - | - | - | - | 20% | - | 66% | 71% | 66% | 88% |
|                    | At Meets Grade Level or Above      | 2018 | 63% | 61% | 54% | 46% | 73% | - | - | - | - | - | 0%  | - | 54% | 54% | 50% | 73% |
|                    | At Masters Grade Level             | 2019 | 35% | 38% | 29% | 21% | 62% | - | - | - | - | - | 0%  | - | 30% | 29% | 24% | 75% |
|                    |                                   | 2018 | 39% | 37% | 41% | 35% | 55% | - | - | - | - | - | 0%  | - | 40% | 42% | 38% | 47% |
Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

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<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed (Current)</th>
<th>Special Ed (Former)</th>
<th>Continuously Enrolled</th>
<th>Non-Continuously Enrolled</th>
<th>Econ Disadv</th>
<th>El (Current &amp; Monitored)</th>
</tr>
</thead>
</table>

**Grade 5 Reading**

- **At Approaches Grade Level or Above**
  - 2019: 86% 85% 85% 78% 100% - - - - - 50% - 85% 83% 82% 100%
  - 2018: 84% 82% 78% 72% 100% - - - - - 0% - 78% 77% 80% 100%
- **At Meets Grade Level or Above**
  - 2019: 54% 54% 56% 46% 81% - - - - - 0% - 57% 54% 50% 87%
  - 2018: 54% 52% 43% 34% 72% - - - - - 0% - 45% 36% 44% 71%
  - **At Masters Grade Level**
    - 2019: 29% 27% 25% 16% 48% - - - - - 0% - 28% 21% 24% 53%
    - 2018: 26% 25% 12% 8% 20% - - - - - 0% - 13% 9% 10% 29%

- **Grade 5 Mathematics**
  - **At Approaches Grade Level or Above**
    - 2019: 90% 89% 94% 98% 86% - - - - - 88% - 96% 92% 94% 87%
    - 2018: 91% 88% 89% 86% 100% - - - - - 60% - 90% 86% 87% 100%
  - **At Meets Grade Level or Above**
    - 2019: 58% 56% 54% 47% 78% - - - - - 0% - 60% 36% 56% 79%
    - 2018: 58% 56% 54% 47% 78% - - - - - 0% - 60% 36% 56% 79%
  - **At Masters Grade Level**
    - 2019: 36% 35% 32% 24% 52% - - - - - 0% - 30% 38% 31% 47%
    - 2018: 30% 29% 24% 19% 44% - - - - - 0% - 27% 18% 26% 36%

- **Grade 5 Science**
  - **At Approaches Grade Level or Above**
    - 2019: 75% 70% 80% 82% 76% - - - - - 38% - 81% 79% 77% 80%
    - 2018: 76% 70% 64% 60% 78% - - - - - 20% - 66% 59% 64% 71%
  - **At Meets Grade Level or Above**
    - 2019: 49% 43% 58% 56% 62% - - - - - 13% - 60% 54% 53% 60%
    - 2018: 41% 34% 20% 17% 28% - - - - - 0% - 22% 14% 19% 21%
  - **At Masters Grade Level**
    - 2019: 36% 35% 32% 24% 52% - - - - - 0% - 30% 38% 31% 47%
    - 2018: 30% 29% 24% 19% 44% - - - - - 0% - 27% 18% 26% 36%

- **All Grades All Subjects**
  - **At Approaches Grade Level or Above**
    - 2019: 78% 73% 79% 77% 84% - - - - - 100% 49% - 79% 80% 77% 85%
    - 2018: 77% 71% 72% 69% 81% - - - - - * 33% * 72% 73% 70% 80%
  - **At Meets Grade Level or Above**
    - 2019: 50% 44% 46% 41% 61% - - - - - * 67% 4% - 46% 48% 43% 66%
    - 2018: 48% 41% 38% 33% 53% - - - - - * 4% * 39% 38% 38% 50%
  - **At Masters Grade Level**
    - 2019: 24% 20% 22% 17% 36% - - - - - 0% 2% - 22% 21% 21% 39%
    - 2018: 22% 17% 13% 10% 23% - - - - - * 4% * 14% 12% 12% 22%

- **All Grades ELA/Reading**
  - **At Approaches Grade Level or Above**
    - 2019: 75% 68% 78% 74% 87% - - - - - * 47% - 77% 78% 75% 83%
    - 2018: 74% 66% 72% 69% 82% - - - - - * 29% * 70% 78% 70% 82%
  - **At Meets Grade Level or Above**
    - 2019: 48% 41% 46% 41% 58% - - - - - * 5% * 45% 49% 42% 66%
    - 2018: 46% 38% 37% 32% 53% - - - - - * 12% * 36% 40% 36% 53%
  - **At Masters Grade Level**
    - 2019: 21% 16% 23% 19% 37% - - - - - * 0% - 24% 21% 23% 46%
    - 2018: 19% 15% 14% 12% 22% - - - - - * 12% * 14% 13% 12% 24%

- **All Grades Mathematics**
  - **At Approaches Grade Level or Above**
    - 2019: 82% 80% 84% 83% 85% - - - - - * 63% - 84% 84% 83% 89%
    - 2018: 81% 77% 80% 79% 84% - - - - - * 53% * 81% 79% 79% 84%
  - **At Meets Grade Level or Above**
    - 2019: 52% 49% 48% 43% 63% - - - - - * 0% - 47% 50% 45% 66%
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<tr>
<td><strong>At Masters Grade Level</strong></td>
<td>2018</td>
<td>50%</td>
<td>45%</td>
<td>46%</td>
<td>41%</td>
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<thead>
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<td>2018 63 62 60 53 77 - - - - - - 57 - 57 67 58 90</td>
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<td>2018 65 70 70 63 86 - - - - - - 57 - 67 75 67 83</td>
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<tr>
<td>Grade 5 ELA/Reading</td>
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<tr>
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</tr>
<tr>
<td>2018 80 86 84 81 97 - - - - - - * - 85 83 84 100</td>
</tr>
<tr>
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<tr>
<td>2019 83 84 90 88 93 - - - - - - 100 - 86 98 89 90</td>
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<td>2018 81 83 84 88 72 - - - - - - * - 81 93 85 64</td>
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<tr>
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<td>2018 70 71 77 77 80 - - - - - - 73 - 75 83 77 74</td>
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Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year’s report is not updated.

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Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year’s report is not updated.

### STAAR Performance Rate by Subject and Performance Level

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#### School Progress Domain - Academic Growth Score

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#### Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)

- **Reading**
  - 2019: 41% 41% 47% 40%
  - 2018: 41% 41% 47% 40%
- **Mathematics**
  - 2019: 45% 48% 54% *
  - 2018: 47% 48% 52% *
Texas Education Agency  
Texas Academic Performance Report  
2019-20 Campus STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year’s report is not updated.

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<th>Special Ed</th>
<th>Econ Disadv</th>
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# Texas Education Agency
## Texas Academic Performance Report
### 2019-20 Campus Attendance, Graduation, and Dropout Rates

#### District Name: DALLAS ISD
#### Campus Name: THOMAS L MARSALIS EL
#### Campus Number: 057905183

Total Students: 459
Grade Span: EE - 05
School Type: Elementary

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<td>Graduates, TxCHSE, and Continuers</td>
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**Class of 2016**

Graduated 92.1% 91.8%  
Received TxCHSE 0.8% 0.3%  
Continued HS 0.5% 0.2%  
Dropped Out 6.6% 7.7%  
Graduates and TxCHSE 92.9% 92.1%  
Graduates, TxCHSE, and Continuers 93.4% 92.3%  

**4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)**

Class of 2019 90.0% 84.8%  
Class of 2018 90.0% 86.7%  

**RHSP/DAP Graduates (Longitudinal Rate)**

Class of 2019 73.3% 84.2%  
Class of 2018 68.5% 72.0%  

**FHSP-E Graduates (Longitudinal Rate)**

Class of 2019 4.2% 4.9%  
Class of 2018 5.0% 1.9%  

**FHSP-DLA Graduates (Longitudinal Rate)**

Class of 2019 83.5% 86.9%  
Class of 2018 82.0% 83.4%  

**RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)**

Class of 2019 87.6% 91.8%  
Class of 2018 86.8% 85.2%  

**RHSP/DAP Graduates (Annual Rate)**

2018-19 32.7% 6.0%  
2017-18 37.7% 36.0%  

**FHSP-E Graduates (Annual Rate)**

2018-19 4.4% 5.1%  
2017-18 4.9% 1.9%  

**FHSP-DLA Graduates (Annual Rate)**

2018-19 82.1% 86.0%  
2017-18 81.5% 83.0%  

**RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)**

2018-19 85.9% 90.6%  
2017-18 85.1% 83.7%  

---

District Name: DALLAS ISD  
Campus Name: THOMAS L MARSALIS EL  
Campus Number: 057905183  
Total Students: 459  
Grade Span: EE - 05  
School Type: Elementary  
Texas Education Agency  
Texas Academic Performance Report  
2019-20 Campus Attendance, Graduation, and Dropout Rates  
November 2020
## Graduates (2018-19 Annual Graduates)

<table>
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<tr>
<th>By Graduation Type</th>
<th>Campus Count</th>
<th>Campus Percent</th>
<th>District Count</th>
<th>State Count</th>
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## Texas Education Agency
### Texas Academic Performance Report
#### 2019-20 Campus College, Career, and Military Readiness (CCMR)

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<td>College, Career, or Military Ready (Annual Graduates)</td>
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<tr>
<td><strong>Career/Military Ready Graduates</strong></td>
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<td>Career or Military Ready (Annual Graduates)</td>
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Total Students: 459  
Grade Span: EE - 05  
School Type: Elementary
Texas Education Agency  
Texas Academic Performance Report  
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 459  
Grade Span: EE - 05  
School Type: Elementary

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CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

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U.S. Armed Forces Enlistment (Annual Graduates)

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Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)

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<td>2017-18</td>
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## Texas Education Agency
### Texas Academic Performance Report
#### 2019-20 Campus CCMR-Related Indicators

**District Name:** DALLAS ISD  
**Campus Name:** THOMAS L MARSALIS EL  
**Campus Number:** 057905183  
**Total Students:** 459  
**Grade Span:** EE - 05  
**School Type:** Elementary

### TSIA Results (Graduates >= Criterion) (Annual Graduates)

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| **Mathematics** |       |          |        |                  |          |       |                |       |                  |                   |            |             |              |
| 2018-19 | 24.7% | 12.7%    | -      | -                | -        | -     | -              | -     | -                | -                 | -          | -           | -            |
| 2017-18 | 23.7% | 11.8%    | -      | -                | -        | -     | -              | -     | -                | -                 | -          | -           | -            |

| **Both Subjects** |       |          |        |                  |          |       |                |       |                  |                   |            |             |              |
| 2018-19 | 18.8% | 8.3%     | -      | -                | -        | -     | -              | -     | -                | -                 | -          | -           | -            |
| 2017-18 | 18.1% | 7.1%     | -      | -                | -        | -     | -              | -     | -                | -                 | -          | -           | -            |

### CTE Coherent Sequence (Annual Graduates)

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### Completed and Received Credit for College Prep Courses (Annual Graduates)

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| **Mathematics** |       |          |        |                  |          |       |                |       |                  |                   |            |             |              |
| 2018-19 | 7.3%  | 0.0%     | -      | -                | -        | -     | -              | -     | -                | -                 | -          | -           | -            |
| 2017-18 | 2.6%  | 0.0%     | -      | -                | -        | -     | -              | -     | -                | -                 | -          | -           | -            |

| **Both Subjects** |       |          |        |                  |          |       |                |       |                  |                   |            |             |              |
| 2018-19 | 2.6%  | 0.0%     | -      | -                | -        | -     | -              | -     | -                | -                 | -          | -           | -            |
| 2017-18 | 0.9%  | 0.0%     | -      | -                | -        | -     | -              | -     | -                | -                 | -          | -           | -            |

### AP/IB Results (Participation) (Grades 11-12)

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| **Mathematics** |       |          |          |          |          |          |          |          |          |          |          |          |          |
| 2019     | 7.4%     | 9.6%     | -        | -        | -        | -      | -              | -     | -                | -                 | n/a         | n/a         | n/a         |
| 2018     | 7.3%     | 9.2%     | -        | -        | -        | -      | -              | -     | -                | -                 | n/a         | n/a         | n/a         |

| **Science** |       |          |          |          |          |          |          |          |          |          |          |          |          |
| 2019     | 10.4%    | 15.2%    | -        | -        | -        | -      | -              | -     | -                | -                 | n/a         | n/a         | n/a         |
| 2018     | 10.8%    | 16.7%    | -        | -        | -        | -      | -              | -     | -                | -                 | n/a         | n/a         | n/a         |

| **Social Studies** |       |          |          |          |          |          |          |          |          |          |          |          |          |
| 2019     | 13.9%    | 21.2%    | -        | -        | -        | -      | -              | -     | -                | -                 | n/a         | n/a         | n/a         |
| 2018     | 14.5%    | 22.5%    | -        | -        | -        | -      | -              | -     | -                | -                 | n/a         | n/a         | n/a         |

### AP/IB Results (Examinees >= Criterion) (Grades 11-12)

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| **Mathematics** |       |          |          |          |          |          |          |          |          |          |          |          |          |
| 2019     | 52.2%    | 41.5%    | -        | -        | -        | -      | -              | -     | -                | -                 | n/a         | n/a         | n/a         |
| 2018     |          |          |          |          |          |          |          |          |          |          |          |          |          |
## Texas Education Agency

**Texas Academic Performance Report**

**2019-20 Campus CCMR-Related Indicators**

**District Name:** DALLAS ISD  
**Campus Name:** THOMAS L MARSALIS EL  
**Campus Number:** 057905183  
**Total Students:** 459  
**Grade Span:** EE - 05  
**School Type:** Elementary

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### SAT/ACT Results (Annual Graduates)

- **Tested**
  - 2018-19: 75.0%  
  - 2017-18: 74.6%
- **At/Above Criterion for All Examinees**
  - 2018-19: 36.1%  
  - 2017-18: 37.9%

### Average SAT Score (Annual Graduates)

- **All Subjects**
  - 2018-19: 1027  
  - 2017-18: 1036
- **English Language Arts and Writing**
  - 2018-19: 517  
  - 2017-18: 521
- **Mathematics**
  - 2018-19: 510  
  - 2017-18: 515

### Average ACT Score (Annual Graduates)

- **All Subjects**
  - 2018-19: 20.6  
  - 2017-18: 20.6
- **English Language Arts**
  - 2018-19: 20.3  
  - 2017-18: 20.3
- **Mathematics**
  - 2018-19: 20.4  
  - 2017-18: 20.6
- **Science**
  - 2018-19: 20.8  
  - 2017-18: 20.9
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# Texas Education Agency
## Texas Academic Performance Report
### 2019-20 Campus Student Information

**District Name:** DALLAS ISD  
**Campus Name:** THOMAS L MARSALIS EL  
**Campus Number:** 057905183

| **Membership** |  | **Enrollment** |  |  |
|----------------|---------------|---------------|---------------|
| **Student Information** | **Count** | **Percent** | **District** | **State** | **Count** | **Percent** | **District** | **State** |
| **Total Students** | 459 | 100.0% | 153,784 | 5,479,173 | 459 | 100.0% | 153,861 | 5,493,940 |

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<th><strong>District</strong></th>
<th><strong>State</strong></th>
<th><strong>Campus</strong></th>
<th><strong>District</strong></th>
<th><strong>State</strong></th>
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<th><strong>State</strong></th>
<th><strong>Count</strong></th>
<th><strong>Percent</strong></th>
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<th><strong>State</strong></th>
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<th><strong>Percent</strong></th>
<th><strong>District</strong></th>
<th><strong>State</strong></th>
<th><strong>Count</strong></th>
<th><strong>Percent</strong></th>
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<td>2.3%</td>
<td>4</td>
<td>0.9%</td>
<td>5.8%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Migrant</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.3%</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Title I</td>
<td>459</td>
<td>100.0%</td>
<td>96.9%</td>
<td>65.1%</td>
<td>459</td>
<td>100.0%</td>
<td>96.9%</td>
<td>65.1%</td>
</tr>
<tr>
<td>Military Connected</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.3%</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>At-Risk</td>
<td>142</td>
<td>30.9%</td>
<td>65.2%</td>
<td>50.6%</td>
<td>142</td>
<td>30.9%</td>
<td>65.2%</td>
<td>50.5%</td>
</tr>
</tbody>
</table>
## Membership Information

<table>
<thead>
<tr>
<th>Instructional Program</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/ESL Education</td>
<td>73</td>
<td>15.9%</td>
<td>44.1%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Career &amp; Technical Education</td>
<td>0</td>
<td>0.0%</td>
<td>23.2%</td>
<td>27.6%</td>
</tr>
<tr>
<td>Career &amp; Technical Education (9-12 grades only)</td>
<td>0</td>
<td>0.0%</td>
<td>25.3%</td>
<td>50.8%</td>
</tr>
<tr>
<td>Gifted &amp; Talented Education</td>
<td>52</td>
<td>11.3%</td>
<td>14.3%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Special Education</td>
<td>32</td>
<td>7.0%</td>
<td>9.4%</td>
<td>10.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Primary Disability</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students with Disabilities</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Intellectual Disabilities</td>
<td>10</td>
<td>31.3%</td>
<td>41.2%</td>
<td>42.4%</td>
</tr>
<tr>
<td>Students with Physical Disabilities</td>
<td>**</td>
<td>**</td>
<td>16.3%</td>
<td>21.4%</td>
</tr>
<tr>
<td>Students with Autism</td>
<td>13</td>
<td>40.6%</td>
<td>23.1%</td>
<td>13.8%</td>
</tr>
<tr>
<td>Students with Behavioral Disabilities</td>
<td>*</td>
<td>*</td>
<td>19.4%</td>
<td>20.8%</td>
</tr>
<tr>
<td>Students with Non-Categorical Early Childhood</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

## Enrollment Information

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE - 05</td>
<td>459</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mobility (2018-19)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Mobile Students</td>
<td>94</td>
<td>23.2%</td>
</tr>
<tr>
<td>By Ethnicity:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>67</td>
<td>16.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18</td>
<td>4.4%</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>1.5%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Attrition (2018-19)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Student Attrition</td>
<td>114</td>
<td>28.6%</td>
</tr>
</tbody>
</table>

## Retention Rates by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Kindergarten Retention</th>
<th>Grade 1 Retention</th>
<th>Grade 2 Retention</th>
<th>Grade 3 Retention</th>
<th>Grade 4 Retention</th>
<th>Grade 5 Retention</th>
<th>Grade 6 Retention</th>
<th>Grade 7 Retention</th>
<th>Grade 8 Retention</th>
<th>Grade 9 Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.8%</td>
<td>3.1%</td>
<td>9.1%</td>
<td>2.9%</td>
<td>3.0%</td>
<td>0.0%</td>
<td>-</td>
<td>1.6%</td>
<td>1.0%</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Rates</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Kindergarten Retention</th>
<th>Grade 1 Retention</th>
<th>Grade 2 Retention</th>
<th>Grade 3 Retention</th>
<th>Grade 4 Retention</th>
<th>Grade 5 Retention</th>
<th>Grade 6 Retention</th>
<th>Grade 7 Retention</th>
<th>Grade 8 Retention</th>
<th>Grade 9 Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>-</td>
<td>2.3%</td>
<td>-</td>
<td>1.0%</td>
</tr>
</tbody>
</table>
### Class Size Information

<table>
<thead>
<tr>
<th>Grade</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>13.4</td>
<td>17.7</td>
<td>19.0</td>
</tr>
<tr>
<td>Grade 1</td>
<td>16.4</td>
<td>16.9</td>
<td>18.9</td>
</tr>
<tr>
<td>Grade 2</td>
<td>17.7</td>
<td>18.0</td>
<td>18.8</td>
</tr>
<tr>
<td>Grade 3</td>
<td>18.0</td>
<td>17.6</td>
<td>19.0</td>
</tr>
<tr>
<td>Grade 4</td>
<td>18.3</td>
<td>17.4</td>
<td>19.2</td>
</tr>
<tr>
<td>Grade 5</td>
<td>17.1</td>
<td>18.5</td>
<td>20.9</td>
</tr>
<tr>
<td>Grade 6</td>
<td>-</td>
<td>19.5</td>
<td>20.4</td>
</tr>
</tbody>
</table>

Secondary:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>-</td>
<td>17.3</td>
<td>16.4</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>-</td>
<td>20.8</td>
<td>18.7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-</td>
<td>19.0</td>
<td>17.8</td>
</tr>
<tr>
<td>Science</td>
<td>-</td>
<td>19.1</td>
<td>18.8</td>
</tr>
<tr>
<td>Social Studies</td>
<td>-</td>
<td>19.9</td>
<td>19.3</td>
</tr>
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</table>
## 2019-20 Campus Staff Information

### Staff Information

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Staff</td>
<td>43.9</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Professional Staff:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>31.0</td>
<td>70.6%</td>
<td>47.8%</td>
<td>49.4%</td>
</tr>
<tr>
<td>Professional Support</td>
<td>3.0</td>
<td>6.8%</td>
<td>10.8%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>3.0</td>
<td>6.8%</td>
<td>4.5%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Educational Aides:</td>
<td>6.9</td>
<td>15.8%</td>
<td>10.2%</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

#### Librarians & Counselors (Headcount):

<table>
<thead>
<tr>
<th>Role</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>1.0</td>
<td>n/a</td>
<td>169.0</td>
<td>4,373.0</td>
</tr>
<tr>
<td>Part-time</td>
<td>0.0</td>
<td>n/a</td>
<td>6.0</td>
<td>595.0</td>
</tr>
<tr>
<td>Librarians</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>1.0</td>
<td>n/a</td>
<td>414.0</td>
<td>12,901.0</td>
</tr>
<tr>
<td>Part-time</td>
<td>0.0</td>
<td>n/a</td>
<td>4.0</td>
<td>1,103.0</td>
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</tbody>
</table>

#### Total Minority Staff:

<table>
<thead>
<tr>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.9</td>
<td>95.5%</td>
<td>78.0%</td>
<td>51.1%</td>
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</tbody>
</table>

#### Teachers by Ethnicity and Sex:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>23.0</td>
<td>74.2%</td>
<td>33.5%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6.0</td>
<td>19.4%</td>
<td>31.7%</td>
<td>28.1%</td>
</tr>
<tr>
<td>White</td>
<td>0.0</td>
<td>0.0%</td>
<td>28.6%</td>
<td>57.7%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.7%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.0</td>
<td>0.0%</td>
<td>3.2%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1.0</td>
<td>3.2%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1.0</td>
<td>3.2%</td>
<td>2.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Males</td>
<td>4.0</td>
<td>12.9%</td>
<td>29.9%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Females</td>
<td>27.0</td>
<td>87.1%</td>
<td>70.1%</td>
<td>76.2%</td>
</tr>
</tbody>
</table>

#### Teachers by Highest Degree Held:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Degree</td>
<td>0.0</td>
<td>0.0%</td>
<td>3.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>24.0</td>
<td>77.4%</td>
<td>70.7%</td>
<td>73.4%</td>
</tr>
<tr>
<td>Masters</td>
<td>7.0</td>
<td>22.6%</td>
<td>25.0%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0.0</td>
<td>0.0%</td>
<td>1.3%</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

#### Teachers by Years of Experience:

<table>
<thead>
<tr>
<th>Experience</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>0.0</td>
<td>0.0%</td>
<td>8.1%</td>
<td>7.4%</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>9.0</td>
<td>29.0%</td>
<td>35.3%</td>
<td>27.9%</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>6.0</td>
<td>19.4%</td>
<td>18.1%</td>
<td>19.4%</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>10.0</td>
<td>32.3%</td>
<td>25.5%</td>
<td>29.4%</td>
</tr>
<tr>
<td>Over 20 Years Experience</td>
<td>6.0</td>
<td>19.4%</td>
<td>13.0%</td>
<td>15.9%</td>
</tr>
</tbody>
</table>

#### Number of Students per Teacher

<table>
<thead>
<tr>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.8</td>
<td>n/a</td>
<td>15.4</td>
<td>15.1</td>
</tr>
</tbody>
</table>
Texas Education Agency  
Texas Academic Performance Report  
2019-20 Campus Staff Information

**Staff Information**

<table>
<thead>
<tr>
<th>Experience of Campus Leadership:</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Years Experience of Principals</td>
<td>14.0</td>
<td>6.1</td>
<td>6.2</td>
</tr>
<tr>
<td>Average Years Experience of Principals with District</td>
<td>14.0</td>
<td>5.8</td>
<td>5.3</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals</td>
<td>14.0</td>
<td>4.6</td>
<td>5.3</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals with District</td>
<td>14.0</td>
<td>4.3</td>
<td>4.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Years Experience of Teachers:</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Years Experience of Teachers</td>
<td>12.5</td>
<td>10.0</td>
<td>11.1</td>
</tr>
<tr>
<td>Average Years Experience of Teachers with District</td>
<td>11.1</td>
<td>7.7</td>
<td>7.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Teacher Salary by Years of Experience (regular duties only):</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>-</td>
<td>$53,154</td>
<td>$49,868</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>$57,556</td>
<td>$56,667</td>
<td>$52,823</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>$63,558</td>
<td>$61,464</td>
<td>$55,756</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>$60,242</td>
<td>$63,019</td>
<td>$59,308</td>
</tr>
<tr>
<td>Over 20 Years Experience</td>
<td>$65,591</td>
<td>$66,464</td>
<td>$65,449</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Actual Salaries (regular duties only):</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>$61,139</td>
<td>$60,146</td>
<td>$57,091</td>
</tr>
<tr>
<td>Professional Support</td>
<td>$67,556</td>
<td>$76,337</td>
<td>$67,352</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>$87,197</td>
<td>$81,806</td>
<td>$82,512</td>
</tr>
</tbody>
</table>

| Instructional Staff Percent:                                      | n/a    | 62.8%    | 64.6%  |

| Contracted Instructional Staff (not incl. above):                 | 0.0    | 0.0      | 6,309.0|
Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Program Information

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/ESL Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>3.9%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Career &amp; Technical Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>3.5%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Compensatory Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Gifted &amp; Talented Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>2.7%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Regular Education</td>
<td>29.7</td>
<td>95.8%</td>
<td>74.6%</td>
<td>70.9%</td>
</tr>
<tr>
<td>Special Education</td>
<td>1.3</td>
<td>4.2%</td>
<td>9.8%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0</td>
<td>0.0%</td>
<td>5.5%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

^ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
* Indicates results are masked due to small numbers to protect student confidentiality.
** Indicates that when only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.