2019-20 Texas Academic Performance Report

District Name:  DALLAS ISD
Campus Name: WILLIAM HAWLEY ATWELL LAW ACADEMY
Campus Number:  057905042

2020 Accountability Rating:  Not Rated: Declared State of Disaster
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.
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### STAAR Performance Rates by Tested Grade, Subject, and Performance Level

#### Grade 6 Reading
- **At Approaches Grade Level or Above**
  - 2019: 68% 59% 44% 43% 47% 47% * * - - * - 27% * 49% 35% 44% 40%
  - 2018: 69% 58% 51% 51% 50% * - - - - * - 33% 29% 49% 49% 57% 48% 47%
- **At Meets Grade Level or Above**
  - 2019: 37% 29% 15% 14% 16% * * - - * - 23% * 17% 11% 15% 15%
  - 2018: 39% 30% 20% 17% 24% * - - - - * - 33% 14% 21% 16% 20% 25%
- **At Masters Grade Level**
  - 2019: 18% 12% 6% 4% 10% * * - - * - 15% * 8% 3% 6% 10%
  - 2018: 19% 12% 7% 5% 11% * - - - - * - 19% 14% 7% 7% 7% 9%

#### Grade 6 Mathematics
- **At Approaches Grade Level or Above**
  - 2019: 81% 76% 65% 66% 64% * * - - * - 35% * 67% 61% 65% 59%
  - 2018: 77% 69% 59% 54% 72% * - - - - * - 37% 57% 61% 56% 60% 75%
- **At Meets Grade Level or Above**
  - 2019: 47% 40% 20% 16% 27% * * - - * - 31% * 24% 11% 19% 29%
  - 2018: 44% 36% 23% 21% 29% * - - - - * - 23% 14% 26% 17% 24% 31%
- **At Masters Grade Level**
  - 2019: 21% 17% 3% 2% 7% * * - - * - 8% * 5% 0% 3% 10%
  - 2018: 18% 13% 7% 5% 11% * - - - - * - 20% 0% 7% 6% 7% 11%

#### Grade 7 Reading
- **At Approaches Grade Level or Above**
  - 2019: 76% 67% 57% 57% 53% * * - - - - - 40% 17% 59% 51% 57% 55%
  - 2018: 74% 65% 53% 52% 56% - * - - - - - 52% * 58% 45% 53% 60%
- **At Meets Grade Level or Above**
  - 2019: 49% 40% 32% 27% 37% * - - - - - 30% 17% 36% 22% 32% 36%
  - 2018: 48% 37% 27% 23% 34% * - - - - - 48% * 30% 21% 27% 33%
- **At Masters Grade Level**
  - 2019: 29% 22% 15% 13% 18% * * - - - - - 27% 0% 19% 8% 15% 19%
  - 2018: 29% 20% 13% 11% 19% - * - - - - - 26% * 17% 5% 15% 16%

#### Grade 7 Mathematics
- **At Approaches Grade Level or Above**
  - 2019: 75% 60% 51% 45% 58% * * - - - - - 40% 20% 50% 52% 51% 59%
  - 2018: 72% 56% 37% 32% 47% - * - - - - - 41% * 41% 30% 38% 51%
- **At Meets Grade Level or Above**
  - 2019: 43% 24% 19% 16% 24% * * - - - - - 23% 0% 23% 10% 19% 22%
  - 2018: 40% 20% 17% 16% 17% - * - - - - - 38% * 20% 12% 18% 15%
- **At Masters Grade Level**
  - 2019: 17% 6% 5% 3% 11% * * - - - - - 20% 0% 8% 1% 5% 7%
  - 2018: 18% 5% 5% 5% 6% - * - - - - - 12% * 7% 1% 6% 5%

#### Grade 7 Writing
- **At Approaches Grade Level or Above**
  - 2019: 70% 60% 43% 39% 47% * * - - - - - 38% 17% 49% 33% 43% 49%
  - 2018: 69% 59% 52% 53% 49% - * - - - - - 54% * 50% 57% 50% 47%
- **At Meets Grade Level or Above**
  - 2019: 42% 32% 17% 15% 21% - * - - - - - 24% 0% 20% 11% 17% 17%
  - 2018: 43% 33% 25% 25% 22% - * - - - - - 42% * 25% 25% 25% 16%
- **At Masters Grade Level**
  - 2019: 18% 13% 6% 6% 6% * * - - - - - 21% 0% 8% 3% 6% 4%
  - 2018: 15% 10% 7% 6% 9% - * - - - - - 17% * 9% 3% 7% 2%
Texas Education Agency  
Texas Academic Performance Report  
2019-20 Campus STAAR Performance  

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| Grade 8 Reading<sup>a</sup> | At Approaches Grade Level or Above | 2019 | 86% | 80% | 69% | 70% | 67% | * | * | - | - | - | * | 43% | 40% | 73% | 62% | 69% | 69% | 62% |
|----------------------------|-----------------------------------|------|-----|-----|-----|-----|-----|---|---|---|---|---|---|-----|-----|-----|-----|-----|-----|-----|-----|
|                            | At Meets Grade Level or Above     | 2018 | 86% | 76% | 69% | 69% | 67% | * | - | - | - | - | * | 80% | * | 65% | 76% | 68% | 69% |
|                            | At Masters Grade Level            | 2019 | 55% | 43% | 31% | 33% | 27% | * | * | - | - | - | * | 29% | 0% | 33% | 27% | 30% | 25% |
|                            |                                   | 2018 | 49% | 37% | 27% | 25% | 31% | * | - | - | - | - | * | 40% | * | 29% | 24% | 27% | 29% |
| Grade 8 Mathematics<sup>a</sup> | At Approaches Grade Level or Above | 2019 | 88% | 89% | 80% | 80% | 81% | * | * | - | - | - | - | 51% | 83% | 83% | 75% | 81% | 81% |
|                            | At Meets Grade Level or Above     | 2018 | 86% | 85% | 74% | 75% | 68% | * | - | - | - | - | * | 21% | * | 75% | 71% | 73% | 70% |
|                            | At Masters Grade Level            | 2019 | 57% | 57% | 44% | 47% | 38% | * | - | - | - | - | * | 34% | 33% | 49% | 35% | 44% | 39% |
| Grade 8 Science            | At Approaches Grade Level or Above | 2019 | 81% | 76% | 71% | 71% | 74% | * | * | - | - | - | - | 50% | 20% | 74% | 64% | 71% | 72% |
|                            | At Meets Grade Level or Above     | 2018 | 76% | 67% | 47% | 46% | 50% | * | - | - | - | - | - | 32% | * | 46% | 47% | 46% | 52% |
|                            | At Masters Grade Level            | 2019 | 51% | 39% | 36% | 36% | 38% | * | * | - | - | - | - | 38% | 0% | 41% | 28% | 36% | 39% |
| Grade 8 Social Studies      | At Approaches Grade Level or Above | 2019 | 69% | 63% | 59% | 60% | 56% | * | * | - | - | - | - | 39% | 20% | 64% | 52% | 59% | 53% |
|                            | At Meets Grade Level or Above     | 2018 | 65% | 61% | 43% | 43% | 45% | * | - | - | - | - | - | 21% | * | 44% | 40% | 42% | 41% |
|                            | At Masters Grade Level            | 2019 | 37% | 28% | 18% | 20% | 14% | * | - | - | - | - | - | 33% | 0% | 20% | 14% | 18% | 14% |
| End of Course Algebra I     | At Approaches Grade Level or Above | 2019 | 21% | 14% | 8% | 10% | 4% | * | * | - | - | - | - | * | 18% | 0% | 11% | 4% | 8% | 4% |
|                            | At Meets Grade Level or Above     | 2018 | 21% | 15% | 7% | 5% | 13% | * | - | - | - | - | - | 0% | * | 8% | 8% | 8% | 11% |

| All Grades All Subjects     | At Approaches Grade Level or Above | 2019 | 85% | 85% | 100% | 100% | 100% | - | - | - | - | - | - | - | - | 100% | * | 100% | * |
|                            | At Meets Grade Level or Above     | 2018 | 83% | 81% | 100% | 100% | 100% | - | - | - | - | - | - | - | - | - | 100% | * | 100% | 100% |
|                            | At Masters Grade Level            | 2019 | 61% | 62% | 83% | 75% | 100% | - | - | - | - | - | - | - | - | - | 87% | * | 82% | * |
|                            |                                   | 2018 | 55% | 54% | 65% | 56% | 75% | - | - | - | - | - | - | - | - | - | 69% | * | 67% | 71% |
|                            | At Masters Grade Level            | 2019 | 37% | 40% | 39% | 33% | 50% | - | - | - | - | - | - | - | - | - | 40% | * | 41% | * |
|                            |                                   | 2018 | 32% | 31% | 29% | 22% | 38% | - | - | - | - | - | - | - | - | - | 31% | * | 27% | 43% |

<sup>a</sup> State, District, and Campus scores are not available for 2019-20 due to the cancellation of STAAR assessment due to COVID-19.
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| School Progress Domain - Academic Growth Score by Grade and Subject | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade 6 ELA/Reading | 2019 | 42 | 40 | 28 | 28 | 24 | * | - | - | * | - | - | 38 | * | 32 | 21 | 28 | 11 |
| | 2018 | 47 | 44 | 33 | 33 | 31 | * | - | - | - | * | 34 | 17 | 29 | 31 | 43 | 31 | 26 |
| Grade 6 Mathematics | 2019 | 54 | 46 | 39 | 37 | 41 | * | - | - | - | * | - | 37 | * | 37 | 42 | 39 | 38 |
| | 2018 | 56 | 48 | 41 | 41 | 40 | * | - | - | - | - | * | 41 | 43 | 39 | 46 | 40 | 40 |
| Grade 7 ELA/Reading | 2019 | 77 | 75 | 71 | 69 | 73 | * | - | - | - | - | * | 69 | 67 | 75 | 63 | 71 | 72 |
| | 2018 | 76 | 76 | 66 | 62 | 75 | - | * | - | - | - | * | 80 | * | 70 | 59 | 67 | 84 |
| Grade 7 Mathematics | 2019 | 62 | 61 | 53 | 48 | 62 | * | - | - | - | * | - | 62 | 20 | 54 | 52 | 53 | 57 |
| | 2018 | 67 | 64 | 55 | 53 | 59 | - | * | - | - | - | * | 50 | * | 56 | 54 | 55 | 66 |
| Grade 8 ELA/Reading | 2019 | 77 | 77 | 73 | 76 | 66 | * | - | - | - | - | * | 71 | 80 | 72 | 76 | 73 | 58 |
| | 2018 | 79 | 80 | 81 | 79 | 86 | * | - | - | - | - | * | 81 | * | 82 | 80 | 81 | 89 |
| Grade 8 Mathematics | 2019 | 82 | 83 | 85 | 85 | 85 | * | - | - | - | * | - | 77 | 83 | 88 | 79 | 85 | 82 |
| | 2018 | 81 | 82 | 82 | 82 | 80 | * | - | - | - | - | * | 76 | * | 85 | 76 | 80 | 81 |
| End of Course Algebra I | 2019 | 75 | 80 | 91 | 88 | 100 | - | - | - | - | - | - | 93 | * | 91 | * |
| | 2018 | 72 | 76 | 82 | 78 | 88 | - | - | - | - | - | - | 85 | * | 83 | 86 |
| All Grades Both Subjects | 2019 | 69 | 70 | 60 | 57 | 64 | 75 | 88 | - | * | - | 92 | 61 | 58 | 61 | 57 | 60 | 62 |
| | 2018 | 69 | 71 | 60 | 59 | 63 | 93 | - | - | - | - | 63 | 56 | 48 | 60 | 61 | 60 | 67 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 58 | 56 | 62 | 86 | - | - | - | * | - | * | 61 | 57 | 61 | 54 | 58 | 61 |
| | 2018 | 69 | 70 | 61 | 59 | 69 | * | - | - | - | - | * | 62 | 36 | 61 | 62 | 60 | 76 |
| All Grades Mathematics | 2019 | 70 | 71 | 61 | 58 | 66 | 64 | * | - | - | * | - | * | 60 | 60 | 61 | 59 | 61 | 63 |
| | 2018 | 70 | 71 | 60 | 60 | 59 | * | - | - | - | - | * | 52 | 58 | 60 | 60 | 59 | 61 |
Total Students: 796
Grade Span: 06 - 08
School Type: Middle

Progress of Prior-Year Non-Proficient Students

<table>
<thead>
<tr>
<th>Sum of Grades 4-8</th>
<th>State</th>
<th>District</th>
<th>African</th>
<th>American</th>
<th>Hispanic</th>
<th>White</th>
<th>American</th>
<th>Indian</th>
<th>Asian</th>
<th>Pacific</th>
<th>Islander</th>
<th>Two or More Races</th>
<th>Special Ed</th>
<th>Econ Disadv</th>
<th>EL (Current)</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
<td>2019</td>
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<td>41%</td>
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<td>2018</td>
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<tr>
<td>Mathematics</td>
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<td>2018</td>
<td>47%</td>
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<td>38%</td>
<td>44%</td>
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</tbody>
</table>

Student Success Initiative

**Grade 5 Reading**

<table>
<thead>
<tr>
<th>STAAR Met Standard (Non-Proficient in Previous Year)</th>
<th>Promoted to Grade 6</th>
<th>2019</th>
<th>9%</th>
<th>7%</th>
<th>13%</th>
<th>11%</th>
<th>22%</th>
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<th>0%</th>
<th>13%</th>
<th>17%</th>
</tr>
</thead>
</table>

**Grade 5 Mathematics**

<table>
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<tr>
<th>STAAR Met Standard (Non-Proficient in Previous Year)</th>
<th>Promoted to Grade 6</th>
<th>2019</th>
<th>24%</th>
<th>23%</th>
<th>22%</th>
<th>23%</th>
<th>20%</th>
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<th>11%</th>
<th>22%</th>
<th>14%</th>
</tr>
</thead>
</table>

**Grade 8 Reading**

| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 2019 | 78% | 70% | 60% | 61% | 59% | * | * | - | - | - | - | - | 19% | 60% | 55% |
|-----------------------------------------------------------------------|------|------|-----|-----|-----|-----|-----|---|---|---|---|----|----|----|----|----|----|----|
| Students Requiring Accelerated Instruction                             | 2018 | 99%  | 98% | 100%| 100%| 100%| -   | - | - | - | - | 100%| 100%| 100%|
| STAAR Cumulative Met Standard                                          | 2019 | 88%  | 88% | 79% | 79% | 79% | *   | * | - | - | * | 73% | 24% | 27% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee    | 2018 | 98%  | 97% | 100%| 100%| 100%| -   | - | - | - | - | 100%| 100%| 100%|

**Grade 8 Mathematics**

| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 2019 | 82% | 82% | 76% | 76% | 78% | * | * | - | - | - | - | 27% | 76% | 73% |
|-----------------------------------------------------------------------|------|------|-----|-----|-----|-----|-----|---|---|---|---|----|----|----|----|----|----|
| Students Requiring Accelerated Instruction                             | 2018 | 88%  | 88% | 79% | 79% | 79% | *   | * | - | - | - | 35% | 79% | 77% |
| STAAR Cumulative Met Standard                                          | 2018 | 98%  | 97% | 100%| 100%| 100%| -   | - | - | - | - | 100%| 100%| 100%|
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### STAAR Performance Rate by Subject and Performance Level

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>Education Early Exit</th>
<th>Late Exit</th>
<th>Two-Way</th>
<th>One-Way</th>
<th>ESL</th>
<th>ESL Content</th>
<th>ESL Pull-Out</th>
<th>LEP No Services</th>
<th>LEP with Services</th>
<th>Total EL</th>
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<tr>
<td>At Approaches Grade Level or Above</td>
<td>2019</td>
<td>78%</td>
<td>73%</td>
<td>61%</td>
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<td>At Meets Grade Level or Above</td>
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<tr>
<td>At Masters Grade Level</td>
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<td><strong>All Grades Mathematics</strong></td>
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<td><strong>All Grades Writing</strong></td>
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<tr>
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<td>-</td>
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<tr>
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<tr>
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### School Progress Domain - Academic Growth Score

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<th>Campus</th>
<th>Education Early Exit</th>
<th>Late Exit</th>
<th>Two-Way</th>
<th>One-Way</th>
<th>ESL</th>
<th>ESL Content</th>
<th>ESL Pull-Out</th>
<th>LEP No Services</th>
<th>LEP with Services</th>
<th>Total EL</th>
</tr>
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</tr>
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<td>At Approaches Grade Level orAbove</td>
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<td>69%</td>
<td>70%</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>60%</td>
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<td>-</td>
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<td>-</td>
<td>-</td>
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<td>69%</td>
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<td><strong>All Grades ELA/Reading</strong></td>
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<tr>
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<td>-</td>
<td>-</td>
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<td>58%</td>
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</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>69%</td>
<td>70%</td>
<td>61%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>78%</td>
<td>78%</td>
<td>-</td>
<td>55%</td>
</tr>
<tr>
<td><strong>All Grades Mathematics</strong></td>
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</tr>
<tr>
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<td>2019</td>
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<td>71%</td>
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</tbody>
</table>
Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Bilingual BE-Trans</th>
<th>BE-Dual Early Exit</th>
<th>BE-Dual Late Exit</th>
<th>BE-Dual Two-Way</th>
<th>BE-Dual One-Way</th>
<th>ESL Content</th>
<th>ESL Pull-Out</th>
<th>LEP No Services</th>
<th>LEP with Services</th>
<th>Total EL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
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<td>60%</td>
<td>-</td>
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<td>62%</td>
<td>62%</td>
<td>54%</td>
<td>62%</td>
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Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)

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<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>41%</td>
<td>38%</td>
<td>30%</td>
<td>33%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
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</tr>
<tr>
<td>Mathematics</td>
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<td>45%</td>
<td>46%</td>
<td>46%</td>
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<td>50%</td>
<td>50%</td>
<td>50%</td>
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</tbody>
</table>

Total Students: 796
Grade Span: 06 - 08
(Current EL Students)
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.

<table>
<thead>
<tr>
<th>2019 STAAR Participation</th>
<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</th>
<th>Econ Disadv</th>
<th>EL (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Participant</td>
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<td>98%</td>
<td>98%</td>
<td>97%</td>
<td>100%</td>
<td>100%</td>
<td>-</td>
<td>*</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
<td>96%</td>
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<td>Included in Accountability</td>
<td>94%</td>
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<td>83%</td>
<td>81%</td>
<td>89%</td>
<td>83%</td>
<td>100%</td>
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<td>*</td>
<td>61%</td>
<td>84%</td>
<td>85%</td>
<td>88%</td>
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<tr>
<td>Not Included in Accountability Mobile</td>
<td>4%</td>
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<td>-</td>
<td>*</td>
<td>39%</td>
<td>15%</td>
<td>12%</td>
<td>7%</td>
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<td>Not Included in Accountability Other Exclusions</td>
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<td>0%</td>
<td>0%</td>
<td>-</td>
<td>*</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Not Tested</td>
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<td>3%</td>
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<td>-</td>
<td>*</td>
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<td>0%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Absent</td>
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<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>-</td>
<td>*</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
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</tr>
<tr>
<td>Other</td>
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<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>-</td>
<td>*</td>
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<td>2%</td>
<td>3%</td>
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<table>
<thead>
<tr>
<th>2018 STAAR Participation (All Grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Tests</td>
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</tr>
<tr>
<td>Included in Accountability</td>
</tr>
<tr>
<td>Not Included in Accountability Mobile</td>
</tr>
<tr>
<td>Not Included in Accountability Other Exclusions</td>
</tr>
<tr>
<td>Not Tested</td>
</tr>
<tr>
<td>Absent</td>
</tr>
<tr>
<td>Other</td>
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</tbody>
</table>
# Texas Academic Performance Report

## 2019-20 Campus Attendance, Graduation, and Dropout Rates

**District Name:** DALLAS ISD  
**Campus Name:** WILLIAM HAWLEY ATWELL LAW ACADEMY  
**Campus Number:** 057905042  
**Total Students:** 796  
**Grade Span:** 06 - 08  
**School Type:** Middle

### Attendance Rate

<table>
<thead>
<tr>
<th>Year</th>
<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</th>
<th>Econ Disadv</th>
<th>EL (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>95.4%</td>
<td>94.9%</td>
<td>93.2%</td>
<td>93.0%</td>
<td>94.1%</td>
<td>90.3%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>92.0%</td>
<td>93.3%</td>
<td>94.5%</td>
</tr>
<tr>
<td>2017-18</td>
<td>95.4%</td>
<td>95.3%</td>
<td>92.5%</td>
<td>92.0%</td>
<td>94.1%</td>
<td>82.8%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>92.0%</td>
<td>92.9%</td>
<td>94.8%</td>
</tr>
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</table>

### Annual Dropout Rate (Gr 7-8)

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<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</th>
<th>Econ Disadv</th>
<th>EL (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>0.4%</td>
<td>1.1%</td>
<td>1.6%</td>
<td>0.9%</td>
<td>3.4%</td>
<td>0.0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>0.0%</td>
<td>1.2%</td>
<td>4.1%</td>
</tr>
<tr>
<td>2017-18</td>
<td>0.4%</td>
<td>1.5%</td>
<td>4.1%</td>
<td>4.0%</td>
<td>3.4%</td>
<td>22.2%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>0.0%</td>
<td>3.2%</td>
<td>3.4%</td>
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</table>

### Annual Dropout Rate (Gr 9-12)

<table>
<thead>
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<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</th>
<th>Econ Disadv</th>
<th>EL (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>1.9%</td>
<td>3.3%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2017-18</td>
<td>1.9%</td>
<td>2.9%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
</tr>
</tbody>
</table>

### 4-Year Longitudinal Rate (Gr 9-12)

#### Class of 2019

- Graduated: 90.0%  
- Received TxCHSE: 0.5%  
- Continued HS: 3.7%  
- Dropped Out: 5.9%  
- Graduates and TxCHSE: 90.4%  
- Graduates, TxCHSE, and Continuers: 94.1%

#### Class of 2018

- Graduated: 90.0%  
- Received TxCHSE: 0.4%  
- Continued HS: 3.8%  
- Dropped Out: 5.7%  
- Graduates and TxCHSE: 90.4%  
- Graduates, TxCHSE, and Continuers: 94.3%

### 5-Year Extended Longitudinal Rate (Gr 9-12)

#### Class of 2018

- Graduated: 92.2%  
- Received TxCHSE: 0.6%  
- Continued HS: 1.1%  
- Dropped Out: 6.1%  
- Graduates and TxCHSE: 92.8%  
- Graduates, TxCHSE, and Continuers: 93.9%

#### Class of 2017

- Graduated: 92.0%  
- Received TxCHSE: 0.6%  
- Continued HS: 1.1%  
- Dropped Out: 6.3%  
- Graduates and TxCHSE: 92.6%  
- Graduates, TxCHSE, and Continuers: 93.7%

### 6-Year Extended Longitudinal Rate (Gr 9-12)

#### Class of 2017

- Graduated: 92.4%
<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</th>
<th>Econ Disadv</th>
<th>EL (Current)</th>
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<tbody>
<tr>
<td>Received TxCHSE</td>
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<td>0.4%</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Continued HS</td>
<td>0.6%</td>
<td>0.1%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dropped Out</td>
<td>6.3%</td>
<td>8.1%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduates and TxCHSE</td>
<td>93.2%</td>
<td>91.8%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduates, TxCHSE, and Continuers</td>
<td>93.7%</td>
<td>91.9%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**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% | - | - | - | - | - | - | - | - | - | - |
### Texas Education Agency

**Texas Academic Performance Report**

**2019-20 Campus Graduation Profile**

**District Name:** DALLAS ISD  
**Campus Name:** WILLIAM HAWLEY ATWELL LAW ACADEMY  
**Campus Number:** 057905042  
**Total Students:** 796  
**Grade Span:** 06 - 08  
**School Type:** Middle

---

#### Graduates (2018-19 Annual Graduates)

<table>
<thead>
<tr>
<th>Graduates</th>
<th>Campus Count</th>
<th>Campus Percent</th>
<th>District Count</th>
<th>State Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Graduates</td>
<td>-</td>
<td>-</td>
<td>8,293</td>
<td>355,615</td>
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<tr>
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</tr>
<tr>
<td>African American</td>
<td>-</td>
<td>-</td>
<td>1,781</td>
<td>43,953</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>5,886</td>
<td>180,673</td>
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<tr>
<td>White</td>
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<td>-</td>
<td>438</td>
<td>105,577</td>
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<tr>
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<td>21</td>
<td>1,293</td>
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<td>3</td>
<td>537</td>
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<td>-</td>
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<td>7,018</td>
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<td>By Graduation Type:</td>
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<td>Minimum H.S. Program</td>
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<td>47</td>
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<td>Recommended H.S. Program/Distinguished Achievement Program</td>
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<td>606</td>
<td>27,598</td>
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<td>Economically Disadvantaged Graduates</td>
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<td>6,353</td>
<td>186,364</td>
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<td>At-Risk Graduates</td>
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<td>146,432</td>
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### Texas Education Agency

**Texas Academic Performance Report**

**2019-20 Campus College, Career, and Military Readiness (CCMR)**

#### College, Career, and Military Ready Graduates (Student Achievement)

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<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</th>
<th>Econ Disadv</th>
<th>EL (Current)</th>
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<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**College, Career, or Military Ready (Annual Graduates)**

- 2018-19: 72.9% (60.5%)
- 2017-18: 65.5% (56.5%)

#### College Ready Graduates

<table>
<thead>
<tr>
<th>College Ready (Annual Graduates)</th>
<th>2018-19</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>53.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>39.9%</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

#### TSI Criteria Graduates (Annual Graduates)

**English Language Arts**

- 2018-19: 60.7% (48.2%)
- 2017-18: 58.2% (48.7%)

**Mathematics**

- 2018-19: 48.6% (29.7%)
- 2017-18: 46.0% (29.4%)

**Both Subjects**

- 2018-19: 44.2% (27.6%)
- 2017-18: 42.1% (27.1%)

#### Dual Course Credits (Annual Graduates)

<table>
<thead>
<tr>
<th>Any Subject</th>
<th>2018-19</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23.1%</td>
<td>20.7%</td>
</tr>
<tr>
<td></td>
<td>13.8%</td>
<td>11.0%</td>
</tr>
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</table>

#### AP/IB Met Criteria in Any Subject (Annual Graduates)

<table>
<thead>
<tr>
<th>Any Subject</th>
<th>2018-19</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21.1%</td>
<td>20.4%</td>
</tr>
<tr>
<td></td>
<td>23.4%</td>
<td>21.8%</td>
</tr>
</tbody>
</table>

#### Associate's Degree

<table>
<thead>
<tr>
<th>Associate's Degree (Annual Graduates)</th>
<th>2018-19</th>
<th>2017-18</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1.9%</td>
<td>1.4%</td>
</tr>
<tr>
<td></td>
<td>3.0%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

#### OnRampsCourse Credits (Annual Graduates)

<table>
<thead>
<tr>
<th>2018-19</th>
<th>2017-18</th>
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</thead>
<tbody>
<tr>
<td>2.3%</td>
<td>1.0%</td>
</tr>
<tr>
<td>0.2%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

#### Career/Military Ready Graduates

<table>
<thead>
<tr>
<th>Career or Military Ready (Annual Graduates)</th>
<th>2018-19</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40.4%</td>
<td>28.7%</td>
</tr>
<tr>
<td></td>
<td>31.9%</td>
<td>27.8%</td>
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</table>

#### Approved Industry-Based Certification (Annual Graduates)

<table>
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<th>2017-18</th>
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</thead>
<tbody>
<tr>
<td>10.7%</td>
<td>4.8%</td>
</tr>
<tr>
<td>1.7%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

#### Graduate with Completed IEP and Workforce Readiness (Annual Graduates)
## Texas Education Agency

### Texas Academic Performance Report

#### 2019-20 Campus College, Career, and Military Readiness (CCMR)

**District Name:** DALLAS ISD  
**Campus Name:** WILLIAM HAWLEY ATWELL LAW ACADEMY  
**Campus Number:** 057905042  
**Total Students:** 796  
**Grade Span:** 06 - 08  
**School Type:** Middle

### Grade Span: 06 - 08

<table>
<thead>
<tr>
<th></th>
<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</th>
<th>Econ Disadv</th>
<th>EL (Current)</th>
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<tbody>
<tr>
<td><strong>2018-19</strong></td>
<td>2.3%</td>
<td>2.3%</td>
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<tr>
<td><strong>2017-18</strong></td>
<td>1.7%</td>
<td>2.5%</td>
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</table>

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

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<th>2017-18</th>
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<tbody>
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<td>CTE</td>
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<td>38.7%</td>
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<tr>
<td>CTE</td>
<td>53.1%</td>
<td>47.5%</td>
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**U.S. Armed Forces Enlistment (Annual Graduates)**

<table>
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<tr>
<th></th>
<th>2018-19</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Armed Forces</td>
<td>5.0%</td>
<td>4.3%</td>
</tr>
<tr>
<td>U.S. Armed Forces</td>
<td>0.3%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

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

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<th></th>
<th>2018-19</th>
<th>2017-18</th>
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</thead>
<tbody>
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<td>Graduates</td>
<td>2.7%</td>
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</tr>
<tr>
<td>Graduates</td>
<td>3.1%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

**Graduates with Level I or Level II Certificate (Annual Graduates)**

<table>
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<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Graduates</td>
<td>0.9%</td>
<td>0.3%</td>
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</tbody>
</table>
## Texas Education Agency

### Texas Academic Performance Report

#### 2019-20 Campus CCMR-Related Indicators

**District Name:** DALLAS ISD  
**Campus Name:** WILLIAM HAWLEY ATWELL LAW ACADEMY  
**Total Students:** 796  
**Grade Span:** 06 - 08  
**School Type:** Middle

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

<table>
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<th>State</th>
<th>District</th>
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<th>Hispanic</th>
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<th>Two or More Races</th>
<th>Special Ed</th>
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<th>EL (Current)</th>
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<tr>
<td>2018-19</td>
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<tr>
<td>2017-18</td>
<td>32.1%</td>
<td>20.4%</td>
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</tr>
<tr>
<td><strong>Mathematics</strong></td>
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<td>2017-18</td>
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### CTE Coherent Sequence (Annual Graduates)

<table>
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<th>State</th>
<th>District</th>
<th>Campus</th>
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<th>Hispanic</th>
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<th>Two or More Races</th>
<th>Special Ed</th>
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<tbody>
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<tr>
<td><strong>2017-18</strong></td>
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<td>73.4%</td>
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### Completed and Received Credit for College Prep Courses (Annual Graduates)

#### English Language Arts

<table>
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<th>State</th>
<th>District</th>
<th>Campus</th>
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<th>White</th>
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<th>Special Ed</th>
<th>Econ Disadv</th>
<th>EL (Current)</th>
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</tr>
<tr>
<td><strong>2017-18</strong></td>
<td>2.0%</td>
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</tr>
<tr>
<td><strong>Mathematics</strong></td>
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<tr>
<td>2017-18</td>
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</tr>
<tr>
<td><strong>Both Subjects</strong></td>
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</tr>
<tr>
<td>2018-19</td>
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### AP/IB Results (Participation) (Grades 11-12)

#### All Subjects

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<th>White</th>
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<th>Asian</th>
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<th>Special Ed</th>
<th>Econ Disadv</th>
<th>EL (Current)</th>
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#### English Language Arts

<table>
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#### Science

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<th>White</th>
<th>American Indian</th>
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<th>Pacific Islander</th>
<th>Two or More Races</th>
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</tr>
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### AP/IB Results (Examinees >= Criterion) (Grades 11-12)

#### All Subjects

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#### Mathematics

<table>
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<th>White</th>
<th>American Indian</th>
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<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed</th>
<th>Econ Disadv</th>
<th>EL (Current)</th>
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### SAT/ACT Results (Annual Graduates)

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<td><strong>Average ACT Score (Annual Graduates)</strong></td>
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<tr>
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<td>19.9%</td>
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<td>2017-18</td>
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<td>18.0%</td>
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<td>2018-19</td>
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<tr>
<td><strong>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</strong></td>
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<td>53.4%</td>
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<td>2016-17</td>
<td>54.6%</td>
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<td><strong>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</strong></td>
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<td>2017-18</td>
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<tr>
<td>2016-17</td>
<td>59.2%</td>
<td>42.6%</td>
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</tbody>
</table>
# Texas Academic Performance Report
## 2019-20 Campus Student Information

**Campus Name:** WILLIAM HAWLEY ATWELL LAW ACADEMY

**District Name:** DALLAS ISD

**Campus Number:** 057905042

**Total Students:** 796

**Grade Span:** 06 - 08

**School Type:** Middle

### Membership

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
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<td>796</td>
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<td>153,784</td>
<td>5,479,173</td>
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### Enrollment

<table>
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<td>Total Students</td>
<td>796</td>
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<td>153,861</td>
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### Students by Grade:

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<th>Count</th>
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<th>State</th>
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<td>Pre-Kindergarten</td>
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<td>8.0%</td>
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<td>7.1%</td>
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<td>7.1%</td>
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### Ethnic Distribution:

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<th>State</th>
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<td>0.0%</td>
<td>1.2%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>8</td>
<td>1.0%</td>
<td>1.0%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

### Sex:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>358</td>
<td>45.0%</td>
<td>48.9%</td>
<td>48.8%</td>
</tr>
<tr>
<td>Male</td>
<td>438</td>
<td>55.0%</td>
<td>51.1%</td>
<td>51.2%</td>
</tr>
</tbody>
</table>

### Economically Disadvantaged

<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>782</td>
<td>98.2%</td>
<td>85.9%</td>
<td>60.3%</td>
</tr>
</tbody>
</table>

### Non-Educationally Disadvantaged

<table>
<thead>
<tr>
<th>Non-Educationally Disadvantaged</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Educationally Disadvantaged</td>
<td>14</td>
<td>1.8%</td>
<td>14.1%</td>
<td>39.7%</td>
</tr>
</tbody>
</table>

### Section 504 Students

<table>
<thead>
<tr>
<th>Section 504 Students</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 504 Students</td>
<td>41</td>
<td>5.2%</td>
<td>4.3%</td>
<td>6.9%</td>
</tr>
</tbody>
</table>

### English Learners (EL)

<table>
<thead>
<tr>
<th>English Learners (EL)</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners (EL)</td>
<td>144</td>
<td>18.1%</td>
<td>45.6%</td>
<td>20.3%</td>
</tr>
</tbody>
</table>

### Students w/ Disciplinary Placements (2018-19)

<table>
<thead>
<tr>
<th>Students w/ Disciplinary Placements (2018-19)</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students w/ Disciplinary Placements (2018-19)</td>
<td>11</td>
<td>1.1%</td>
<td>1.2%</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

### Students w/ Dyslexia

<table>
<thead>
<tr>
<th>Students w/ Dyslexia</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students w/ Dyslexia</td>
<td>25</td>
<td>3.1%</td>
<td>2.4%</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

### Foster Care

<table>
<thead>
<tr>
<th>Foster Care</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Care</td>
<td>1</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

### Homeless

<table>
<thead>
<tr>
<th>Homeless</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeless</td>
<td>9</td>
<td>1.1%</td>
<td>1.7%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

### Immigrant

<table>
<thead>
<tr>
<th>Immigrant</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigrant</td>
<td>24</td>
<td>3.0%</td>
<td>5.8%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

### Migrant

<table>
<thead>
<tr>
<th>Migrant</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migrant</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

### Title I

<table>
<thead>
<tr>
<th>Title I</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>796</td>
<td>100.0%</td>
<td>96.1%</td>
<td>65.1%</td>
</tr>
</tbody>
</table>

### Military Connected

<table>
<thead>
<tr>
<th>Military Connected</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military Connected</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### At-Risk

<table>
<thead>
<tr>
<th>At-Risk</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-Risk</td>
<td>556</td>
<td>69.8%</td>
<td>65.2%</td>
<td>50.6%</td>
</tr>
</tbody>
</table>
### Membership

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students by Instructional Program:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bilingual/ESL Education</td>
<td>132</td>
<td>16.6%</td>
<td>44.1%</td>
<td>20.6%</td>
<td>132</td>
<td>16.6%</td>
<td>44.0%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Career &amp; Technical Education</td>
<td>185</td>
<td>23.2%</td>
<td>23.2%</td>
<td>27.6%</td>
<td></td>
<td></td>
<td></td>
<td></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>
<td>0</td>
<td>-</td>
<td>25.3%</td>
<td>50.8%</td>
</tr>
<tr>
<td>Gifted &amp; Talented Education</td>
<td>80</td>
<td>10.1%</td>
<td>14.3%</td>
<td>8.1%</td>
<td>80</td>
<td>10.1%</td>
<td>14.2%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Special Education</td>
<td>110</td>
<td>13.8%</td>
<td>9.4%</td>
<td>10.5%</td>
<td>110</td>
<td>13.8%</td>
<td>9.4%</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

### Enrollment

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities by Type of Primary Disability:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Students with Disabilities</td>
<td>110</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Intellectual Disabilities</td>
<td>55</td>
<td>50.0%</td>
<td>41.2%</td>
<td>42.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Physical Disabilities</td>
<td>*</td>
<td>*</td>
<td>16.3%</td>
<td>21.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Autism</td>
<td>**</td>
<td>**</td>
<td>23.1%</td>
<td>13.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Behavioral Disabilities</td>
<td>42</td>
<td>38.2%</td>
<td>19.4%</td>
<td>20.8%</td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mobility (2018-19):

<table>
<thead>
<tr>
<th><strong>By Ethnicity:</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>217</td>
<td>22.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>56</td>
<td>5.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>7</td>
<td>0.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>3</td>
<td>0.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>0.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2</td>
<td>0.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Attrition (2018-19):

| Total Student Attrition | 169 | 32.3% |

### Non-Special Education Rates

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>-</td>
<td>1.0%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>-</td>
<td>2.9%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>-</td>
<td>2.5%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>-</td>
<td>1.5%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>-</td>
<td>0.8%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>-</td>
<td>0.8%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>0.0%</td>
<td>1.1%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>0.0%</td>
<td>1.6%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>2.1%</td>
<td>1.0%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>-</td>
<td>13.9%</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

### Special Education Rates

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>-</td>
<td>2.3%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>-</td>
<td>2.9%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>-</td>
<td>2.8%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>-</td>
<td>0.8%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>-</td>
<td>0.7%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>-</td>
<td>0.8%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>0.0%</td>
<td>1.4%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>0.0%</td>
<td>0.8%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>1.4%</td>
<td>1.4%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>-</td>
<td>20.4%</td>
<td>13.1%</td>
</tr>
</tbody>
</table>
Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: DALLAS ISD
Campus Name: WILLIAM HAWLEY ATWELL LAW ACADEMY
Campus Number: 057905042

Class Size Information
(Derived from teacher responsibility records):

<table>
<thead>
<tr>
<th>Grade/Specialty</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td></td>
<td>17.7</td>
<td>19.0</td>
</tr>
<tr>
<td>Grade 1</td>
<td></td>
<td>16.9</td>
<td>18.9</td>
</tr>
<tr>
<td>Grade 2</td>
<td></td>
<td>18.0</td>
<td>18.8</td>
</tr>
<tr>
<td>Grade 3</td>
<td></td>
<td>17.6</td>
<td>19.0</td>
</tr>
<tr>
<td>Grade 4</td>
<td></td>
<td>17.4</td>
<td>19.2</td>
</tr>
<tr>
<td>Grade 5</td>
<td></td>
<td>18.5</td>
<td>20.9</td>
</tr>
<tr>
<td>Grade 6</td>
<td>23.6</td>
<td>19.5</td>
<td>20.4</td>
</tr>
</tbody>
</table>

Secondary:
- English/Language Arts: 24.1
- Foreign Languages:     22.1
- Mathematics:          23.3
- Science:              24.5
- Social Studies:       24.5

Total Students: 796
Grade Span: 06 - 08
School Type: Middle
<table>
<thead>
<tr>
<th>Staff Information</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Staff</td>
<td>67.9</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>48.8</td>
<td>71.9%</td>
<td>47.8%</td>
<td>49.4%</td>
</tr>
<tr>
<td>Professional Support</td>
<td>4.0</td>
<td>5.9%</td>
<td>10.8%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>7.2</td>
<td>10.6%</td>
<td>4.5%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Educational Aides:</td>
<td>7.9</td>
<td>11.7%</td>
<td>10.2%</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

Librarians & Counselors (Headcount):
- Librarians
  - Full-time: 0.0
  - Part-time: 0.0
- Counselors
  - Full-time: 3.0
  - Part-time: 0.0

Total Minority Staff: 58.9
  - Full-time: 169.0
  - Part-time: 6.0

Teachers by Ethnicity and Sex:
- African American: 38.8
  - Male: 19.8
  - Female: 19.0
- Hispanic: 2.0
  - Male: 1.0
  - Female: 1.0
- White: 6.0
  - Male: 3.0
  - Female: 3.0
- American Indian: 1.0
  - Male: 0.5
  - Female: 0.5
- Asian: 0.0
  - Male: 0.0
  - Female: 0.0
- Pacific Islander: 0.0
  - Male: 0.0
  - Female: 0.0
- Two or More Races: 1.0
  - Male: 0.5
  - Female: 0.5

- Males: 19.8
  - Full-time: 16.3
  - Part-time: 3.5
- Females: 29.0
  - Full-time: 25.6
  - Part-time: 3.4

Teachers by Highest Degree Held:
- No Degree: 2.0
  - Male: 1.0
  - Female: 1.0
- Bachelors: 27.0
  - Male: 22.5
  - Female: 4.5
- Masters: 18.8
  - Male: 15.0
  - Female: 3.8
- Doctorate: 1.0
  - Male: 0.5
  - Female: 0.5

Teachers by Years of Experience:
- Beginning Teachers: 11.0
  - Male: 8.8
  - Female: 2.2
- 1-5 Years Experience: 16.8
  - Male: 14.2
  - Female: 2.6
- 6-10 Years Experience: 3.0
  - Male: 2.4
  - Female: 0.6
- 11-20 Years Experience: 11.0
  - Male: 9.4
  - Female: 1.6
- Over 20 Years Experience: 7.0
  - Male: 6.5
  - Female: 0.5

Number of Students per Teacher: 16.3
  - Male: 15.4
  - Female: 15.1
### 2019-20 Campus Staff Information

<table>
<thead>
<tr>
<th>Staff Information</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience of Campus Leadership:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Years Experience of Principals</td>
<td>5.0</td>
<td>6.1</td>
<td>6.2</td>
</tr>
<tr>
<td>Average Years Experience of Principals with District</td>
<td>5.0</td>
<td>5.8</td>
<td>5.3</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals</td>
<td>1.5</td>
<td>4.6</td>
<td>5.3</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals with District</td>
<td>1.3</td>
<td>4.3</td>
<td>4.7</td>
</tr>
<tr>
<td>Average Years Experience of Teachers</td>
<td>8.6</td>
<td>10.0</td>
<td>11.1</td>
</tr>
<tr>
<td>Average Years Experience of Teachers with District</td>
<td>6.4</td>
<td>7.7</td>
<td>7.2</td>
</tr>
<tr>
<td>Average Teacher Salary by Years of Experience (regular duties only):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>$54,000</td>
<td>$53,154</td>
<td>$49,868</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>$55,650</td>
<td>$56,667</td>
<td>$52,823</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>$56,144</td>
<td>$61,464</td>
<td>$55,756</td>
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<tr>
<td>11-20 Years Experience</td>
<td>$58,497</td>
<td>$63,019</td>
<td>$59,308</td>
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<tr>
<td>Over 20 Years Experience</td>
<td>$64,401</td>
<td>$66,464</td>
<td>$65,449</td>
</tr>
<tr>
<td>Average Actual Salaries (regular duties only):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>$57,206</td>
<td>$60,146</td>
<td>$57,091</td>
</tr>
<tr>
<td>Professional Support</td>
<td>$71,893</td>
<td>$76,337</td>
<td>$67,352</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>$73,168</td>
<td>$81,806</td>
<td>$82,512</td>
</tr>
<tr>
<td>Instructional Staff Percent</td>
<td>n/a</td>
<td>62.8%</td>
<td>64.6%</td>
</tr>
<tr>
<td>Contracted Instructional Staff (not incl. above):</td>
<td>0.0</td>
<td>0.0</td>
<td>6,309.0</td>
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</table>
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>3.0</td>
<td>6.2%</td>
<td>3.9%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Career &amp; Technical Education</td>
<td>0.7</td>
<td>1.5%</td>
<td>3.5%</td>
<td>5.0%</td>
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<tr>
<td>Compensatory Education</td>
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<td>0.0%</td>
<td>0.0%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Gifted &amp; Talented Education</td>
<td>3.3</td>
<td>6.8%</td>
<td>2.7%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Regular Education</td>
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<td>58.9%</td>
<td>74.6%</td>
<td>70.9%</td>
</tr>
<tr>
<td>Special Education</td>
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<td>25.2%</td>
<td>9.8%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Other</td>
<td>0.7</td>
<td>1.4%</td>
<td>5.5%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

Notes:
- "^" 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.
- "**" 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.