2020-21 Texas Academic Performance Report (TAPR)

District Name: DALLAS ISD

Campus Name: JULIUS DORSEY EL

Campus Number: 057905137

2021 Accountability Rating: Not Rated: Declared State of Disaster
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Texas Education Agency  
2020-21 STAAR Performance (TAPR)  
JULIUS DORSEY EL (057905137) - DALLAS ISD - DALLAS COUNTY  

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

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Grade 4 Writing

TEA | Governance and Accountability | Performance Reporting
Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

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**Grade 5 Reading+**

| At Approaches Grade Level or Above | 2021 | 73% | 74% | 96% | * | 95% | - | - | - | - | * | 100% | - | 97% | 86% | 95% | 100% |
| | 2019 | 86% | 85% | 95% | 100% | 94% | - | - | - | - | - | 89% | * | 94% | 100% | 94% | 100% |
| At Meets Grade Level or Above | 2021 | 46% | 49% | 70% | * | 68% | - | - | - | - | * | 80% | - | 69% | 71% | 68% | 75% |
| | 2019 | 54% | 54% | 65% | 40% | 69% | - | - | - | - | * | 11% | * | 66% | 60% | 64% | 70% |
| At Masters Grade Level | 2021 | 30% | 29% | 41% | * | 39% | - | - | - | - | * | 0% | - | 44% | 29% | 39% | 44% |
| | 2019 | 29% | 27% | 30% | 10% | 33% | - | - | - | - | * | 0% | * | 32% | 20% | 26% | 33% |

**Grade 5 Mathematics+**

| At Approaches Grade Level or Above | 2021 | 70% | 71% | 91% | * | 93% | - | - | - | - | * | 100% | - | 97% | 63% | 91% | 97% |
| | 2019 | 90% | 89% | 100% | 100% | 100% | - | - | - | - | - | 100% | * | 100% | 100% | 100% | 100% |
| At Meets Grade Level or Above | 2021 | 44% | 44% | 83% | * | 84% | - | - | - | - | * | 80% | - | 87% | 63% | 82% | 89% |
| | 2019 | 58% | 57% | 77% | 70% | 80% | - | - | - | - | * | 56% | * | 78% | 70% | 77% | 88% |
| At Masters Grade Level | 2021 | 25% | 23% | 49% | * | 48% | - | - | - | - | - | * | 20% | - | 51% | 36% | 47% | 50% |
| | 2019 | 36% | 35% | 53% | 40% | 57% | - | - | - | - | - | * | 0% | * | 56% | 40% | 53% | 67% |

**Grade 5 Science**

| At Approaches Grade Level or Above | 2021 | 62% | 56% | 87% | * | 86% | - | - | - | - | - | * | 80% | - | 90% | 71% | 86% | 89% |
| | 2019 | 75% | 70% | 76% | 89% | 73% | - | - | - | - | - | 44% | * | 78% | 67% | 75% | 76% |
| At Meets Grade Level or Above | 2021 | 31% | 25% | 43% | * | 41% | - | - | - | - | - | 0% | - | 44% | 43% | 41% | 47% |
| | 2019 | 49% | 43% | 45% | 33% | 47% | - | - | - | - | - | 11% | * | 47% | 33% | 44% | 45% |
| At Masters Grade Level | 2021 | 13% | 9% | 17% | * | 18% | - | - | - | - | - | * | 0% | - | 18% | 14% | 16% | 22% |
| | 2019 | 24% | 20% | 29% | 11% | 33% | - | - | - | - | - | 0% | * | 31% | 22% | 27% | 36% |

**All Grades All Subjects**

| At Approaches Grade Level or Above | 2021 | 67% | 60% | 79% | 22% | 85% | - | - | - | - | * | 45% | - | 82% | 63% | 78% | 88% |
| | 2019 | 78% | 73% | 85% | 65% | 88% | 90% | - | - | - | - | 100% | 53% | 82% | 86% | 78% | 84% | 93% |

**Texas Education Agency**

**2020-21 STAAR Performance (TAPR)**

**JULIUS DORSEY EL (057905137) - DALLAS ISD - DALLAS COUNTY**

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|-------------|-------|----------|--------|------------------|----------|-------|----------------|-------|------------------|---------------------|---------------------|--------------------|----------------------|------------------------|--------------------------|
| At Meets Grade Level or Above | 2021 | 41% | 34% | 50% | 10% | 54% | - | - | - | - | * | 18% | - | 51% | 46% | 49% | 58% |
| | 2019 | 50% | 44% | 59% | 31% | 64% | 60% | - | - | - | - | * | 43% | 18% | 55% | 61% | 45% | 58% |
| | 2021 | 18% | 14% | 26% | 5% | 28% | - | - | - | - | * | 3% | - | 27% | 21% | 24% | 30% |
| | 2019 | 24% | 20% | 36% | 12% | 40% | 40% | - | - | - | - | 43% | 4% | 9% | 39% | 24% | 35% |
| All Grades ELA/Reading | 2021 | 68% | 61% | 82% | 27% | 89% | - | - | - | - | * | 54% | - | 85% | 70% | 82% | 92% |
| | 2019 | 75% | 68% | 86% | 66% | 89% | * | - | - | - | * | 56% | * | 87% | 79% | 85% |
| | 2021 | 45% | 32% | 51% | 13% | 55% | - | - | - | - | * | 23% | - | 57% | 52% | 55% | 66% |
| | 2021 | 18% | 15% | 25% | 0% | 5% | - | - | - | - | * | 0% | - | 35% | 26% | 32% |
| | 2019 | 21% | 16% | 34% | 10% | 37% | * | - | - | - | * | 8% | * | 35% | 26% | 32% | 45% |
| At Masters Grade Level | 2021 | 66% | 61% | 78% | 25% | 84% | - | - | - | - | * | 43% | - | 82% | 60% | 77% | 88% |
| | 2019 | 82% | 80% | 90% | 69% | 94% | * | - | - | - | * | 60% | * | 91% | 85% | 90% |
| | 2021 | 37% | 32% | 51% | 13% | 55% | - | - | - | - | * | 29% | - | 52% | 44% | 50% | 58% |
| | 2019 | 52% | 49% | 67% | 41% | 71% | * | - | - | - | * | 24% | * | 70% | 50% | 66% | 78% |
| | 2021 | 18% | 14% | 25% | 0% | 5% | - | - | - | - | * | 7% | - | 26% | 20% | 23% |
| | 2019 | 26% | 24% | 46% | 17% | 51% | * | - | - | - | * | 4% | * | 49% | 26% | 45% |
| At Masters Grade Level | 2021 | 58% | 48% | 62% | 0% | 75% | - | - | - | - | * | 13% | - | 65% | 54% | 62% | 77% |
| | 2019 | 68% | 63% | 74% | 36% | 79% | * | - | - | - | * | 33% | * | 77% | 58% | 75% | 90% |
| | 2021 | 30% | 23% | 34% | 0% | 41% | - | - | - | - | * | 0% | - | 33% | 38% | 34% | 43% |
| | 2019 | 38% | 35% | 51% | 18% | 57% | * | - | - | - | * | 22% | * | 53% | 42% | 52% | 67% |
| At Masters Grade Level | 2021 | 9% | 7% | 15% | 0% | 16% | - | - | - | - | * | 0% | - | 13% | 15% | 12% |
| | 2019 | 14% | 13% | 23% | 0% | 26% | * | - | - | - | * | 0% | * | 26% | 8% | 23% |
| At Masters Grade Level | 2021 | 71% | 62% | 687% | 86% | - | - | - | - | * | 80% | - | 90% | 71% | 86% |
| | 2019 | 81% | 76% | 76% | 89% | 73% | - | - | - | - | * | 44% | * | 78% | 67% | 75% |
| | 2021 | 44% | 32% | 43% | 0% | 41% | - | - | - | - | * | 0% | - | 44% | 43% | 41% |
| | 2019 | 54% | 45% | 45% | 33% | 47% | - | - | - | - | 11% | * | 47% | 33% | 44% | 45% |
| At Masters Grade Level | 2021 | 20% | 12% | 17% | 0% | 18% | - | - | - | - | * | 0% | - | 18% | 14% | 16% |
| | 2019 | 25% | 19% | 29% | 11% | 33% | - | - | - | - | * | 0% | * | 31% | 22% | 27% | 36% |
Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

### Texas Education Agency
**2018-19 Progress (TAPR)**

**JULIUS DORSEY EL (057905137) - DALLAS ISD - DALLAS COUNTY**

| School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Twoor More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------|-------|----------|--------|------------------|----------|-------|----------------|-------|-----------------|-------------------|----------------------|----------------------|----------------------|------------------------|-------------------|
| Grade 4 ELA/Reading | 2019 | 61 | 57 | 57 | 55 | 57 | * | - | - | - | * | 22 | * | 59 | 50 | 58 | 59 |
|                | 2018 | 63 | 62 | 58 | 67 | 57 | * | - | - | - | * | 33 | * | 62 | 40 | 60 | 51 |
| Grade 4 Mathematics | 2019 | 65 | 68 | 76 | 55 | 81 | * | - | - | - | * | 33 | * | 79 | 58 | 76 | 80 |
|                | 2018 | 65 | 70 | 74 | 61 | 77 | * | - | - | - | * | 67 | * | 74 | 78 | 74 | 79 |
| Grade 5 ELA/Reading | 2019 | 81 | 85 | 91 | 85 | 92 | - | - | - | - | * | 78 | * | 90 | 95 | 90 | 91 |
|                | 2018 | 80 | 86 | 85 | 88 | 85 | - | - | - | - | - | 90 | - | 84 | 92 | 84 | 94 |
| Grade 5 Mathematics | 2019 | 83 | 84 | 94 | 90 | 95 | - | - | - | - | * | 78 | * | 94 | 95 | 94 | 94 |
|                | 2018 | 81 | 83 | 94 | 68 | 99 | - | - | - | - | - | 94 | - | 95 | 80 | 94 | 100 |
| All Grades Both Subjects | 2019 | 69 | 70 | 78 | 70 | 79 | * | - | - | - | * | 53 | 58 | 79 | 73 | 77 | 79 |
|                | 2018 | 69 | 71 | 78 | 72 | 80 | * | - | - | - | * | 72 | * | 80 | 68 | 79 | 83 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 72 | 69 | 72 | * | - | - | - | * | 50 | * | 72 | 70 | 71 | 72 |
|                | 2018 | 69 | 70 | 72 | 79 | 71 | * | - | - | - | * | 63 | * | 74 | 59 | 73 | 76 |
| All Grades Mathematics | 2019 | 70 | 71 | 84 | 71 | 87 | * | - | - | - | * | 56 | * | 85 | 75 | 83 | 86 |
|                | 2018 | 70 | 71 | 84 | 65 | 89 | * | - | - | - | * | 81 | * | 85 | 79 | 84 | 91 |

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
Texas Education Agency  
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)  
JULIUS DORSEY EL (057905137) - DALLAS ISD - DALLAS COUNTY  

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

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<th>BE-Trans Late Exit</th>
<th>BE-Dual Two-Way</th>
<th>BE-Dual One-Way</th>
<th>ALP Bilingual (Exception)</th>
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<th>ESL Content-Based</th>
<th>ESL Pull-Out</th>
<th>ALP ESL (Waiver)</th>
<th>EB/EL with Parental Denial</th>
<th>Never EB/EL</th>
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</table>
Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
JULIUS DORSEY EL (057905137) - DALLAS ISD - DALLAS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
Blank cell indicates there are no data available in the group.
Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| 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 | EB/EL (Current & Monitored) |
|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-----------------|---------------------|---------------------|----------------------|-----------------------|-----------------------------|
| **2021 STAAR Participation** | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 88% | 82% | 53% | 88% | * | - | - | - | 50% | 75% | - | 88% | 62% | 82% | 97% |
| Included in Accountability | 83% | 84% | 77% | 49% | 83% | * | - | - | - | 50% | 59% | - | 85% | 53% | 77% | 92% |
| Not Included in Accountability: Mobile | 3% | 3% | 4% | 4% | 4% | * | - | - | - | 0% | 16% | - | 3% | 8% | 4% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | * | - | - | - | 0% | 0% | - | 0% | 2% | 0% | 1% |
| Not Tested | 12% | 12% | 18% | 47% | 12% | * | - | - | - | 50% | 25% | - | 12% | 38% | 18% | 3% |
| Absent | 2% | 1% | 1% | 0% | 1% | * | - | - | - | 0% | 0% | - | 1% | 0% | 1% | 1% |
| Other | 10% | 10% | 18% | 47% | 11% | * | - | - | - | 50% | 25% | - | 11% | 38% | 17% | 2% |
| **2019 STAAR Participation** | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 97% | 100% | 100% | 100% | 100% | - | - | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 91% | 90% | 84% | 91% | 100% | - | - | - | 100% | 81% | 100% | 97% | 66% | 90% | 90% |
| Not Included in Accountability: Mobile | 4% | 4% | 9% | 16% | 8% | 0% | - | - | - | 0% | 19% | 0% | 3% | 28% | 9% | 8% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 5% | 1% | 2% |
| Not Tested | 1% | 3% | 0% | 0% | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 2% | 0% | 0% | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
### Texas Education Agency

**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**

**JULIUS DORSEY EL (057905137) - DALLAS ISD - DALLAS COUNTY**

<table>
<thead>
<tr>
<th>Attendance Rate</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>EB/EL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>98.3%</td>
<td>97.1%</td>
<td>97.9%</td>
<td>96.7%</td>
<td>98.1%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>97.1%</td>
<td>97.9%</td>
<td>98.4%</td>
</tr>
<tr>
<td>2018-19</td>
<td>95.4%</td>
<td>94.9%</td>
<td>96.3%</td>
<td>94.3%</td>
<td>96.9%</td>
<td>94.7%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>95.4%</td>
<td>96.3%</td>
<td>97.2%</td>
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<th>Chronic Absenteeism</th>
<th>2019-20</th>
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<th>5.7%</th>
<th>12.7%</th>
<th>4.5%</th>
<th>0.0%</th>
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<th>-</th>
<th>*</th>
<th>10.4%</th>
<th>4.6%</th>
<th>2.1%</th>
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<tr>
<td>2018-19</td>
<td>11.4%</td>
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<td>22.2%</td>
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<td>13.3%</td>
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<td>-</td>
<td>40.0%</td>
<td>14.8%</td>
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<table>
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<th>Annual Dropout Rate (Gr 7-8)</th>
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</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>0.4%</td>
<td>1.1%</td>
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<table>
<thead>
<tr>
<th>Annual Dropout Rate (Gr 9-12)</th>
<th>2019-20</th>
<th>1.6%</th>
<th>3.9%</th>
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<tbody>
<tr>
<td>2018-19</td>
<td>1.9%</td>
<td>3.3%</td>
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<table>
<thead>
<tr>
<th>4-Year Longitudinal Rate (Gr 9-12)</th>
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<tbody>
<tr>
<td>Class of 2020</td>
</tr>
<tr>
<td>Graduated</td>
</tr>
<tr>
<td>Received TxCHSE</td>
</tr>
<tr>
<td>Continued HS</td>
</tr>
<tr>
<td>Dropped Out</td>
</tr>
<tr>
<td>Graduates and TxCHSE</td>
</tr>
<tr>
<td>Graduates, TxCHSE, and Continuers</td>
</tr>
</tbody>
</table>

| Class of 2019                     |
| Graduated                         | 90.0%   | 85.4% | - | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE                   | 0.5%    | 0.1%  | - | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS                      | 3.7%    | 4.2%  | - | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out                       | 5.9%    | 10.3% | - | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE              | 90.4%   | 85.6% | - | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1%   | 89.7% | - | - | - | - | - | - | - | - | - | - | - | - |

| 5-Year Extended Longitudinal Rate (Gr 9-12) |
| Class of 2019                      |
| Graduated                         | 92.0%   | 88.0% | - | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE                   | 0.5%    | 0.3%  | - | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS                      | 1.3%    | 0.7%  | - | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out                       | 6.1%    | 11.0% | - | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE              | 92.6%   | 88.3% | - | - | - | - | - | - | - | - | - | - | - | - |
### 2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
**JULIUS DORSEY EL (057905137) - DALLAS ISD - DALLAS COUNTY**

<table>
<thead>
<tr>
<th>Graduates, TxCHSE, and Continuers</th>
<th>State</th>
<th>District</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>EB/EL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated</td>
<td>92.2%</td>
<td>90.0%</td>
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<tr>
<td>Received TxCHSE</td>
<td>0.6%</td>
<td>0.2%</td>
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<tr>
<td>Continued HS</td>
<td>1.1%</td>
<td>0.4%</td>
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<tr>
<td>Dropped Out</td>
<td>6.1%</td>
<td>9.4%</td>
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<tr>
<td>Graduates and TxCHSE</td>
<td>92.8%</td>
<td>90.2%</td>
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<tr>
<td>Graduates, TxCHSE, and Continuers</td>
<td>93.9%</td>
<td>90.6%</td>
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</table>

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

| Graduated                        | 92.6% | 90.3%    | -                | -        | -     | -              | -     | -               | -                |            |            |       |
| Received TxCHSE                  | 0.7%  | 0.3%     | -                | -        | -     | -              | -     | -               | -                |            |            |       |
| Continued HS                     | 0.6%  | 0.2%     | -                | -        | -     | -              | -     | -               | -                |            |            |       |
| Dropped Out                      | 6.1%  | 9.3%     | -                | -        | -     | -              | -     | -               | -                |            |            |       |
| Graduates and TxCHSE             | 93.3% | 90.6%    | -                | -        | -     | -              | -     | -               | -                |            |            |       |
| Graduates, TxCHSE, and Continuers| 93.9% | 90.7%    | -                | -        | -     | -              | -     | -               | -                |            |            |       |

**Class of 2017**

| Graduated                        | 92.4% | 91.4%    | -                | -        | -     | -              | -     | -               | -                |            |            |       |
| Received TxCHSE                  | 0.7%  | 0.4%     | -                | -        | -     | -              | -     | -               | -                |            |            |       |
| Continued HS                     | 0.6%  | 0.1%     | -                | -        | -     | -              | -     | -               | -                |            |            |       |
| Dropped Out                      | 6.3%  | 8.1%     | -                | -        | -     | -              | -     | -               | -                |            |            |       |
| Graduates and TxCHSE             | 93.2% | 91.8%    | -                | -        | -     | -              | -     | -               | -                |            |            |       |
| Graduates, TxCHSE, and Continuers| 93.7% | 91.9%    | -                | -        | -     | -              | -     | -               | -                |            |            |       |

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

| Class of 2020 | 90.3% | 82.0%    | -                | -        | -     | -              | -     | -               | -                |            |            |       |
| Class of 2019 | 90.0% | 84.8%    | -                | -        | -     | -              | -     | -               | -                |            |            |       |

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

| Class of 2020 | 83.0% | 55.6%    | -                | -        | -     | -              | -     | -               | -                |            |            |       |
| Class of 2019 | 73.3% | 84.2%    | -                | -        | -     | -              | -     | -               | -                |            |            |       |

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

| Class of 2020 | 4.3%  | 3.7%     | -                | -        | -     | -              | -     | -               | -                |            |            |       |
| Class of 2019 | 4.2%  | 4.9%     | -                | -        | -     | -              | -     | -               | -                |            |            |       |

**FHSP-DLA Graduates (Longitudinal Rate)**
<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>
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<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed</th>
<th>Econ Disadv</th>
<th>EB/EL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2020</td>
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<tr>
<td>Class of 2019</td>
<td>83.5%</td>
<td>86.9%</td>
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<tr>
<td>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</td>
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<td>Class of 2019</td>
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<tr>
<td>RHSP/DAP Graduates (Annual Rate)</td>
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<td>2018-19</td>
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<tr>
<td>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</td>
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<td>Students w/ Dyslexia</td>
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## Membership

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<th>Count</th>
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<td>1.1%</td>
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<tr>
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<td>24</td>
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<td>5.7%</td>
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<td>24</td>
<td>5.7%</td>
<td>5.7%</td>
<td>2.0%</td>
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<td>422</td>
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<td>97.3%</td>
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<td>0</td>
<td>0.0%</td>
<td>1.0%</td>
<td>2.7%</td>
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<tr>
<td>At-Risk</td>
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<td>62.1%</td>
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<td>312</td>
<td>73.9%</td>
<td>62.1%</td>
<td>49.1%</td>
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## Enrollment

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<tbody>
<tr>
<td>Homeless</td>
<td>14</td>
<td>3.3%</td>
<td>2.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Immigrant</td>
<td>24</td>
<td>5.7%</td>
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<td>2.0%</td>
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<tr>
<td>Migrant</td>
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<td>0.0%</td>
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<td>0.3%</td>
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<td>Title I</td>
<td>422</td>
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<td>97.3%</td>
<td>64.5%</td>
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<tr>
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<td>2.7%</td>
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<tr>
<td>At-Risk</td>
<td>312</td>
<td>73.9%</td>
<td>62.1%</td>
<td>49.2%</td>
</tr>
</tbody>
</table>

## Students by Instructional Program:

- **Bilingual/ESL Education**: 245 (58.1% District, 45.1% State, 21.0% County)
- **Gifted and Talented Education**: 63 (14.9% District, 17.6% State, 8.3% County)
- **Special Education**: 28 (6.6% District, 9.7% State, 11.1% County)

## Students with Disabilities by Type of Primary Disability:

- **Total Students with Disabilities**: 28
  - By Type of Primary Disability
    - Students with Intellectual Disabilities: 8 (28.6% District, 40.9% State, 42.5% County)
    - Students with Physical Disabilities: 8 (28.6% District, 15.7% State, 21.3% County)
    - Students with Autism: 6 (21.4% District, 24.0% State, 14.1% County)
    - Students with Behavioral Disabilities: 6 (21.4% District, 19.1% State, 20.6% County)
    - Students with Non-Categorical Early Childhood: 0 (0.0% District, 0.3% State, 1.5% County)

## Mobility (2019-20):

- **Total Mobile Students**: 77 (19.4% District, 17.9% State, 13.8% County)
  - By Ethnicity:
    - African American: 15 (3.8% District, 6.8% State, 2.8% County)
    - Hispanic: 61 (15.4% District, 9.8% State, 7.1% County)
    - White: 1 (0.3% District, 0.8% State, 3.1% County)
    - American Indian: 0 (0.0% District, 0.1% State, 0.1% County)
    - Asian: 0 (0.0% District, 0.1% State, 0.4% County)
    - Pacific Islander: 0 (0.0% District, 0.0% State, 0.0% County)
    - Two or More Races: 0 (0.0% District, 0.3% State, 0.4% County)
- **Count and Percent of Special Ed Students who are Mobile**: 16 (32.0% District, 20.7% State, 16.5% County)
- **Count and Percent of EB Students/EL who are Mobile**: 37 (15.4% District, 13.9% State, 13.6% County)
- **Count and Percent of Econ Dis Students who are Mobile**: 67 (17.6% District, 18.0% State, 16.0% County)

## Student Attrition (2019-20):

- **Total Student Attrition**: 66 (17.4% District, 18.1% State, 16.6% County)
### Retention Rates by Grade:

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<td>0.8%</td>
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<td>0.1%</td>
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<tr>
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<tr>
<td>Grade 8</td>
<td>-</td>
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<tr>
<td>Grade 9</td>
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### Class Size Averages by Grade and Subject

(Derived from teacher responsibility records):

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</tr>
<tr>
<td>Pacific Islander</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1.0</td>
<td>3.4%</td>
<td>1.9%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Teachers by Sex:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>8.0</td>
<td>27.6%</td>
<td>30.1%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Females</td>
<td>21.0</td>
<td>72.4%</td>
<td>69.9%</td>
<td>76.2%</td>
</tr>
<tr>
<td>Teachers by Highest Degree Held:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Degree</td>
<td>0.0</td>
<td>0.0%</td>
<td>2.2%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>22.0</td>
<td>75.9%</td>
<td>69.4%</td>
<td>73.0%</td>
</tr>
<tr>
<td>Masters</td>
<td>6.0</td>
<td>20.7%</td>
<td>26.9%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1.0</td>
<td>3.4%</td>
<td>1.5%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Teachers by Years of Experience:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>0.0</td>
<td>0.0%</td>
<td>7.8%</td>
<td>6.7%</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>7.0</td>
<td>24.1%</td>
<td>33.7%</td>
<td>27.8%</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>5.0</td>
<td>17.2%</td>
<td>21.1%</td>
<td>20.3%</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>9.0</td>
<td>31.0%</td>
<td>24.7%</td>
<td>29.1%</td>
</tr>
<tr>
<td>21-30 Years Experience</td>
<td>5.0</td>
<td>17.2%</td>
<td>9.0%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Over 30 Years Experience</td>
<td>3.0</td>
<td>10.3%</td>
<td>3.7%</td>
<td>3.1%</td>
</tr>
</tbody>
</table>
### ------ Campus ------

#### Staff Information

<table>
<thead>
<tr>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students per Teacher</td>
<td>14.6</td>
<td>n/a</td>
<td>14.1</td>
</tr>
</tbody>
</table>

#### Experience of Campus Leadership:

<table>
<thead>
<tr>
<th></th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Years Experience of Principals</td>
<td>6.0</td>
<td>6.2</td>
<td>6.4</td>
</tr>
<tr>
<td>Average Years Experience of Principals with District</td>
<td>6.0</td>
<td>5.9</td>
<td>5.5</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals</td>
<td>6.0</td>
<td>4.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals with District</td>
<td>6.0</td>
<td>4.2</td>
<td>4.8</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Years Experience of Teachers:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Years Experience of Teachers with District:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Average Teacher Salary by Years of Experience (regular duties only):

<table>
<thead>
<tr>
<th>Experience Level</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td></td>
<td>$55,554</td>
<td>$50,849</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>$59,214</td>
<td>$59,275</td>
<td>$53,288</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>$66,900</td>
<td>$64,955</td>
<td>$66,282</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>$67,071</td>
<td>$66,681</td>
<td>$59,900</td>
</tr>
<tr>
<td>21-30 Years Experience</td>
<td>$65,700</td>
<td>$67,284</td>
<td>$64,637</td>
</tr>
<tr>
<td>Over 30 Years Experience</td>
<td>$68,087</td>
<td>$71,421</td>
<td>$69,974</td>
</tr>
</tbody>
</table>

#### Average Actual Salaries (regular duties only):

<table>
<thead>
<tr>
<th></th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>$65,014</td>
<td>$63,183</td>
<td>$57,641</td>
</tr>
<tr>
<td>Professional Support</td>
<td>$66,470</td>
<td>$77,752</td>
<td>$68,030</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>$84,211</td>
<td>$84,428</td>
<td>$83,424</td>
</tr>
</tbody>
</table>

#### Instructional Staff Percent:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Staff Percent:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Contracted Instructional Staff (not incl. above):

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracted Instructional Staff (not incl. above):</td>
<td>0.0</td>
<td>0.0</td>
<td>5,731.4</td>
</tr>
</tbody>
</table>

#### Teachers by Program (population served):

<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>3.8%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>3.5%</td>
<td>5.1%</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 and Talented Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>2.9%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Regular Education</td>
<td>27.0</td>
<td>93.1%</td>
<td>74.5%</td>
<td>71.0%</td>
</tr>
<tr>
<td>Special Education</td>
<td>2.0</td>
<td>6.9%</td>
<td>9.8%</td>
<td>9.4%</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 there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
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.

(To open link in a new window, press the "Ctrl" key and click on the link.)