2020-21 Texas Academic Performance Report (TAPR)

District Name: DALLAS ISD

Campus Name: ELISHA M PEASE EL

Campus Number: 057905191

2021 Accountability Rating: Not Rated: Declared State of Disaster
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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

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| Grade 3 Mathematics | | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 59% | 56% | 53% | * | * | - | - | - | - | 67% | * | 58% | 50% | 56% | * |
| | 2019 | 79% | 77% | 70% | 67% | * | * | - | - | - | - | 80% | * | 71% | 68% | 69% | * |
| At Meets Grade Level or Above | 2021 | 31% | 27% | 26% | 27% | * | * | - | - | - | - | 33% | * | 30% | 14% | 26% | * |
| | 2019 | 49% | 45% | 24% | 23% | * | * | - | - | - | - | 50% | * | 26% | 21% | 23% | * |
| At Masters Grade Level | 2021 | 14% | 12% | 9% | 10% | * | * | - | - | - | - | 17% | * | 10% | 7% | 9% | * |
| | 2019 | 25% | 21% | 6% | 7% | * | * | - | - | - | - | 30% | * | 3% | 11% | 6% | * |

| Grade 4 Reading | | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 58% | 39% | 36% | * | - | - | - | - | - | 67% | - | 38% | 40% | 38% | * |
| | 2019 | 75% | 69% | 58% | 54% | 80% | - | * | - | - | - | 36% | * | 61% | 52% | 57% | * |
| At Meets Grade Level or Above | 2021 | 36% | 33% | 16% | 13% | * | - | - | - | - | - | 44% | - | 21% | 10% | 15% | * |
| | 2019 | 44% | 40% | 30% | 24% | 80% | - | * | - | - | - | 27% | * | 28% | 33% | 30% | * |
| At Masters Grade Level | 2021 | 17% | 16% | 8% | 4% | * | - | - | - | - | - | 11% | - | 10% | 5% | 9% | * |
| | 2019 | 22% | 19% | 12% | 8% | 40% | - | * | - | - | - | 9% | * | 11% | 14% | 13% | * |

| Grade 4 Mathematics | | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 57% | 26% | 24% | * | - | - | - | - | - | 60% | - | 30% | 20% | 25% | * |
| | 2019 | 75% | 76% | 61% | 58% | 80% | - | * | - | - | - | 45% | * | 64% | 57% | 61% | * |
| At Meets Grade Level or Above | 2021 | 36% | 32% | 8% | 7% | * | - | - | - | - | - | 40% | - | 13% | 0% | 6% | * |
| | 2019 | 48% | 47% | 25% | 20% | 80% | - | * | - | - | - | 27% | * | 28% | 19% | 25% | * |
| At Masters Grade Level | 2021 | 21% | 17% | 2% | 0% | * | - | - | - | - | - | 10% | - | 3% | 0% | 2% | * |
| | 2019 | 28% | 26% | 5% | 6% | 0% | - | * | - | - | - | 9% | * | 6% | 5% | 5% | * |

| Grade 4 Writing | | | | | | | | | | | | | | | | | | | |

TEA | Governance and Accountability | Performance Reporting

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### Grade 5 Reading

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
ELISHA M PEASE EL (057905191) - 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.
+ 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.

| School Year | 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) |
|-------------|-------|----------|--------|------------------|----------|-------|----------------|-------|------------------|-------------------|-------------------|-------------------|------------------------|------------------------|----------------------|
| Grade 4 ELA/Reading | 2019 | 61 | 57 | 56 | 54 | 60 | - | - | - | - | * | 50 | * | 53 | 61 | 55 | * |
| Grade 4 Mathematics | 2019 | 65 | 68 | 52 | 54 | 30 | - | - | - | - | * | 32 | * | 49 | 58 | 51 | * |
| Grade 5 ELA/Reading | 2019 | 81 | 85 | 85 | 84 | 86 | - | - | - | - | * | 77 | * | 87 | 80 | 86 | * |
| Grade 5 Mathematics | 2019 | 83 | 84 | 84 | 82 | 94 | - | - | - | - | * | 73 | * | 88 | 77 | 84 | * |
| All Grades Both Subjects | 2018 | 69 | 70 | 68 | 67 | 72 | - | - | - | - | * | 63 | * | 61 | 62 | 65 | * |
| All Grades ELA/Reading | 2019 | 68 | 68 | 69 | 68 | 75 | - | - | - | - | * | 64 | * | 69 | 70 | 69 | 71 |
| All Grades Mathematics | 2018 | 70 | 71 | 65 | 64 | 70 | - | - | - | - | * | 62 | * | 65 | 65 | 65 | 65 |

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
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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>
<th>Total ESL</th>
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<th>ESL Pull-Out</th>
<th>ALP ESL (Waiver)</th>
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<td>-</td>
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</table>
Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ELISHA M PEASE EL (057905191) - 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.
Texas Education Agency  
2020-21 STAAR Participation (TAPR)  
ELISHA M PEASE EL (057905191) - DALLAS ISD - DALLAS COUNTY  

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

<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>
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<th>Non-Continuously Enrolled</th>
<th>Econ Disadv</th>
<th>EB/EL (Current &amp; Monitored)</th>
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### 2021 STAAR Participation (All Grades)

<table>
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<th>All Tests</th>
<th>Assessment Participant</th>
<th>Included in Accountability</th>
<th>Not Included in Accountability: Mobile</th>
<th>Not Included in Accountability: Other Exclusions</th>
<th>Not Tested</th>
<th>Absent</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>Assessment Participant</td>
<td>88% 88% 100% 100% 96% 100% - - - -</td>
<td>83% 84% 84% 86% 63% 100% - - - -</td>
<td>3% 3% 15% 14% 26% 0% - - - -</td>
<td>1% 2% 1% 0% 7% 0% - - - -</td>
<td>12% 12% 0% 0% 4% 0% - - - -</td>
<td>2% 1% 0% 0% 0% - - - -</td>
<td>10% 10% 0% 0% 4% 0% - - - -</td>
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### 2019 STAAR Participation (All Grades)

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<th>Not Included in Accountability: Other Exclusions</th>
<th>Not Tested</th>
<th>Absent</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Participant</td>
<td>99% 97% 100% 100% 100% 100% 0%</td>
<td>94% 91% 82% 81% 96% 40% 0%</td>
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<td>1% 3% 0% 0% 0% 0% 0%</td>
<td>1% 1% 0% 0% 0% 0% 0%</td>
<td>0% 2% 0% 0% 0% 0% 0%</td>
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</table>

* 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)

**ELISHA M PEASE EL (057905191) - DALLAS ISD - DALLAS COUNTY**

<table>
<thead>
<tr>
<th>Attendance Rate</th>
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<th>District</th>
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<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>
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</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>98.3%</td>
<td>97.1%</td>
<td>95.3%</td>
<td>95.3%</td>
<td>95.8%</td>
<td>*</td>
<td>*</td>
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<td>-</td>
<td>*</td>
<td>95.7%</td>
<td>95.5%</td>
<td>98.3%</td>
</tr>
<tr>
<td>2018-19</td>
<td>95.4%</td>
<td>94.9%</td>
<td>92.3%</td>
<td>92.3%</td>
<td>93.2%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>92.3%</td>
<td>92.4%</td>
<td>95.5%</td>
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### Chronic Absenteeism

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<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>6.7%</td>
<td>10.0%</td>
<td>19.6%</td>
<td>20.1%</td>
<td>9.5%</td>
<td>20.0%</td>
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<td>-</td>
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<td>-</td>
<td>28.6%</td>
<td>14.7%</td>
<td>17.5%</td>
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<tr>
<td>2018-19</td>
<td>11.4%</td>
<td>13.5%</td>
<td>31.1%</td>
<td>30.6%</td>
<td>29.5%</td>
<td>66.7%</td>
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### Annual Dropout Rate (Gr 7-8)

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<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>
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<td>2019-20</td>
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<td>-</td>
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<td>-</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2018-19</td>
<td>0.4%</td>
<td>1.1%</td>
<td>-</td>
<td>-</td>
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### Annual Dropout Rate (Gr 9-12)

<table>
<thead>
<tr>
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<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>1.6%</td>
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<td>-</td>
</tr>
<tr>
<td>2018-19</td>
<td>1.9%</td>
<td>3.3%</td>
<td>-</td>
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### 4-Year Longitudinal Rate (Gr 9-12)

#### Class of 2020

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<th>State</th>
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<th>Campus</th>
<th>African American</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>
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<tbody>
<tr>
<td>Graduated</td>
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</tr>
<tr>
<td>Received TxCHSE</td>
<td>0.4%</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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</tr>
<tr>
<td>Continued HS</td>
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</tr>
<tr>
<td>Dropped Out</td>
<td>5.4%</td>
<td>11.4%</td>
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</tr>
<tr>
<td>Graduates and TxCHSE</td>
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<td>83.0%</td>
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</tr>
<tr>
<td>Graduates, TxCHSE, and Continuers</td>
<td>94.6%</td>
<td>88.6%</td>
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#### Class of 2019

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<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>
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<tbody>
<tr>
<td>Graduated</td>
<td>90.0%</td>
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</tr>
<tr>
<td>Received TxCHSE</td>
<td>0.5%</td>
<td>0.1%</td>
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</tr>
<tr>
<td>Continued HS</td>
<td>3.7%</td>
<td>4.2%</td>
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<td>-</td>
</tr>
<tr>
<td>Dropped Out</td>
<td>5.9%</td>
<td>10.3%</td>
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</tr>
<tr>
<td>Graduates and TxCHSE</td>
<td>90.4%</td>
<td>85.6%</td>
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<td>-</td>
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<td>-</td>
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</tr>
<tr>
<td>Graduates, TxCHSE, and Continuers</td>
<td>94.1%</td>
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### 5-Year Extended Longitudinal Rate (Gr 9-12)

#### Class of 2019

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<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>
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<tbody>
<tr>
<td>Graduated</td>
<td>92.0%</td>
<td>88.0%</td>
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<tr>
<td>Received TxCHSE</td>
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<td>Continued HS</td>
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<td>0.7%</td>
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</tr>
<tr>
<td>Dropped Out</td>
<td>6.1%</td>
<td>11.0%</td>
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<tr>
<td>Graduates and TxCHSE</td>
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<td>88.3%</td>
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</table>
# 2020-21 Attendance, Graduation, and Dropout Rates (TAPR)

**ELISHA M PEASE EL (057905191) - DALLAS ISD - DALLAS COUNTY**

<table>
<thead>
<tr>
<th>Graduates, TxCHSE, and Continuers</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>
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</tr>
<tr>
<td>Graduated</td>
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<td>90.0%</td>
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<td>-</td>
</tr>
<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>
<tr>
<td>Graduates, TxCHSE, and Continuers</td>
<td>93.9%</td>
<td>90.6%</td>
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</tr>
</tbody>
</table>

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

| Class of 2018                    |        |          |        |                 |          |       |                 |       |                 |                   |            |             |       |
| 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)**
### 2020-21 Attendance, Graduation, and Dropout Rates (TAPR)

**ELISHA M PEASE EL (057905191) - DALLAS ISD - DALLAS COUNTY**

<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>EB/EL</th>
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<td></td>
</tr>
<tr>
<td></td>
<td>83.5%</td>
<td>87.9%</td>
<td></td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Class of 2019</strong></td>
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<td>-</td>
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<td></td>
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</tr>
<tr>
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<td>83.5%</td>
<td>86.9%</td>
<td></td>
<td>-</td>
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</tr>
</tbody>
</table>

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

|                      |       |          |        |                  |          |       |                |       |                 |                   |            |             |       |
| **Class of 2020**    |       |          |        |                  |          |       | -              | -     |                 |                   |            |             |       |
|                      | 87.8% | 91.6%    |        | -                | -        | -     | -              | -     |                 |                   |            |             |       |
| **Class of 2019**    |       |          |        |                  |          |       | -              | -     |                 |                   |            |             |       |
|                      | 87.6% | 91.8%    |        | -                | -        | -     | -              | -     |                 |                   |            |             |       |

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

|                      |       |          |        |                  |          |       |                |       |                 |                   |            |             |       |
| **2019-20**          |       |          |        |                  |          |       | -              | -     |                 |                   |            |             |       |
|                      | 38.6% | 7.5%     |        | -                | -        | -     | -              | -     |                 |                   |            |             |       |
| **2018-19**          |       |          |        |                  |          |       | -              | -     |                 |                   |            |             |       |
|                      | 32.7% | 6.0%     |        | -                | -        | -     | -              | -     |                 |                   |            |             |       |

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

|                      |       |          |        |                  |          |       |                |       |                 |                   |            |             |       |
| **2019-20**          |       |          |        |                  |          |       | -              | -     |                 |                   |            |             |       |
|                      | 4.4%  | 3.9%     |        | -                | -        | -     | -              | -     |                 |                   |            |             |       |
| **2018-19**          |       |          |        |                  |          |       | -              | -     |                 |                   |            |             |       |
|                      | 4.4%  | 5.1%     |        | -                | -        | -     | -              | -     |                 |                   |            |             |       |

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

|                      |       |          |        |                  |          |       |                |       |                 |                   |            |             |       |
| **2019-20**          |       |          |        |                  |          |       | -              | -     |                 |                   |            |             |       |
|                      | 81.8% | 86.6%    |        | -                | -        | -     | -              | -     |                 |                   |            |             |       |
| **2018-19**          |       |          |        |                  |          |       | -              | -     |                 |                   |            |             |       |
|                      | 82.1% | 86.0%    |        | -                | -        | -     | -              | -     |                 |                   |            |             |       |

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

<p>| | | | | | | | | | | | | | |
|                      |       |          |        |                  |          |       |                |       |                 |                   |            |             |       |
| <strong>2019-20</strong>          |       |          |        |                  |          |       | -              | -     |                 |                   |            |             |       |
|                      | 85.8% | 90.1%    |        | -                | -        | -     | -              | -     |                 |                   |            |             |       |
| <strong>2018-19</strong>          |       |          |        |                  |          |       | -              | -     |                 |                   |            |             |       |
|                      | 85.9% | 90.6%    |        | -                | -        | -     | -              | -     |                 |                   |            |             |       |</p>
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<thead>
<tr>
<th>Graduates (2019-20 Annual Graduates)</th>
<th>Campus Count</th>
<th>Campus Percent</th>
<th>District Count</th>
<th>State Count</th>
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<td>Total Graduates</td>
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<td>8,208</td>
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<tr>
<td>By Ethnicity:</td>
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<td>-</td>
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<td>1,226</td>
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<tr>
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<td>-</td>
<td>110</td>
<td>17,126</td>
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<td>557</td>
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<td>Foundation H.S. Program (DLA)</td>
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<td>Economically Disadvantaged Graduates</td>
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<td>Emergent Bilingual (EB)/English Learner (EL) Graduates</td>
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<td>At-Risk Graduates</td>
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There is no data for this campus.
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<tr>
<th>Membership</th>
<th>Enrollment</th>
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<tr>
<td><strong>Total Students</strong></td>
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<td><strong>Students by Grade:</strong></td>
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<tr>
<td>Grade 8</td>
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</tr>
<tr>
<td>Grade 9</td>
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<td>Grade 10</td>
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<td>Grade 11</td>
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<tr>
<td>American Indian</td>
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<tr>
<td>Asian</td>
<td>0</td>
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<tr>
<td>Pacific Islander</td>
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</tr>
<tr>
<td>Two or More Races</td>
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<tr>
<td><strong>Sex:</strong></td>
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<tr>
<td>Female</td>
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<tr>
<td>Male</td>
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<tr>
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<tr>
<td>Non-Educationally Disadvantaged</td>
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<tr>
<td>Section 504 Students</td>
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<tr>
<td>Students w/ Disciplinary Placements (2019-20)</td>
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<td>Membership</td>
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<tr>
<td>Homeless</td>
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<tr>
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<tr>
<td>Military Connected</td>
<td>1</td>
</tr>
<tr>
<td>At-Risk</td>
<td>111</td>
</tr>
</tbody>
</table>

**Students by Instructional Program:**

- **Bilingual/ESL Education**: 13 (2.8%), 45.1%, 21.0%; Country: 13 (2.8%), 45.1%, 20.9%
- **Gifted and Talented Education**: 41 (8.8%), 17.6%, 8.3%; Country: 41 (8.8%), 17.6%, 8.3%
- **Special Education**: 42 (9.0%), 9.7%, 11.1%; Country: 42 (9.0%), 9.7%, 11.3%

**Students with Disabilities by Type of Primary Disability:**

- Total Students with Disabilities: 42
  - **Students with Intellectual Disabilities**: 20 (47.6%), 40.9%, 42.5%
  - **Students with Physical Disabilities**: 8 (19.0%), 15.7%, 21.3%
  - **Students with Autism**: 6 (14.3%), 24.0%, 14.1%
  - **Students with Behavioral Disabilities**: 8 (19.0%), 19.1%, 20.6%
  - **Students with Non-Categorical Early Childhood**: 0 (0.0%), 0.3%, 1.5%

**Mobility (2019-20):**

- Total Mobile Students: 193 (41.0%), 17.9%, 13.8%
  - **African American**: 175 (37.2%), 6.8%, 2.8%
  - **Hispanic**: 10 (2.1%), 9.8%, 7.1%
  - **White**: 1 (0.2%), 0.8%, 3.1%
  - **American Indian**: 2 (0.4%), 0.1%, 0.1%
  - **Asian**: 0 (0.0%), 0.1%, 0.4%
  - **Pacific Islander**: 0 (0.0%), 0.0%, 0.0%
  - **Two or More Races**: 5 (1.1%), 0.3%, 0.4%

**Student Attrition (2019-20):**

- Total Student Attrition: 109 (26.3%), 18.1%, 16.6%
### Retention Rates by Grade:

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Non-Special Education Rates</th>
<th>Special Education Rates</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>Campus</td>
<td>District</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>2.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>3.0%</td>
<td>1.4%</td>
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<tr>
<td>Grade 2</td>
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<td>Grade 3</td>
<td>0.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>0.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Grade 6</td>
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<td>0.2%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>-</td>
<td>0.3%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>-</td>
<td>0.3%</td>
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<tr>
<td>Grade 9</td>
<td>-</td>
<td>5.8%</td>
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</table>

### Class Size Averages by Grade and Subject (Derived from teacher responsibility records):

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<th>District</th>
<th>State</th>
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<td>Grade 2</td>
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<td>18.0</td>
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<td>Grade 3</td>
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<td>19.8</td>
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<td>19.4</td>
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<td>State</td>
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</tr>
<tr>
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<td>11.1%</td>
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<td>4.6%</td>
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<td>Part-time Counselors</td>
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<td>Teachers by Ethnicity:</td>
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<td>78.1%</td>
<td>34.4%</td>
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<td>32.1%</td>
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<td>27.6%</td>
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<td>0.0%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.0</td>
<td>0.0%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3.0</td>
<td>9.4%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Teachers by Sex:</td>
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</tr>
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<td>9.4%</td>
<td>30.1%</td>
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<td>Teachers by Highest Degree Held:</td>
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<td>2.2%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>19.0</td>
<td>59.4%</td>
<td>69.4%</td>
</tr>
<tr>
<td>Masters</td>
<td>12.0</td>
<td>37.5%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0.0</td>
<td>0.0%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Teachers by Years of Experience:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>2.0</td>
<td>6.2%</td>
<td>7.8%</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>12.0</td>
<td>37.5%</td>
<td>33.7%</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>3.0</td>
<td>9.4%</td>
<td>21.1%</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>10.0</td>
<td>31.3%</td>
<td>24.7%</td>
</tr>
<tr>
<td>21-30 Years Experience</td>
<td>3.0</td>
<td>9.4%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Over 30 Years Experience</td>
<td>2.0</td>
<td>6.2%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>
### Texas Education Agency

**2020-21 Staff Information (TAPR)**

**ELISHA M PEASE EL (057905191) - DALLAS ISD - DALLAS COUNTY**

<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>Number of Students per Teacher</td>
<td>14.5</td>
<td>n/a</td>
<td>14.1</td>
<td>14.5</td>
</tr>
</tbody>
</table>

### Experience of Campus Leadership:

<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>3.0</td>
<td>6.2</td>
<td>6.4</td>
</tr>
<tr>
<td>Average Years Experience of Principals with District</td>
<td>3.0</td>
<td>5.9</td>
<td>5.5</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals</td>
<td>4.3</td>
<td>4.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals with District</td>
<td>4.3</td>
<td>4.2</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Average Years Experience of Teachers: 10.9
Average Years Experience of Teachers with District: 9.5

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

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Beginning Teachers</th>
<th>1-5 Years Experience</th>
<th>6-10 Years Experience</th>
<th>11-20 Years Experience</th>
<th>21-30 Years Experience</th>
<th>Over 30 Years Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$56,500</td>
<td>$57,902</td>
<td>$65,667</td>
<td>$66,562</td>
<td>$70,747</td>
<td>$69,619</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>$63,185</td>
<td>$63,183</td>
<td>$57,641</td>
</tr>
<tr>
<td>Professional Support</td>
<td>$67,091</td>
<td>$77,752</td>
<td>$68,030</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>$78,513</td>
<td>$84,428</td>
<td>$83,424</td>
</tr>
</tbody>
</table>

Instructional Staff Percent: n/a

Contracted Instructional Staff (not incl. above): 0.0

### 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>Teachers by Program (population served):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>30.0</td>
<td>93.7%</td>
<td>74.5%</td>
<td>71.0%</td>
</tr>
<tr>
<td>Special Education</td>
<td>2.0</td>
<td>6.3%</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.)