2020-21 Texas Academic Performance Report (TAPR)

District Name: DALLAS ISD

Campus Name: SAN JACINTO EL

Campus Number: 057905207

2021 Accountability Rating: Not Rated: Declared State of Disaster
Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAN JACINTO EL (057905207) - DALLAS ISD - DALLAS COUNTY

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

<table>
<thead>
<tr>
<th>Grade 3 Reading</th>
<th>School Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
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<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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<th>Non-Continuously Enrolled</th>
<th>Econ Disadv</th>
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<th>Grade</th>
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<th>At Meets Grade Level or Above</th>
<th>At Masters Grade Level</th>
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<td>Grade 5 Reading+</td>
<td>2021 73% 74% 55% 33% 58% - - - - 43% - 53% 60% 55% 52%</td>
<td>2019 86% 85% 70% 46% 77% * - - - - 57% * 72% 65% 70% 83%</td>
<td>2021 46% 49% 39% 33% 39% - - - - 43% - 41% 30% 38% 45%</td>
</tr>
<tr>
<td>Grade 5 Mathematics+</td>
<td>2021 70% 71% 62% 50% 64% - - - - 43% - 57% 80% 63% 63%</td>
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<td>2021 44% 44% 38% 33% 38% - - - - 43% - 40% 30% 37% 37%</td>
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<tr>
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<td>2021 62% 56% 45% 50% 45% - - - - 43% - 38% 70% 45% 45%</td>
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<td>2021 31% 25% 16% 33% 13% - - - - 43% - 18% 10% 14% 10%</td>
</tr>
<tr>
<td>All Grades All Subjects</td>
<td>2021 67% 60% 47% 42% 49% 0% - - - - 44% 17% 45% 57% 46% 44%</td>
<td>2019 78% 73% 63% 45% 67% * - - - - * 56% 100% 65% 51% 63% 67%</td>
<td></td>
</tr>
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## 2020-21 STAAR Performance (TAPR)

**SAN JACINTO EL (057905207) - DALLAS ISD - DALLAS COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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) |
|-------------|-------|----------|--------|------------------|----------|-------|-----------------|------|------------------|-------------------|-------------------|---------------------|---------------------|------------------------|------------------|
| 2021        | 41%   | 34%      | 24%    | 26%              | 24%      | 0%    | -               | -    | -                | 35%               | 17%               | 24%                 | 23%                 | 23%                   | 22%               |
| 2019        | 50%   | 44%      | 36%    | 21%              | 40%      | *     | -               | -    | -                | 49%               | 67%               | 39%                 | 22%                 | 36%                   | 41%               |

### Writing

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### ELA/Reading

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### Mathematics

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### Writing

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### Science

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</table>
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 | Twotor More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL |
|-------------|-------|----------|--------|------------------|----------|-------|----------------|-------|------------------|-------------------|---------------------|----------------------|------------------------|------------------------|------------|
| Grade 4 ELA/Reading | 2019 | 61 | 57 | 51 | 50 | 51 | - | - | - | - | 35 | * | 53 | 36 | 51 | 42 |
| 2018 | 63 | 62 | 63 | 40 | 67 | - | - | - | - | - | 42 | - | 64 | 56 | 63 | 65 |
| Grade 4 Mathematics | 2019 | 65 | 68 | 72 | 82 | 69 | - | - | - | - | 70 | * | 72 | 71 | 72 | 69 |
| 2018 | 65 | 70 | 86 | 65 | 90 | - | - | - | - | - | 33 | - | 84 | 100 | 85 | 88 |
| Grade 5 ELA/Reading | 2019 | 81 | 85 | 81 | 75 | 81 | * | - | - | - | 57 | * | 84 | 70 | 81 | 85 |
| 2018 | 80 | 86 | 90 | 78 | 92 | * | - | - | - | - | 100 | * | 89 | 94 | 90 | 91 |
| Grade 5 Mathematics | 2019 | 83 | 84 | 77 | 75 | 77 | * | - | - | - | 93 | * | 76 | 80 | 77 | 79 |
| 2018 | 81 | 83 | 74 | 89 | 71 | * | - | - | - | - | 50 | * | 71 | 88 | 74 | 68 |
| All Grades Both Subjects | 2019 | 69 | 70 | 71 | 70 | 70 | * | - | - | - | 62 | * | 71 | 68 | 71 | 70 |
| 2018 | 69 | 71 | 78 | 67 | 80 | * | - | - | - | - | 56 | * | 76 | 84 | 78 | 78 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 67 | 63 | 67 | * | - | - | - | 44 | * | 68 | 59 | 67 | 66 |
| 2018 | 69 | 70 | 74 | 58 | 77 | * | - | - | - | - | 71 | * | 74 | 74 | 75 | 75 |
| All Grades Mathematics | 2019 | 70 | 71 | 74 | 78 | 73 | * | - | - | - | 79 | * | 74 | 77 | 75 | 74 |
| 2018 | 70 | 71 | 81 | 76 | 82 | * | - | - | - | - | 42 | * | 78 | 94 | 80 | 81 |

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

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Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SAN JACINTO EL (057905207) - 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.

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<th>Asian</th>
<th>Pacific Islander</th>
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<th>Special Ed (Former)</th>
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<th>Non-Continuously Enrolled</th>
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<th>EB/EL (Current &amp; Monitored)</th>
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### 2019 STAAR Participation (All Grades)

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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 (Current)</th>
<th>Special Ed (Former)</th>
<th>Continuously Enrolled</th>
<th>Non-Continuously Enrolled</th>
<th>Econ Disadv</th>
<th>EB/EL (Current &amp; Monitored)</th>
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* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
### Attendance Rate

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<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>Pacifc 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>2019-20</td>
<td>98.3%</td>
<td>97.1%</td>
<td>97.8%</td>
<td>97.1%</td>
<td>97.9%</td>
<td>*</td>
<td>*</td>
<td>*</td>
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<td>-</td>
<td>97.5%</td>
<td>97.7%</td>
<td>98.0%</td>
</tr>
<tr>
<td>2018-19</td>
<td>95.4%</td>
<td>94.9%</td>
<td>96.4%</td>
<td>96.1%</td>
<td>96.5%</td>
<td>*</td>
<td>*</td>
<td>*</td>
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<td>*</td>
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### Chronic Absenteeism

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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>Pacifc 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>
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<td>7.5%</td>
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<td>*</td>
<td>*</td>
<td>*</td>
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<td>-</td>
<td>8.3%</td>
<td>5.4%</td>
<td>5.1%</td>
</tr>
<tr>
<td>2018-19</td>
<td>11.4%</td>
<td>13.5%</td>
<td>5.1%</td>
<td>8.2%</td>
<td>4.0%</td>
<td>*</td>
<td>*</td>
<td>*</td>
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<td>*</td>
<td>8.6%</td>
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### Annual Dropout Rate (Gr 7-8)

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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>Pacifc 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>0.5%</td>
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<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2018-19</td>
<td>0.4%</td>
<td>1.1%</td>
<td>-</td>
<td>-</td>
<td>-</td>
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</table>

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

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

<table>
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<tr>
<th>Class of 2020</th>
<th>Graduated</th>
<th>Received TxCHSE</th>
<th>Continued HS</th>
<th>Dropped Out</th>
<th>Graduates and TxCHSE</th>
<th>Graduates, TxCHSE, and Continuers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated</td>
<td>90.3%</td>
<td>82.8%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Received TxCHSE</td>
<td>0.4%</td>
<td>0.2%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Continued HS</td>
<td>3.9%</td>
<td>5.7%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dropped Out</td>
<td>5.4%</td>
<td>11.4%</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Graduates and TxCHSE</td>
<td>90.7%</td>
<td>83.0%</td>
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<td>-</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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<td>-</td>
<td>-</td>
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</table>

<table>
<thead>
<tr>
<th>Class of 2019</th>
<th>Graduated</th>
<th>Received TxCHSE</th>
<th>Continued HS</th>
<th>Dropped Out</th>
<th>Graduates and TxCHSE</th>
<th>Graduates, TxCHSE, and Continuers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated</td>
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<td>85.4%</td>
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<tr>
<td>Received TxCHSE</td>
<td>0.5%</td>
<td>0.1%</td>
<td>-</td>
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</tr>
<tr>
<td>Continued HS</td>
<td>3.7%</td>
<td>4.2%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<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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</tr>
<tr>
<td>Graduates, TxCHSE, and Continuers</td>
<td>94.1%</td>
<td>89.7%</td>
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### 5-Year Extended Longitudinal Rate (Gr 9-12)

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<th>Received TxCHSE</th>
<th>Continued HS</th>
<th>Dropped Out</th>
<th>Graduates and TxCHSE</th>
<th>Graduates, TxCHSE, and Continuers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated</td>
<td>92.0%</td>
<td>88.0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Received TxCHSE</td>
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<td>0.3%</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>Continued HS</td>
<td>1.3%</td>
<td>0.7%</td>
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<td>Dropped Out</td>
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<td>11.0%</td>
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<tr>
<td>Graduates and TxCHSE</td>
<td>92.6%</td>
<td>88.3%</td>
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<td>District</td>
<td>Campus</td>
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<td>Hispanic</td>
<td>White</td>
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</tr>
<tr>
<td>Graduates, TxCHSE, and Continuers</td>
<td>93.9%</td>
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<tr>
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<tr>
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<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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<td><strong>Class of 2018</strong></td>
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<td>90.3%</td>
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<td>Received TxCHSE</td>
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<tr>
<td>Graduates and TxCHSE</td>
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<td>90.6%</td>
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<tr>
<td>Graduates, TxCHSE, and Continuers</td>
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<td>90.7%</td>
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<tr>
<td>Continued HS</td>
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<tr>
<td>Dropped Out</td>
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<td>8.1%</td>
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<tr>
<td>Graduates and TxCHSE</td>
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<td>91.8%</td>
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</tr>
<tr>
<td>Graduates, TxCHSE, and Continuers</td>
<td>93.7%</td>
<td>91.9%</td>
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<td><strong>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</strong></td>
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<tr>
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<tr>
<td>Class of 2019</td>
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<td>RHSP/DAP Graduates (Longitudinal Rate)</td>
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<tr>
<td>Class of 2019</td>
<td>73.3%</td>
<td>84.2%</td>
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<td>FHSP-E Graduates (Longitudinal Rate)</td>
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<tr>
<td>FHSP-DLA Graduates (Longitudinal Rate)</td>
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<tr>
<td></td>
<td>State</td>
<td>District</td>
<td>African American</td>
<td>Hispanic</td>
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<td>American Indian</td>
</tr>
<tr>
<td>--------------------------</td>
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<tr>
<td>Class of 2020</td>
<td>83.5%</td>
<td>87.9%</td>
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<tr>
<td>Class of 2019</td>
<td>83.5%</td>
<td>86.9%</td>
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</tr>
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</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)**

|                          | 2019-20 | 85.8% | 90.1%   | -      | -      | -              | -        | -                | -                 | -          | -           | -     |
|                          | 2018-19 | 85.9% | 90.6%   | -      | -      | -              | -        | -                | -                 | -          | -           | -     |
### Graduates (2019-20 Annual Graduates)

<table>
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<tr>
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<th>Campus Percent</th>
<th>District Count</th>
<th>State Count</th>
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There is no data for this campus.
There is no data for this campus.
## Membership

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<td>Percent</td>
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</tr>
<tr>
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<tr>
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<td>321</td>
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<tr>
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<tr>
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<tr>
<td>Asian</td>
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<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
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<td>0.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
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<td>0.3%</td>
</tr>
<tr>
<td><strong>Sex:</strong></td>
<td></td>
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<tr>
<td>Female</td>
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<tr>
<td>Male</td>
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<td>50.6%</td>
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<td><strong>Economically Disadvantaged</strong></td>
<td>366</td>
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<td>Non-Educationally Disadvantaged</td>
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<tr>
<td>EB Students/EL</td>
<td>259</td>
<td>67.3%</td>
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<tr>
<td>Students w/ Disciplinary Placements</td>
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<tr>
<td>Students w/ Dyslexia</td>
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<tr>
<td>Foster Care</td>
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## Membership

<table>
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<th></th>
<th>Campus</th>
<th></th>
<th>District</th>
<th></th>
<th>State</th>
<th></th>
<th>District</th>
<th></th>
<th>State</th>
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</thead>
<tbody>
<tr>
<td><strong>Homeless</strong></td>
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<td>2.6%</td>
<td>2.1%</td>
<td>1.1%</td>
<td></td>
<td></td>
<td>10</td>
<td>2.6%</td>
<td>2.1%</td>
</tr>
<tr>
<td><strong>Immigrant</strong></td>
<td>20</td>
<td>5.2%</td>
<td>5.7%</td>
<td>2.0%</td>
<td></td>
<td></td>
<td>20</td>
<td>5.2%</td>
<td>5.7%</td>
</tr>
<tr>
<td><strong>Migrant</strong></td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.3%</td>
<td></td>
<td></td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Title I</strong></td>
<td>385</td>
<td>100.0%</td>
<td>97.3%</td>
<td>64.5%</td>
<td></td>
<td></td>
<td>385</td>
<td>100.0%</td>
<td>97.3%</td>
</tr>
<tr>
<td><strong>Military Connected</strong></td>
<td>2</td>
<td>0.5%</td>
<td>1.0%</td>
<td>2.7%</td>
<td></td>
<td></td>
<td>2</td>
<td>0.5%</td>
<td>1.0%</td>
</tr>
<tr>
<td><strong>At-Risk</strong></td>
<td>275</td>
<td>71.4%</td>
<td>62.1%</td>
<td>49.2%</td>
<td></td>
<td></td>
<td>275</td>
<td>71.4%</td>
<td>62.1%</td>
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## Enrollment

<table>
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<tr>
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<th></th>
<th>District</th>
<th></th>
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<th></th>
<th>District</th>
<th></th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Homeless</strong></td>
<td>10</td>
<td>2.6%</td>
<td>2.1%</td>
<td>1.1%</td>
<td></td>
<td></td>
<td>10</td>
<td>2.6%</td>
<td>2.1%</td>
<td></td>
</tr>
<tr>
<td><strong>Immigrant</strong></td>
<td>20</td>
<td>5.2%</td>
<td>5.7%</td>
<td>2.0%</td>
<td></td>
<td></td>
<td>20</td>
<td>5.2%</td>
<td>5.7%</td>
<td></td>
</tr>
<tr>
<td><strong>Migrant</strong></td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.3%</td>
<td></td>
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<td>0.0%</td>
<td>0.0%</td>
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</tr>
<tr>
<td><strong>Title I</strong></td>
<td>385</td>
<td>100.0%</td>
<td>97.3%</td>
<td>64.5%</td>
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<td></td>
<td>385</td>
<td>100.0%</td>
<td>97.3%</td>
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</tr>
<tr>
<td><strong>Military Connected</strong></td>
<td>2</td>
<td>0.5%</td>
<td>1.0%</td>
<td>2.7%</td>
<td></td>
<td></td>
<td>2</td>
<td>0.5%</td>
<td>1.0%</td>
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<tr>
<td><strong>At-Risk</strong></td>
<td>275</td>
<td>71.4%</td>
<td>62.1%</td>
<td>49.2%</td>
<td></td>
<td></td>
<td>275</td>
<td>71.4%</td>
<td>62.1%</td>
<td></td>
</tr>
</tbody>
</table>

### Students by Instructional Program:

- **Bilingual/ESL Education**: 265 (68.8% District, 45.1% State, 21.0% District, 45.1% State, 20.9% State)
- **Gifted and Talented Education**: 54 (14.0% District, 17.6% State, 8.3% District, 17.6% State, 8.3% State)
- **Special Education**: 35 (9.1% District, 9.7% State, 11.1% District, 9.7% State, 11.3% State)

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

- **Total Students with Disabilities**: 35
  - **By Type of Primary Disability**
    - Students with Intellectual Disabilities: 10 (28.6% District, 40.9% State, 42.5% State)
    - Students with Physical Disabilities: ** (15.7% District, 21.3% State)
    - Students with Autism: 15 (42.9% District, 24.0% State, 14.1% State)
    - Students with Behavioral Disabilities: * (19.1% District, 20.6% State)
    - Students with Non-Categorical Early Childhood: 0 (0.0% District, 0.3% State, 1.5% State)

### Mobility (2019-20):

- **Total Mobile Students**: 50 (15.9% District, 17.9% State, 13.8% State)
  - **By Ethnicity**
    - African American: 22 (7.0% District, 6.8% State, 2.8% State)
    - Hispanic: 28 (8.9% District, 9.8% State, 7.1% State)
    - White: 0 (0.0% District, 0.8% State, 3.1% State)
    - American Indian: 0 (0.0% District, 0.1% State, 0.1% State)
    - Asian: 0 (0.0% District, 0.1% State, 0.4% State)
    - Pacific Islander: 0 (0.0% District, 0.0% State, 0.0% State)
    - Two or More Races: 0 (0.0% District, 0.3% State, 0.4% State)
- **Count and Percent of Special Ed Students who are Mobile**: 8 (22.2% District, 20.7% State, 16.5% State)
- **Count and Percent of EB Students/EL who are Mobile**: 13 (6.6% District, 13.9% State, 13.6% State)
- **Count and Percent of Econ Dis Students who are Mobile**: 49 (15.9% District, 18.0% State, 16.0% State)

### Student Attrition (2019-20):

- **Total Student Attrition**: 94 (23.4% District, 18.1% State, 16.6% State)
### Retention Rates by Grade:

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<th>--Non-Special Education Rates--</th>
<th>---Special Education Rates---</th>
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</tr>
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<td>1.4%</td>
</tr>
<tr>
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<td>1.3%</td>
</tr>
<tr>
<td>Grade 3</td>
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<td>0.8%</td>
</tr>
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<td>Grade 4</td>
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<td>0.5%</td>
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<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>
</tr>
<tr>
<td>Grade 9</td>
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<td>5.8%</td>
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### Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

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<td>18.0</td>
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<td>19.4</td>
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<td>15.7</td>
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<td>Percent</td>
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<td>----------</td>
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<tr>
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<tr>
<td>Part-time Librarians</td>
<td>0.0</td>
<td>n/a</td>
<td>6.0</td>
</tr>
<tr>
<td>Full-time Counselors</td>
<td>1.0</td>
<td>n/a</td>
<td>433.0</td>
</tr>
<tr>
<td>Part-time Counselors</td>
<td>0.0</td>
<td>n/a</td>
<td>2.0</td>
</tr>
<tr>
<td>Total Minority Staff:</td>
<td>34.9</td>
<td>87.5%</td>
<td>78.6%</td>
</tr>
<tr>
<td>Teachers by Ethnicity:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>5.0</td>
<td>17.9%</td>
<td>34.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18.0</td>
<td>64.3%</td>
<td>32.1%</td>
</tr>
<tr>
<td>White</td>
<td>3.0</td>
<td>10.7%</td>
<td>27.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.0</td>
<td>3.6%</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>1.0</td>
<td>3.6%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Teachers by Sex:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>7.0</td>
<td>25.0%</td>
<td>30.1%</td>
</tr>
<tr>
<td>Females</td>
<td>21.0</td>
<td>75.0%</td>
<td>69.9%</td>
</tr>
<tr>
<td>Teachers by Highest Degree Held:</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>
</tr>
<tr>
<td>Bachelors</td>
<td>23.0</td>
<td>82.1%</td>
<td>69.4%</td>
</tr>
<tr>
<td>Masters</td>
<td>5.0</td>
<td>17.9%</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>0.0</td>
<td>0.0%</td>
<td>7.8%</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>18.0</td>
<td>64.3%</td>
<td>33.7%</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>4.0</td>
<td>14.3%</td>
<td>21.1%</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>6.0</td>
<td>21.4%</td>
<td>24.7%</td>
</tr>
<tr>
<td>21-30 Years Experience</td>
<td>0.0</td>
<td>0.0%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Over 30 Years Experience</td>
<td>0.0</td>
<td>0.0%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>
### Texas Education Agency
#### 2020-21 Staff Information (TAPR)
**SAN JACINTO EL (057905207) - 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>13.7</td>
<td>n/a</td>
<td>14.1</td>
<td>14.5</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>5.0</td>
<td>6.2</td>
<td>6.4</td>
</tr>
<tr>
<td>Average Years Experience of Principals with District</td>
<td>5.0</td>
<td>5.9</td>
<td>5.5</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals</td>
<td>1.0</td>
<td>4.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals with District</td>
<td>1.0</td>
<td>4.2</td>
<td>4.8</td>
</tr>
</tbody>
</table>

| Average Years Experience of Teachers: | 5.7 | 9.9 | 11.2 |
| Average Years Experience of Teachers with District: | 4.1 | 7.7 | 7.2 |

#### 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>$58,383</td>
<td>$59,275</td>
<td>$53,288</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>$62,375</td>
<td>$64,955</td>
<td>$56,282</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>$63,700</td>
<td>$66,681</td>
<td>$59,900</td>
</tr>
<tr>
<td>21-30 Years Experience</td>
<td>-</td>
<td>$67,284</td>
<td>$64,637</td>
</tr>
<tr>
<td>Over 30 Years Experience</td>
<td>-</td>
<td>$71,421</td>
<td>$69,974</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>$60,093</td>
<td>$63,183</td>
<td>$57,641</td>
</tr>
<tr>
<td>Professional Support</td>
<td>$67,724</td>
<td>$77,752</td>
<td>$68,030</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>$80,000</td>
<td>$84,428</td>
<td>$83,424</td>
</tr>
</tbody>
</table>

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

| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

#### 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>26.7</td>
<td>95.4%</td>
<td>74.5%</td>
<td>71.0%</td>
</tr>
<tr>
<td>Special Education</td>
<td>1.3</td>
<td>4.6%</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.)