2021-22 Texas Academic Performance Report (TAPR)

District Name: DALLAS ISD

Campus Name: DR MARTIN LUTHER KING JR ARTS ACADEMY

Campus Number: 057905128

2022 Accountability Rating: B

Distinction Designations:

   Academic Achievement in ELA/Reading

   Academic Achievement in Mathematics

   Academic Achievement in Science

   Top 25 Percent: Comparative Closing the Gaps

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

#### Grade 3 Reading

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#### Grade 3 Mathematics

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#### Grade 5 Reading
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<th>Pacific Islander</th>
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<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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### Grade 6 Mathematics

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**STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above**

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* 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, 2022 and 2019 progress data are shown.

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

**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**

**DR MARTIN LUTHER KING JR ARTS ACADEMY (057905128) - DALLAS ISD - DALLAS COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

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<th>BE-Dual Two-Way</th>
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Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DR MARTIN LUTHER KING JR ARTS ACADEMY (057905128) - DALLAS ISD - DALLAS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

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<th>BE-Dual Two-Way</th>
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<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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* 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.
### 2022 STAAR Participation (All Grades)

#### Assessment Participant

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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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#### Reading

| Assessment Participant | 99% | 96% | 100% | 100% | 100% | - | * | - | - | - | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 92% | 87% | 98% | 100% | 96% | - | * | - | - | - | 95% | * | 99% | 97% | 98% | 96% |
| Not Included in Accountability: Mobile | 5% | 4% | 0% | 0% | 0% | - | * | - | - | - | * | 0% | * | 0% | 0% | 0% |
| Not Included in Accountability: Other Exclusions | 2% | 6% | 2% | 0% | 4% | - | * | - | - | - | * | 5% | * | 1% | 3% | 2% | 4% |
| Not Tested | 1% | 4% | 0% | 0% | 0% | - | * | - | - | - | * | 0% | * | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | - | * | - | - | - | * | 0% | * | 0% | 0% | 0% |
| Other | 0% | 2% | 0% | 0% | 0% | - | * | - | - | - | * | 0% | * | 0% | 0% | 0% |

#### Mathematics

| Assessment Participant | 99% | 98% | 100% | 100% | 100% | - | * | - | - | - | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 92% | 98% | 100% | 96% | - | * | - | - | - | 95% | * | 99% | 97% | 98% | 96% |
| Not Included in Accountability: Mobile | 5% | 4% | 0% | 0% | 0% | - | * | - | - | - | * | 0% | * | 0% | 0% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 2% | 0% | 4% | - | * | - | - | - | * | 5% | * | 1% | 3% | 2% | 4% |
| Not Tested | 1% | 2% | 0% | 0% | 0% | - | * | - | - | - | * | 0% | * | 0% | 0% | 0% |
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#### Science

| Assessment Participant | 98% | 96% | 100% | 100% | 100% | - | * | - | - | - | 100% | * | 100% | 100% | 100% | 100% |
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## Texas Education Agency

### 2021-22 STAAR Participation (TAPR)

**DR MARTIN LUTHER KING JR ARTS ACADEMY (057905128) - DALLAS ISD - DALLAS COUNTY**

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### 2021 STAAR Participation (All Grades)

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### 2021-22 STAAR Participation (TAPR)

**DR MARTIN LUTHER KING JR ARTS ACADEMY (057905128) - DALLAS ISD - DALLAS COUNTY**

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<th>Asian</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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* 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>Pacific Islander</th>
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<th>Special Ed</th>
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<tr>
<td>2020-21</td>
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<td>92.3%</td>
<td>97.5%</td>
<td>97.1%</td>
<td>98.8%</td>
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<td>*</td>
<td>-</td>
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<td>98.1%</td>
<td>97.5%</td>
<td>98.9%</td>
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<tr>
<td>2019-20</td>
<td>98.3%</td>
<td>97.1%</td>
<td>99.1%</td>
<td>99.1%</td>
<td>98.9%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>98.0%</td>
<td>99.1%</td>
<td>99.6%</td>
<td></td>
</tr>
</tbody>
</table>

| Chronic Absenteeism      |       |          |        |                  |          |       |                |       |                 | 3.2%             | 5.8%       | 2.7%        |       |
| 2020-21                  | 15.0% | 22.7%    | 6.4%   | 7.4%             | 2.2%     | *     | *              | -     | -               |                  |            |             |       |
| 2019-20                  | 6.7%  | 10.0%    | 4.1%   | 5.0%             | 1.3%     | 0.0%  | *              | -     | 2.4%            |                  |            |             |       |

| Annual Dropout Rate (Gr 7-8) |       |          |        |                  |          |       |                |       | 2.4%            |                  |            |             |       |
| 2020-21                  | 0.9%  | 2.5%     | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |
| 2019-20                  | 0.5%  | 1.9%     | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |

| Annual Dropout Rate (Gr 9-12) |       |          |        |                  |          |       |                |       | 1.6%            |                  |            |             |       |
| 2020-21                  | 2.4%  | 4.5%     | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |
| 2019-20                  | 1.6%  | 3.9%     | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |

| 4-Year Longitudinal Rate (Gr 9-12) |       |          |        |                  |          |       |                |       |                 |                  |            |             |       |
| Class of 2021             | Graduated | 90.0% | 81.1% | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE          | 0.3%  | 0.1%    | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |
| Continued HS             | 3.9%  | 6.3%    | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |
| Dropped Out              | 5.8%  | 12.5%   | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |
| Graduates and TxCHSE     | 90.3% | 81.2%   | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |
| Graduates, TxCHSE, and Continuers | 94.2% | 87.5%   | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |

| Class of 2020             | Graduated | 90.3% | 82.8% | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE          | 0.4%  | 0.2%    | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |
| Continued HS             | 3.9%  | 5.7%    | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |
| Dropped Out              | 5.4%  | 11.4%   | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |
| Graduates and TxCHSE     | 90.7% | 83.0%   | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |
| Graduates, TxCHSE, and Continuers | 94.6% | 88.6%   | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |

| 5-Year Extended Longitudinal Rate (Gr 9-12) |       |          |        |                  |          |       |                |       |                 |                  |            |             |       |
| Class of 2020             | Graduated | 92.2% | 85.9% | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE          | 0.5%  | 0.3%    | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |
| Continued HS             | 1.1%  | 0.8%    | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |
| Dropped Out              | 6.2%  | 13.0%   | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |
| Graduates and TxCHSE     | 92.7% | 86.2%   | -      | -                | -        | -     | -              | -     | -               |                  |            |             |       |
### Texas Education Agency

**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**

**DR MARTIN LUTHER KING JR ARTS ACADEMY (057905128) - 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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<tr>
<td>Graduates, TxCHSE, and Continuers</td>
<td>93.8%</td>
<td>87.0%</td>
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#### Class of 2019

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<tbody>
<tr>
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<tr>
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<tr>
<td>Continued HS</td>
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<tr>
<td>Dropped Out</td>
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</tr>
<tr>
<td>Graduates and TxCHSE</td>
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<td>88.3%</td>
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<tr>
<td>Graduates, TxCHSE, and Continuers</td>
<td>93.9%</td>
<td>89.0%</td>
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#### 6-Year Extended Longitudinal Rate (Gr 9-12)

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#### Class of 2018

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<tr>
<td>Graduates, TxCHSE, and Continuers</td>
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#### 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

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### RHSP/DAP Graduates (Longitudinal Rate)

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<tr>
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### FHSP-E Graduates (Longitudinal Rate)

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### FHSP-DLA Graduates (Longitudinal Rate)
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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>
</thead>
<tbody>
<tr>
<td><strong>Class of 2021</strong></td>
<td>81.9%</td>
<td>83.7%</td>
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<td>56,281</td>
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<tr>
<td>Economically Disadvantaged Graduates</td>
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<tr>
<td>Emergent Bilingual (EB)/English Learner (EL) Graduates</td>
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<td>32,809</td>
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<tr>
<td>At-Risk Graduates</td>
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<td>155,884</td>
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<td>CTE Completers</td>
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There is no data for this campus.
There is no data for this campus.
There is no data for this campus.
### Membership

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<th>Campus Count</th>
<th>Campus Percent</th>
<th>District Count</th>
<th>District Percent</th>
<th>State Count</th>
<th>State Percent</th>
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</thead>
<tbody>
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<td>143,430</td>
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### Enrollment

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<th>District Percent</th>
<th>State Count</th>
<th>State Percent</th>
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<tr>
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<td>143,558</td>
<td>5,427,370</td>
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### Students by Grade:

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<td>Early Childhood Education</td>
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</tr>
<tr>
<td>Pre-Kindergarten: 3-year Old</td>
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<td>1.9%</td>
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<td>Pre-Kindergarten: 4-year Old</td>
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<td>7.4%</td>
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### Ethnic Distribution:

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<tr>
<td>African American</td>
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<td>267</td>
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<td>Hispanic</td>
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<td>70.0%</td>
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<td>4</td>
<td>6.0%</td>
<td>6.0%</td>
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<tr>
<td>American Indian</td>
<td>4</td>
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<td>0.5%</td>
</tr>
<tr>
<td>Asian</td>
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<td>0</td>
<td>1.2%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
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<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
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### Sex:

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<td>Female</td>
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<td>49.1%</td>
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<td>Male</td>
<td>229</td>
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### Economically Disadvantaged

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<td>EB</td>
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### Section 504 Students

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### Membership

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<tr>
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### Students by Instructional Program:

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<tr>
<td></td>
<td>Campus</td>
<td>District</td>
</tr>
<tr>
<td>Bilingual/ESL Education</td>
<td>118</td>
<td>27.7%</td>
</tr>
<tr>
<td>Gifted and Talented Education</td>
<td>72</td>
<td>16.9%</td>
</tr>
<tr>
<td>Special Education</td>
<td>35</td>
<td>8.2%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Disability Type</th>
<th>Membership</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students with Disabilities</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>By Type of Primary Disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Intellectual Disabilities</td>
<td>12</td>
<td>34.3%</td>
</tr>
<tr>
<td>Students with Physical Disabilities</td>
<td>10</td>
<td>28.6%</td>
</tr>
<tr>
<td>Students with Autism</td>
<td>7</td>
<td>20.0%</td>
</tr>
<tr>
<td>Students with Behavioral Disabilities</td>
<td>6</td>
<td>17.1%</td>
</tr>
<tr>
<td>Students with Non-Categorical Early Childhood</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### Mobility (2020-21):

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Membership</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Mobile Students</td>
<td>65</td>
<td>20.3%</td>
</tr>
<tr>
<td>By Ethnicity:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>50</td>
<td>15.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14</td>
<td>4.4%</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>Count and Percent of Special Ed Students who are Mobile</td>
<td>4</td>
<td>12.5%</td>
</tr>
<tr>
<td>Count and Percent of EB Dis/EL who are Mobile</td>
<td>9</td>
<td>12.2%</td>
</tr>
<tr>
<td>Count and Percent of Econ Dis Students who are Mobile</td>
<td>61</td>
<td>19.7%</td>
</tr>
</tbody>
</table>

### Student Attrition (2020-21):

<table>
<thead>
<tr>
<th>Attraction</th>
<th>Membership</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Student Attrition</td>
<td>93</td>
<td>25.3%</td>
</tr>
</tbody>
</table>
### 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>
<tr>
<td></td>
<td>Campus</td>
<td>District</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>0.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>1.8%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>2.1%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>1.7%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>7.3%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>0.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>-</td>
<td>1.5%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>-</td>
<td>1.5%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>-</td>
<td>1.6%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>-</td>
<td>19.6%</td>
</tr>
</tbody>
</table>

### Class Size Averages by Grade and Subject

(Derived from teacher responsibility records):

<table>
<thead>
<tr>
<th>Class Size Information</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>16.6</td>
<td>17.1</td>
<td>18.7</td>
</tr>
<tr>
<td>Grade 1</td>
<td>16.7</td>
<td>16.6</td>
<td>18.7</td>
</tr>
<tr>
<td>Grade 2</td>
<td>19.3</td>
<td>16.8</td>
<td>18.6</td>
</tr>
<tr>
<td>Grade 3</td>
<td>15.4</td>
<td>16.3</td>
<td>18.7</td>
</tr>
<tr>
<td>Grade 4</td>
<td>19.2</td>
<td>16.8</td>
<td>18.8</td>
</tr>
<tr>
<td>Grade 5</td>
<td>14.5</td>
<td>17.1</td>
<td>20.2</td>
</tr>
<tr>
<td>Grade 6</td>
<td>10.3</td>
<td>16.5</td>
<td>19.2</td>
</tr>
<tr>
<td><strong>Secondary:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>-</td>
<td>17.4</td>
<td>16.3</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>-</td>
<td>18.5</td>
<td>18.4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-</td>
<td>18.8</td>
<td>17.5</td>
</tr>
<tr>
<td>Science</td>
<td>-</td>
<td>18.1</td>
<td>18.5</td>
</tr>
<tr>
<td>Social Studies</td>
<td>-</td>
<td>19.4</td>
<td>19.1</td>
</tr>
</tbody>
</table>
## Staff Information

<table>
<thead>
<tr>
<th>Staff Information</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Staff</td>
<td>52.2</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Professional Staff:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>31.4</td>
<td>60.2%</td>
<td>48.2%</td>
<td>49.3%</td>
</tr>
<tr>
<td>Professional Support</td>
<td>4.0</td>
<td>7.6%</td>
<td>11.3%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>4.0</td>
<td>7.7%</td>
<td>3.6%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Educational Aides:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarians and Counselors (Headcount):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Librarians</td>
<td>1.0</td>
<td>n/a</td>
<td>108.0</td>
<td>4,194.0</td>
</tr>
<tr>
<td>Part-time Librarians</td>
<td>0.0</td>
<td>n/a</td>
<td>5.0</td>
<td>607.0</td>
</tr>
<tr>
<td>Full-time Counselors</td>
<td>2.0</td>
<td>n/a</td>
<td>429.0</td>
<td>13,550.0</td>
</tr>
<tr>
<td>Part-time Counselors</td>
<td>0.0</td>
<td>n/a</td>
<td>0.0</td>
<td>1,176.0</td>
</tr>
<tr>
<td>Total Minority Staff:</td>
<td>52.2</td>
<td>100.0%</td>
<td>79.6%</td>
<td>52.1%</td>
</tr>
<tr>
<td>Teachers by Ethnicity:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>21.0</td>
<td>66.9%</td>
<td>34.3%</td>
<td>11.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10.4</td>
<td>33.1%</td>
<td>33.1%</td>
<td>28.9%</td>
</tr>
<tr>
<td>White</td>
<td>0.0</td>
<td>0.0%</td>
<td>26.8%</td>
<td>56.4%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.5%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.0</td>
<td>0.0%</td>
<td>3.3%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.0</td>
<td>0.0%</td>
<td>1.7%</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>7.0</td>
<td>22.3%</td>
<td>30.4%</td>
<td>24.1%</td>
</tr>
<tr>
<td>Females</td>
<td>24.4</td>
<td>77.7%</td>
<td>69.6%</td>
<td>75.9%</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>2.0</td>
<td>6.4%</td>
<td>2.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>21.0</td>
<td>66.9%</td>
<td>69.7%</td>
<td>72.6%</td>
</tr>
<tr>
<td>Masters</td>
<td>8.4</td>
<td>26.7%</td>
<td>26.2%</td>
<td>25.2%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0.0</td>
<td>0.0%</td>
<td>1.5%</td>
<td>0.8%</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>1.0</td>
<td>3.2%</td>
<td>6.9%</td>
<td>7.9%</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>9.0</td>
<td>28.7%</td>
<td>31.5%</td>
<td>26.7%</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>11.0</td>
<td>35.0%</td>
<td>23.4%</td>
<td>20.6%</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>7.0</td>
<td>22.3%</td>
<td>24.6%</td>
<td>28.6%</td>
</tr>
<tr>
<td>21-30 Years Experience</td>
<td>2.4</td>
<td>7.6%</td>
<td>10.0%</td>
<td>13.2%</td>
</tr>
</tbody>
</table>
### About DR Martin Luther King Jr Arts Academy (057905128) - Dallas ISD - Dallas County

#### Staff Information

<table>
<thead>
<tr>
<th></th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 30 Years Experience</td>
<td>1.0</td>
<td>3.2%</td>
<td>3.6%</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

| Number of Students per Teacher | 13.6 | n/a | 14.5 | 14.6 |

#### Experience of Campus Leadership:

<table>
<thead>
<tr>
<th>Experience</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>6.3</td>
</tr>
<tr>
<td>Average Years Experience of Principals with District</td>
<td>3.0</td>
<td>6.0</td>
<td>5.4</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals</td>
<td>4.0</td>
<td>4.7</td>
<td>5.5</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals with District</td>
<td>2.0</td>
<td>4.3</td>
<td>4.8</td>
</tr>
</tbody>
</table>

| Average Years Experience of Teachers:  | 10.1   | 10.4     | 11.1  |
| Average Years Experience of Teachers with District: | 7.6    | 8.2      | 7.2   |

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

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>$56,500</td>
<td>$53,484</td>
<td>$51,054</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>$58,406</td>
<td>$59,293</td>
<td>$54,577</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>$67,668</td>
<td>$65,777</td>
<td>$57,746</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>$66,738</td>
<td>$68,130</td>
<td>$61,377</td>
</tr>
<tr>
<td>21-30 Years Experience</td>
<td>$70,846</td>
<td>$69,071</td>
<td>$65,949</td>
</tr>
<tr>
<td>Over 30 Years Experience</td>
<td>$74,398</td>
<td>$72,138</td>
<td>$71,111</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Salary Type</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>$64,907</td>
<td>$64,020</td>
<td>$58,887</td>
</tr>
<tr>
<td>Professional Support</td>
<td>$65,779</td>
<td>$78,383</td>
<td>$69,505</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>$79,415</td>
<td>$90,129</td>
<td>$84,990</td>
</tr>
</tbody>
</table>

| Instructional Staff Percent:     | n/a    | 63.1%    | 64.9%  |
| Contracted Instructional Staff (not incl. above): | 0.0    | 0.0      | 2,113.6|

#### Program Information

<table>
<thead>
<tr>
<th>Program</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>4.1%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>3.7%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Compensatory Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Gifted and Talented Education</td>
<td>0.3</td>
<td>0.9%</td>
<td>3.1%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Regular Education</td>
<td>29.5</td>
<td>94.0%</td>
<td>74.0%</td>
<td>70.8%</td>
</tr>
</tbody>
</table>
## DR MARTIN LUTHER KING JR ARTS ACADEMY (057905128) - DALLAS ISD - DALLAS COUNTY

### 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>Special Education</td>
<td>1.0</td>
<td>3.2%</td>
<td>9.3%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Other</td>
<td>0.6</td>
<td>1.9%</td>
<td>5.8%</td>
<td>3.5%</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.

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](To open link in a new window, press the "Ctrl" key and click on the link.)