2021-22 Texas Academic Performance Report (TAPR)

District Name: DALLAS ISD

Campus Name: L O DONALD EL

Campus Number: 057905136

2022 Accountability Rating: B

Distinction Designations:

   Academic Achievement in Science

   Postsecondary Readiness
This page is intentionally blank.
### Grade 3 Reading

<table>
<thead>
<tr>
<th>School Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed (Current)</th>
<th>Special Ed (Former)</th>
<th>Continuously Enrolled</th>
<th>Non-Continuously Enrolled</th>
<th>Econ</th>
<th>Disadv</th>
<th>EB/EL (Current &amp; Monitored)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Approaches Grade Level or Above</td>
<td>2022</td>
<td>76%</td>
<td>67%</td>
<td>69%</td>
<td>*</td>
<td>67%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>38%</td>
<td>*</td>
<td>71%</td>
<td>*</td>
<td>71%</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>67%</td>
<td>61%</td>
<td>73%</td>
<td>*</td>
<td>73%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>71%</td>
<td>88%</td>
<td>74%</td>
<td>61%</td>
</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2022</td>
<td>51%</td>
<td>41%</td>
<td>43%</td>
<td>*</td>
<td>39%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>38%</td>
<td>*</td>
<td>44%</td>
<td>*</td>
<td>45%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>39%</td>
<td>34%</td>
<td>52%</td>
<td>*</td>
<td>51%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>52%</td>
<td>50%</td>
<td>52%</td>
<td>37%</td>
</tr>
<tr>
<td>At Masters Grade Level</td>
<td>2022</td>
<td>30%</td>
<td>24%</td>
<td>26%</td>
<td>*</td>
<td>27%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
<td>*</td>
<td>26%</td>
<td>*</td>
<td>26%</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>19%</td>
<td>18%</td>
<td>23%</td>
<td>*</td>
<td>22%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>23%</td>
<td>25%</td>
<td>25%</td>
<td>17%</td>
</tr>
</tbody>
</table>

### Grade 3 Mathematics

<table>
<thead>
<tr>
<th>School Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed (Current)</th>
<th>Special Ed (Former)</th>
<th>Continuously Enrolled</th>
<th>Non-Continuously Enrolled</th>
<th>Econ</th>
<th>Disadv</th>
<th>EB/EL (Current &amp; Monitored)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Approaches Grade Level or Above</td>
<td>2022</td>
<td>71%</td>
<td>67%</td>
<td>74%</td>
<td>*</td>
<td>73%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50%</td>
<td>*</td>
<td>76%</td>
<td>*</td>
<td>71%</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>62%</td>
<td>59%</td>
<td>78%</td>
<td>*</td>
<td>77%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>78%</td>
<td>75%</td>
<td>78%</td>
<td>71%</td>
</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2022</td>
<td>43%</td>
<td>40%</td>
<td>51%</td>
<td>*</td>
<td>48%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>38%</td>
<td>*</td>
<td>53%</td>
<td>*</td>
<td>55%</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>31%</td>
<td>27%</td>
<td>33%</td>
<td>*</td>
<td>32%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>31%</td>
<td>50%</td>
<td>35%</td>
<td>24%</td>
</tr>
<tr>
<td>At Masters Grade Level</td>
<td>2022</td>
<td>21%</td>
<td>19%</td>
<td>23%</td>
<td>*</td>
<td>24%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
<td>*</td>
<td>24%</td>
<td>*</td>
<td>23%</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>14%</td>
<td>12%</td>
<td>8%</td>
<td>*</td>
<td>6%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>9%</td>
<td>0%</td>
<td>8%</td>
<td>7%</td>
</tr>
</tbody>
</table>

### Grade 4 Reading

<table>
<thead>
<tr>
<th>School Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed (Current)</th>
<th>Special Ed (Former)</th>
<th>Continuously Enrolled</th>
<th>Non-Continuously Enrolled</th>
<th>Econ</th>
<th>Disadv</th>
<th>EB/EL (Current &amp; Monitored)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Approaches Grade Level or Above</td>
<td>2022</td>
<td>77%</td>
<td>67%</td>
<td>66%</td>
<td>*</td>
<td>66%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>64%</td>
<td>78%</td>
<td>66%</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>63%</td>
<td>58%</td>
<td>50%</td>
<td>*</td>
<td>51%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50%</td>
<td>-</td>
<td>55%</td>
<td>22%</td>
<td>45%</td>
<td>49%</td>
</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2022</td>
<td>54%</td>
<td>46%</td>
<td>42%</td>
<td>*</td>
<td>41%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>38%</td>
<td>67%</td>
<td>43%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>36%</td>
<td>33%</td>
<td>30%</td>
<td>*</td>
<td>30%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>40%</td>
<td>-</td>
<td>33%</td>
<td>11%</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>At Masters Grade Level</td>
<td>2022</td>
<td>28%</td>
<td>24%</td>
<td>15%</td>
<td>*</td>
<td>15%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>9%</td>
<td>44%</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>17%</td>
<td>16%</td>
<td>13%</td>
<td>*</td>
<td>14%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10%</td>
<td>-</td>
<td>14%</td>
<td>11%</td>
<td>15%</td>
<td>17%</td>
</tr>
</tbody>
</table>

### Grade 4 Mathematics

<table>
<thead>
<tr>
<th>School Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed (Current)</th>
<th>Special Ed (Former)</th>
<th>Continuously Enrolled</th>
<th>Non-Continuously Enrolled</th>
<th>Econ</th>
<th>Disadv</th>
<th>EB/EL (Current &amp; Monitored)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Approaches Grade Level or Above</td>
<td>2022</td>
<td>70%</td>
<td>68%</td>
<td>69%</td>
<td>*</td>
<td>69%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>72%</td>
<td>56%</td>
<td>67%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>59%</td>
<td>57%</td>
<td>55%</td>
<td>*</td>
<td>55%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>70%</td>
<td>-</td>
<td>55%</td>
<td>56%</td>
<td>54%</td>
<td>55%</td>
</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2022</td>
<td>43%</td>
<td>39%</td>
<td>40%</td>
<td>*</td>
<td>39%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>45%</td>
<td>11%</td>
<td>40%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>36%</td>
<td>32%</td>
<td>33%</td>
<td>*</td>
<td>33%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50%</td>
<td>-</td>
<td>35%</td>
<td>22%</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td>At Masters Grade Level</td>
<td>2022</td>
<td>23%</td>
<td>19%</td>
<td>15%</td>
<td>*</td>
<td>13%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>17%</td>
<td>0%</td>
<td>16%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>21%</td>
<td>17%</td>
<td>17%</td>
<td>*</td>
<td>17%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>20%</td>
<td>-</td>
<td>18%</td>
<td>11%</td>
<td>15%</td>
<td>17%</td>
</tr>
</tbody>
</table>
# 2021-22 STAAR Performance (TAPR)

## L O DONALD EL (057905136) - DALLAS ISD - DALLAS COUNTY

<table>
<thead>
<tr>
<th>School Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed (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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At Approaches Grade Level or Above</strong></td>
<td>2022</td>
<td>81%</td>
<td>76%</td>
<td>77%</td>
<td>*</td>
<td>76%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>67%</td>
<td>*</td>
<td>77%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>73%</td>
<td>74%</td>
<td>81%</td>
<td>-</td>
<td>81%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>75%</td>
<td>-</td>
<td>82%</td>
<td>67%</td>
<td>77%</td>
</tr>
<tr>
<td><strong>At Meets Grade Level or Above</strong></td>
<td>2022</td>
<td>58%</td>
<td>51%</td>
<td>58%</td>
<td>*</td>
<td>59%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>58%</td>
<td>*</td>
<td>60%</td>
<td>50%</td>
<td>56%</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>46%</td>
<td>49%</td>
<td>54%</td>
<td>-</td>
<td>55%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50%</td>
<td>-</td>
<td>54%</td>
<td>50%</td>
<td>52%</td>
</tr>
<tr>
<td><strong>At Masters Grade Level</strong></td>
<td>2022</td>
<td>36%</td>
<td>30%</td>
<td>23%</td>
<td>*</td>
<td>24%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>25%</td>
<td>*</td>
<td>27%</td>
<td>0%</td>
<td>21%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>30%</td>
<td>29%</td>
<td>25%</td>
<td>-</td>
<td>26%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>33%</td>
<td>-</td>
<td>25%</td>
<td>33%</td>
<td>25%</td>
</tr>
</tbody>
</table>

### Grade 5 Mathematics
<table>
<thead>
<tr>
<th>School Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed (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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At Approaches Grade Level or Above</strong></td>
<td>2022</td>
<td>77%</td>
<td>76%</td>
<td>92%</td>
<td>*</td>
<td>91%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>92%</td>
<td>*</td>
<td>90%</td>
<td>100%</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>70%</td>
<td>71%</td>
<td>86%</td>
<td>-</td>
<td>87%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>83%</td>
<td>-</td>
<td>88%</td>
<td>67%</td>
<td>83%</td>
</tr>
<tr>
<td><strong>At Meets Grade Level or Above</strong></td>
<td>2022</td>
<td>48%</td>
<td>49%</td>
<td>58%</td>
<td>*</td>
<td>59%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>58%</td>
<td>*</td>
<td>60%</td>
<td>50%</td>
<td>56%</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>44%</td>
<td>44%</td>
<td>75%</td>
<td>-</td>
<td>76%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>75%</td>
<td>-</td>
<td>75%</td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td><strong>At Masters Grade Level</strong></td>
<td>2022</td>
<td>25%</td>
<td>25%</td>
<td>37%</td>
<td>*</td>
<td>36%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50%</td>
<td>*</td>
<td>40%</td>
<td>13%</td>
<td>33%</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>25%</td>
<td>23%</td>
<td>46%</td>
<td>-</td>
<td>47%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>42%</td>
<td>-</td>
<td>47%</td>
<td>33%</td>
<td>46%</td>
</tr>
</tbody>
</table>

### Grade 5 Science
<table>
<thead>
<tr>
<th>School Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed (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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At Approaches Grade Level or Above</strong></td>
<td>2022</td>
<td>66%</td>
<td>61%</td>
<td>67%</td>
<td>*</td>
<td>67%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>67%</td>
<td>*</td>
<td>71%</td>
<td>38%</td>
<td>65%</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>62%</td>
<td>56%</td>
<td>76%</td>
<td>-</td>
<td>78%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>67%</td>
<td>-</td>
<td>75%</td>
<td>*</td>
<td>73%</td>
</tr>
<tr>
<td><strong>At Meets Grade Level or Above</strong></td>
<td>2022</td>
<td>38%</td>
<td>34%</td>
<td>40%</td>
<td>*</td>
<td>41%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>42%</td>
<td>*</td>
<td>42%</td>
<td>25%</td>
<td>39%</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>31%</td>
<td>25%</td>
<td>39%</td>
<td>-</td>
<td>40%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50%</td>
<td>-</td>
<td>38%</td>
<td>*</td>
<td>39%</td>
</tr>
<tr>
<td><strong>At Masters Grade Level</strong></td>
<td>2022</td>
<td>18%</td>
<td>14%</td>
<td>17%</td>
<td>*</td>
<td>17%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>25%</td>
<td>*</td>
<td>19%</td>
<td>0%</td>
<td>18%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>13%</td>
<td>9%</td>
<td>15%</td>
<td>-</td>
<td>16%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>17%</td>
<td>-</td>
<td>15%</td>
<td>*</td>
<td>14%</td>
</tr>
</tbody>
</table>

### All Grades All Subjects
<table>
<thead>
<tr>
<th>School Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed (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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At Approaches Grade Level or Above</strong></td>
<td>2022</td>
<td>74%</td>
<td>67%</td>
<td>74%</td>
<td>92%</td>
<td>73%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>64%</td>
<td>80%</td>
<td>75%</td>
<td>66%</td>
<td>72%</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>67%</td>
<td>60%</td>
<td>67%</td>
<td>40%</td>
<td>68%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>64%</td>
<td>-</td>
<td>68%</td>
<td>61%</td>
<td>65%</td>
</tr>
<tr>
<td><strong>At Meets Grade Level or Above</strong></td>
<td>2022</td>
<td>48%</td>
<td>41%</td>
<td>48%</td>
<td>67%</td>
<td>47%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>48%</td>
<td>60%</td>
<td>49%</td>
<td>39%</td>
<td>47%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>41%</td>
<td>34%</td>
<td>42%</td>
<td>40%</td>
<td>42%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>49%</td>
<td>-</td>
<td>43%</td>
<td>36%</td>
<td>41%</td>
</tr>
<tr>
<td><strong>At Masters Grade Level</strong></td>
<td>2022</td>
<td>23%</td>
<td>18%</td>
<td>22%</td>
<td>17%</td>
<td>22%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21%</td>
<td>0%</td>
<td>23%</td>
<td>11%</td>
<td>21%</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>18%</td>
<td>14%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21%</td>
<td>-</td>
<td>20%</td>
<td>17%</td>
<td>19%</td>
</tr>
</tbody>
</table>

### All Grades ELA/Reading
<table>
<thead>
<tr>
<th>School Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed (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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At Approaches Grade Level or Above</strong></td>
<td>2022</td>
<td>75%</td>
<td>66%</td>
<td>71%</td>
<td>100%</td>
<td>70%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>52%</td>
<td>*</td>
<td>71%</td>
<td>72%</td>
<td>71%</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>68%</td>
<td>61%</td>
<td>68%</td>
<td>*</td>
<td>69%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>64%</td>
<td>-</td>
<td>70%</td>
<td>57%</td>
<td>66%</td>
</tr>
<tr>
<td>School Year</td>
<td>State</td>
<td>District</td>
<td>Campus</td>
<td>African American</td>
<td>Hispanic</td>
<td>White</td>
<td>American Indian</td>
<td>Asian</td>
<td>Pacific Islander</td>
<td>Two or More Races</td>
<td>Special Ed (Current)</td>
<td>Special Ed (Former)</td>
<td>Continuously Enrolled</td>
<td>Non-Continuously Enrolled</td>
<td>Econ Disadv</td>
<td>EB/EL (Current &amp; Monitored)</td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
<td>----------</td>
<td>--------</td>
<td>------------------</td>
<td>----------</td>
<td>-------</td>
<td>----------------</td>
<td>-------</td>
<td>------------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-------------------</td>
<td>------------------------</td>
<td>----------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2022</td>
<td>53%</td>
<td>43%</td>
<td>48%</td>
<td>80%</td>
<td>47%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>48%</td>
<td>*</td>
<td>47%</td>
<td>56%</td>
<td>49%</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>45%</td>
<td>37%</td>
<td>45%</td>
<td>*</td>
<td>46%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>44%</td>
<td>-</td>
<td>47%</td>
<td>35%</td>
<td>45%</td>
<td>39%</td>
</tr>
<tr>
<td>At Masters Grade Level</td>
<td>2022</td>
<td>25%</td>
<td>19%</td>
<td>20%</td>
<td>0%</td>
<td>21%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>13%</td>
<td>*</td>
<td>20%</td>
<td>22%</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>18%</td>
<td>15%</td>
<td>21%</td>
<td>*</td>
<td>21%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>20%</td>
<td>-</td>
<td>21%</td>
<td>22%</td>
<td>22%</td>
<td>19%</td>
</tr>
</tbody>
</table>

**All Grades Mathematics**

| At Approaches Grade Level or Above | 2022 | 72% | 68% | 79% | 100% | 78% | - | - | - | - | 74% | * | 80% | 72% | 77% | 79% |
| | 2021 | 66% | 61% | 73% | * | 74% | * | - | - | - | 72% | - | 74% | 65% | 72% | 71% |
| At Meets Grade Level or Above | 2022 | 42% | 39% | 50% | 80% | 49% | - | - | - | - | 52% | * | 53% | 28% | 49% | 51% |
| | 2021 | 37% | 32% | 47% | * | 47% | * | - | - | - | 56% | - | 48% | 43% | 45% | 45% |
| At Masters Grade Level | 2022 | 20% | 18% | 25% | 40% | 24% | - | - | - | - | 26% | * | 27% | 6% | 24% | 27% |
| | 2021 | 18% | 14% | 24% | * | 24% | * | - | - | - | 28% | - | 25% | 13% | 22% | 24% |

**All Grades Science**

| At Approaches Grade Level or Above | 2022 | 76% | 68% | 67% | * | 67% | - | - | - | - | 67% | * | 71% | 38% | 65% | 58% |
| | 2021 | 71% | 62% | 76% | - | 78% | * | - | - | - | 67% | - | 75% | * | 73% | 76% |
| At Meets Grade Level or Above | 2022 | 47% | 37% | 40% | * | 41% | - | - | - | - | 42% | * | 42% | 25% | 39% | 38% |
| | 2021 | 44% | 32% | 39% | - | 40% | * | - | - | - | 50% | - | 38% | * | 39% | 33% |
| At Masters Grade Level | 2022 | 21% | 15% | 17% | * | 17% | - | - | - | - | 25% | * | 19% | 0% | 18% | 13% |
| | 2021 | 20% | 12% | 15% | - | 16% | * | - | - | - | 17% | - | 15% | * | 14% | 14% |

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

<p>| 3rd Graders | 2022 | 36% | 29% | 40% | * | 36% | - | - | - | - | 38% | * | 41% | * | 42% | 47% |
| | 2021 | 36% | 29% | 40% | * | 36% | - | - | - | - | 38% | * | 41% | * | 42% | 47% |
| Reading and Mathematics Including EOC | 2022 | 24% | 20% | 24% | * | 23% | - | - | - | - | * | - | 24% | 25% | 25% | 15% |
| Reading Including EOC | 2022 | 24% | 20% | 24% | * | 23% | - | - | - | - | * | - | 24% | 25% | 25% | 15% |
| Math Including EOC | 2022 | 43% | 40% | 51% | * | 48% | - | - | - | - | 38% | * | 53% | * | 55% | 58% |
| 4th Graders | 2022 | 36% | 30% | 26% | * | 25% | - | - | - | - | * | - | 28% | 11% | 26% | 22% |
| Reading and Mathematics | 2021 | 31% | 27% | 33% | * | 32% | - | - | - | - | * | - | 31% | 50% | 35% | 24% |</p>
<table>
<thead>
<tr>
<th>School Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed (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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading and Mathematics Including EOC</strong></td>
<td>2022 36%</td>
<td>30%</td>
<td>26%</td>
<td>*</td>
<td>25%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>40%</td>
<td>*</td>
<td>-</td>
<td>28%</td>
<td>11%</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>2021 26%</td>
<td>22%</td>
<td>26%</td>
<td>*</td>
<td>25%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>40%</td>
<td>*</td>
<td>-</td>
<td>38%</td>
<td>67%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Reading Including EOC</strong></td>
<td>2022 54%</td>
<td>46%</td>
<td>42%</td>
<td>*</td>
<td>41%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>40%</td>
<td>*</td>
<td>-</td>
<td>45%</td>
<td>11%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>2021 36%</td>
<td>33%</td>
<td>30%</td>
<td>*</td>
<td>30%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>33%</td>
<td>*</td>
<td>-</td>
<td>45%</td>
<td>11%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Math Including EOC</strong></td>
<td>2022 43%</td>
<td>39%</td>
<td>40%</td>
<td>*</td>
<td>39%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50%</td>
<td>*</td>
<td>-</td>
<td>35%</td>
<td>22%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>2021 36%</td>
<td>32%</td>
<td>33%</td>
<td>*</td>
<td>33%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50%</td>
<td>*</td>
<td>-</td>
<td>35%</td>
<td>22%</td>
<td>30%</td>
</tr>
<tr>
<td><strong>5th Graders</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading and Mathematics</strong></td>
<td>2022 41%</td>
<td>38%</td>
<td>47%</td>
<td>*</td>
<td>47%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50%</td>
<td>*</td>
<td>-</td>
<td>48%</td>
<td>38%</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>2021 34%</td>
<td>34%</td>
<td>49%</td>
<td>-</td>
<td>50%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50%</td>
<td>-</td>
<td>49%</td>
<td>50%</td>
<td>48%</td>
<td>49%</td>
</tr>
<tr>
<td><strong>Reading and Mathematics Including EOC</strong></td>
<td>2022 41%</td>
<td>38%</td>
<td>47%</td>
<td>*</td>
<td>47%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50%</td>
<td>*</td>
<td>-</td>
<td>48%</td>
<td>38%</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>2021 34%</td>
<td>34%</td>
<td>49%</td>
<td>-</td>
<td>50%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50%</td>
<td>-</td>
<td>49%</td>
<td>50%</td>
<td>48%</td>
<td>49%</td>
</tr>
<tr>
<td><strong>Reading Including EOC</strong></td>
<td>2022 58%</td>
<td>51%</td>
<td>58%</td>
<td>*</td>
<td>59%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>58%</td>
<td>*</td>
<td>-</td>
<td>60%</td>
<td>50%</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>2021 46%</td>
<td>49%</td>
<td>54%</td>
<td>-</td>
<td>55%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50%</td>
<td>-</td>
<td>54%</td>
<td>50%</td>
<td>52%</td>
<td>51%</td>
</tr>
<tr>
<td><strong>Math Including EOC</strong></td>
<td>2022 48%</td>
<td>49%</td>
<td>58%</td>
<td>*</td>
<td>59%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>58%</td>
<td>*</td>
<td>-</td>
<td>60%</td>
<td>50%</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>2021 44%</td>
<td>44%</td>
<td>75%</td>
<td>-</td>
<td>76%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>75%</td>
<td>-</td>
<td>75%</td>
<td>67%</td>
<td>73%</td>
<td>80%</td>
</tr>
<tr>
<td><strong>3rd - 8th Graders</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading and Mathematics</strong></td>
<td>2022 34%</td>
<td>29%</td>
<td>37%</td>
<td>80%</td>
<td>36%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>43%</td>
<td>*</td>
<td>-</td>
<td>39%</td>
<td>22%</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>2021 26%</td>
<td>22%</td>
<td>33%</td>
<td>*</td>
<td>33%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>40%</td>
<td>-</td>
<td>34%</td>
<td>27%</td>
<td>32%</td>
<td>29%</td>
</tr>
<tr>
<td><strong>Reading and Mathematics Including EOC</strong></td>
<td>2022 36%</td>
<td>32%</td>
<td>37%</td>
<td>80%</td>
<td>36%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>43%</td>
<td>*</td>
<td>-</td>
<td>39%</td>
<td>22%</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>2021 28%</td>
<td>24%</td>
<td>33%</td>
<td>*</td>
<td>33%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>40%</td>
<td>-</td>
<td>34%</td>
<td>27%</td>
<td>32%</td>
<td>29%</td>
</tr>
<tr>
<td><strong>Reading Including EOC</strong></td>
<td>2022 53%</td>
<td>46%</td>
<td>48%</td>
<td>80%</td>
<td>47%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>48%</td>
<td>*</td>
<td>-</td>
<td>47%</td>
<td>56%</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>2021 41%</td>
<td>36%</td>
<td>45%</td>
<td>*</td>
<td>46%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>44%</td>
<td>-</td>
<td>47%</td>
<td>35%</td>
<td>45%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Math Including EOC</strong></td>
<td>2022 43%</td>
<td>41%</td>
<td>50%</td>
<td>80%</td>
<td>49%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>52%</td>
<td>*</td>
<td>-</td>
<td>53%</td>
<td>28%</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>2021 37%</td>
<td>33%</td>
<td>47%</td>
<td>*</td>
<td>47%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>56%</td>
<td>-</td>
<td>48%</td>
<td>43%</td>
<td>45%</td>
<td>45%</td>
</tr>
</tbody>
</table>

* 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.

| School Progress Domain - Academic Growth Score by Grade and Subject |
|----------------------|-----------------|-----------------|-----------------|-------------------|-------------------|-----------------|------------------|------------------|------------------|------------------|------------------|
|                      | 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  | 2022        | 77    | 69      | 42     | 42               | 42      | -     | -               | -     | -               | -                 | -                  | 36              | 81              | 40              | 34              |
|                      | 2019        | 61    | 57      | 72     | *                | 69      | -     | -               | -     | -               | -                 | 94                | -               | 65              | 94              | 70              | 45              |
| Grade 4 Mathematics  | 2022        | 74    | 74      | 64     | *                | 64      | -     | -               | -     | -               | -                 | 69                | -               | 69              | 62              | 75              |
|                      | 2019        | 65    | 68      | 67     | *                | 65      | -     | -               | -     | -               | -                 | 70                | 70              | 66              | 63              |
| Grade 5 ELA/Reading  | 2022        | 87    | 83      | 79     | *                | 78      | -     | -               | -     | -               | -                 | 86                | 79              | 83              | 74              |
|                      | 2019        | 81    | 85      | 80     | -                | 81      | *     | -               | -     | -               | -                 | 85                | 79              | 80              | 83              |
| Grade 5 Mathematics  | 2022        | 79    | 82      | 99     | *                | 99      | -     | -               | -     | -               | -                 | 100               | 99              | 99              | 99              |
|                      | 2019        | 83    | 84      | 99     | -                | 99      | *     | -               | -     | -               | -                 | 100               | 100             | 99              | 100             |
| All Grades Both Subjects | 2022     | 74    | 73      | 70     | 80               | 70      | -     | -               | -     | -               | -                 | 88                | *               | 70              | 70              | 69              | 70              |
|                      | 2019        | 69    | 70      | 80     | 100              | 80      | *     | -               | -     | -               | -                 | 84                | -               | 81              | 73              | 81              | 80              |
| All Grades ELA/Reading | 2022       | 78    | 77      | 58     | *                | 58      | -     | -               | -     | -               | -                 | 82                | *               | 55              | 82              | 57              | 51              |
|                      | 2019        | 68    | 68      | 77     | *                | 77      | *     | -               | -     | -               | -                 | 90                | -               | 78              | 72              | 76              | 75              |
| All Grades Mathematics | 2022       | 69    | 69      | 81     | *                | 81      | -     | -               | -     | -               | -                 | 93                | *               | 84              | 58              | 80              | 87              |
|                      | 2019        | 70    | 71      | 83     | *                | 82      | *     | -               | -     | -               | -                 | 79                | -               | 84              | 74              | 84              | 83              |

* 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 School progress and STAAR progress measure data are shown.

<table>
<thead>
<tr>
<th>School Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>Total Bilingual Education</th>
<th>BE-Trans Early Exit</th>
<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>
<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>
<th>Total EB/EL (Current)</th>
<th>Monitored &amp; Former EB/EL</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Grades All Subjects</td>
<td>At Approaches Grade Level or Above</td>
<td>2022</td>
<td>74%</td>
<td>67%</td>
<td>74%</td>
<td>67%</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>67%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>67%</td>
<td>60%</td>
<td>67%</td>
<td>66%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>66%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>59%</td>
</tr>
<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
<td>2022</td>
<td>48%</td>
<td>41%</td>
<td>48%</td>
<td>43%</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>44%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>41%</td>
<td>34%</td>
<td>42%</td>
<td>39%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>39%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>36%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
<td>2022</td>
<td>23%</td>
<td>18%</td>
<td>22%</td>
<td>20%</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>21%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>18%</td>
<td>14%</td>
<td>20%</td>
<td>20%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>20%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>16%</td>
<td>21%</td>
</tr>
<tr>
<td>All Grades ELA/Reading</td>
<td>At Approaches Grade Level or Above</td>
<td>2022</td>
<td>75%</td>
<td>66%</td>
<td>71%</td>
<td>61%</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>62%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>68%</td>
<td>61%</td>
<td>68%</td>
<td>63%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>63%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>65%</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
<td>2022</td>
<td>53%</td>
<td>43%</td>
<td>48%</td>
<td>39%</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>40%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>45%</td>
<td>37%</td>
<td>45%</td>
<td>38%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>38%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>43%</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
<td>2022</td>
<td>25%</td>
<td>19%</td>
<td>20%</td>
<td>20%</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>20%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>18%</td>
<td>15%</td>
<td>21%</td>
<td>19%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>19%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>17%</td>
<td>25%</td>
</tr>
<tr>
<td>All Grades Mathematics</td>
<td>At Approaches Grade Level or Above</td>
<td>2022</td>
<td>72%</td>
<td>68%</td>
<td>79%</td>
<td>78%</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>78%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>66%</td>
<td>61%</td>
<td>73%</td>
<td>74%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>74%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>58%</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
<td>2022</td>
<td>42%</td>
<td>39%</td>
<td>50%</td>
<td>52%</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>52%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>37%</td>
<td>32%</td>
<td>47%</td>
<td>49%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>49%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>29%</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
<td>2022</td>
<td>20%</td>
<td>18%</td>
<td>25%</td>
<td>28%</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>28%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>18%</td>
<td>14%</td>
<td>24%</td>
<td>26%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>26%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>17%</td>
<td>22%</td>
</tr>
<tr>
<td>All Grades Science</td>
<td>At Approaches Grade Level or Above</td>
<td>2022</td>
<td>76%</td>
<td>68%</td>
<td>67%</td>
<td>53%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>53%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>71%</td>
<td>62%</td>
<td>76%</td>
<td>77%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>77%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>71%</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
<td>2022</td>
<td>47%</td>
<td>37%</td>
<td>40%</td>
<td>31%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>31%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>44%</td>
<td>32%</td>
<td>39%</td>
<td>31%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>31%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>43%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
<td>2022</td>
<td>21%</td>
<td>15%</td>
<td>17%</td>
<td>3%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>2021</td>
<td>20%</td>
<td>12%</td>
<td>15%</td>
<td>11%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>11%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>29%</td>
<td>18%</td>
</tr>
<tr>
<td>School Progress Domain - Academic Growth Score</td>
<td>All Grades Both Subjects</td>
<td>2022</td>
<td>74%</td>
<td>73%</td>
<td>70%</td>
<td>68%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>68%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>69%</td>
<td>70%</td>
<td>80%</td>
<td>80%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>80%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>79%</td>
<td>80%</td>
</tr>
</tbody>
</table>
Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
L O DONALD EL (057905136) - DALLAS ISD - DALLAS COUNTY

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

<table>
<thead>
<tr>
<th>School Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>Total Bilingual Education</th>
<th>BE-Trans Early Exit</th>
<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>
<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>
<th>Total EB/EL (Current)</th>
<th>Monitored &amp; Former EB/EL</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Grades ELA/Reading</td>
<td>2022</td>
<td>78%</td>
<td>58%</td>
<td>77%</td>
<td>47%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>47%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>68%</td>
<td>77%</td>
<td>76%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>76%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>All Grades Mathematics</td>
<td>2022</td>
<td>69%</td>
<td>81%</td>
<td>83%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>87%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>70%</td>
<td>83%</td>
<td>83%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>83%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

* 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.
<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 (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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Tests</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Participant</td>
<td>99%</td>
<td>97%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included in Accountability</td>
<td>93%</td>
<td>90%</td>
<td>92%</td>
<td>86%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Included in Accountability: Mobile</td>
<td>5%</td>
<td>4%</td>
<td>8%</td>
<td>14%</td>
<td>7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Included in Accountability: Other Exclusions</td>
<td>1%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Tested</td>
<td>1%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absent</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Participant</td>
<td>99%</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included in Accountability</td>
<td>92%</td>
<td>87%</td>
<td>92%</td>
<td>83%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Included in Accountability: Mobile</td>
<td>5%</td>
<td>4%</td>
<td>8%</td>
<td>17%</td>
<td>7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Included in Accountability: Other Exclusions</td>
<td>2%</td>
<td>6%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Tested</td>
<td>1%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absent</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Participant</td>
<td>99%</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included in Accountability</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
<td>83%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Included in Accountability: Mobile</td>
<td>5%</td>
<td>4%</td>
<td>8%</td>
<td>17%</td>
<td>7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Included in Accountability: Other Exclusions</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Tested</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absent</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Participant</td>
<td>98%</td>
<td>96%</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included in Accountability</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
<td>*</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Included in Accountability: Mobile</td>
<td>4%</td>
<td>3%</td>
<td>8%</td>
<td>*</td>
<td>8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Included in Accountability: Other Exclusions</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Tested</td>
<td>2%</td>
<td>4%</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>District</td>
<td>Campus</td>
<td>African American</td>
<td>Hispanic</td>
<td>White</td>
<td>American Indian</td>
<td>Asian</td>
<td>Pacific Islander</td>
<td>Two or More Races</td>
<td>Special Ed (Current)</td>
<td>Special Ed (Former)</td>
<td>Continuously Enrolled</td>
<td>Non-Continuously Enrolled</td>
<td>Econ Disadv</td>
<td>EB / EL (Current &amp; Monitored)</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------</td>
<td>----------</td>
<td>--------</td>
<td>------------------</td>
<td>----------</td>
<td>-------</td>
<td>-----------------</td>
<td>-------</td>
<td>-----------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>-----------------------</td>
<td>------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Absent</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2021 STAAR Participation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(All Grades)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Participant</td>
<td>88%</td>
<td>88%</td>
<td>99%</td>
<td>100%</td>
<td>99%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included in Accountability</td>
<td>83%</td>
<td>84%</td>
<td>97%</td>
<td>100%</td>
<td>97%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Included in Accountability: Mobile</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Included in Accountability: Other Exclusions</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Tested</td>
<td>12%</td>
<td>12%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absent</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
<td>10%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Participant</td>
<td>89%</td>
<td>87%</td>
<td>99%</td>
<td>*</td>
<td>99%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included in Accountability</td>
<td>83%</td>
<td>81%</td>
<td>96%</td>
<td>*</td>
<td>96%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Included in Accountability: Mobile</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>*</td>
<td>2%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Included in Accountability: Other Exclusions</td>
<td>3%</td>
<td>4%</td>
<td>1%</td>
<td>*</td>
<td>1%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Tested</td>
<td>11%</td>
<td>13%</td>
<td>1%</td>
<td>*</td>
<td>1%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absent</td>
<td>2%</td>
<td>2%</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
<td>11%</td>
<td>1%</td>
<td>*</td>
<td>1%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Participant</td>
<td>88%</td>
<td>90%</td>
<td>99%</td>
<td>*</td>
<td>99%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included in Accountability</td>
<td>84%</td>
<td>86%</td>
<td>97%</td>
<td>*</td>
<td>97%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Included in Accountability: Mobile</td>
<td>4%</td>
<td>3%</td>
<td>2%</td>
<td>*</td>
<td>2%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Included in Accountability: Other Exclusions</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Tested</td>
<td>12%</td>
<td>10%</td>
<td>1%</td>
<td>*</td>
<td>1%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absent</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
<td>10%</td>
<td>1%</td>
<td>*</td>
<td>1%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Participant</td>
<td>87%</td>
<td>87%</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included in Accountability</td>
<td>84%</td>
<td>84%</td>
<td>98%</td>
<td>-</td>
<td>98%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Included in Accountability: Mobile</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>-</td>
<td>2%</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclusions</td>
<td>State</td>
<td>District</td>
<td>African American</td>
<td>Hispanic</td>
<td>White</td>
<td>American Indian</td>
<td>Asian</td>
<td>Pacific Islander</td>
<td>Two or More Races</td>
<td>Special Ed (Current)</td>
<td>Special Ed (Former)</td>
<td>Continuously Enrolled</td>
<td>Non-Continuously Enrolled</td>
<td>Econ Disadv</td>
<td>EB / EL (Current &amp; Monitored)</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------</td>
<td>----------</td>
<td>------------------</td>
<td>----------</td>
<td>-------</td>
<td>-----------------</td>
<td>-------</td>
<td>------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>------------------------</td>
<td>-------------------------</td>
<td>----------------</td>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td>Not Included in Accountability: Other Exclusions</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
<td>-</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Not Tested</td>
<td>13%</td>
<td>13%</td>
<td>0%</td>
<td>0%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
<td>-</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Absent</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
<td>-</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
<td>12%</td>
<td>0%</td>
<td>0%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
<td>-</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
## 2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
### L O DONALD EL (057905136) - DALLAS ISD - DALLAS COUNTY

### Attendance Rate

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<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>2020-21</td>
<td>95.0%</td>
<td>92.3%</td>
<td>96.6%</td>
<td>97.5%</td>
<td>96.6%</td>
<td>*</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>96.5%</td>
<td>96.5%</td>
<td>97.2%</td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>98.3%</td>
<td>97.1%</td>
<td>98.2%</td>
<td>*</td>
<td>98.1%</td>
<td>*</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>96.8%</td>
<td>98.1%</td>
<td>98.3%</td>
<td></td>
</tr>
</tbody>
</table>

### Chronic Absenteeism

<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>
</tr>
</thead>
<tbody>
<tr>
<td>2020-21</td>
<td>15.0%</td>
<td>22.7%</td>
<td>7.9%</td>
<td>0.0%</td>
<td>8.3%</td>
<td>*</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>9.3%</td>
<td>8.2%</td>
<td>5.6%</td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>6.7%</td>
<td>10.0%</td>
<td>1.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>*</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>8.2%</td>
<td>2.1%</td>
<td>2.1%</td>
<td></td>
</tr>
</tbody>
</table>

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

<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>
</tr>
</thead>
<tbody>
<tr>
<td>2020-21</td>
<td>0.9%</td>
<td>2.5%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2019-20</td>
<td>0.5%</td>
<td>1.9%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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

<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>
</tr>
</thead>
<tbody>
<tr>
<td>2020-21</td>
<td>2.4%</td>
<td>4.5%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2019-20</td>
<td>1.6%</td>
<td>3.9%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### 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%
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates, TxCHSE, and Continuers</td>
<td>93.8%</td>
<td>87.0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Class of 2019</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td>92.0%</td>
<td>88.0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Received TxCHSE</td>
<td>0.5%</td>
<td>0.3%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Continued HS</td>
<td>1.3%</td>
<td>0.7%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dropped Out</td>
<td>6.1%</td>
<td>11.0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduates and TxCHSE</td>
<td>92.6%</td>
<td>88.3%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduates, TxCHSE, and Continuers</td>
<td>93.9%</td>
<td>89.0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>6-Year Extended Longitudinal Rate (Gr 9-12)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Class of 2019</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td>92.6%</td>
<td>88.5%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Received TxCHSE</td>
<td>0.6%</td>
<td>0.3%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Continued HS</td>
<td>0.6%</td>
<td>0.1%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dropped Out</td>
<td>6.2%</td>
<td>11.0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduates and TxCHSE</td>
<td>93.2%</td>
<td>88.8%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduates, TxCHSE, and Continuers</td>
<td>93.8%</td>
<td>89.0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Class of 2018</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td>92.6%</td>
<td>90.3%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Received TxCHSE</td>
<td>0.7%</td>
<td>0.3%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Continued HS</td>
<td>0.6%</td>
<td>0.2%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dropped Out</td>
<td>6.1%</td>
<td>9.3%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduates and TxCHSE</td>
<td>93.3%</td>
<td>90.6%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduates, TxCHSE, and Continuers</td>
<td>93.9%</td>
<td>90.7%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class of 2021</td>
<td>90.0%</td>
<td>80.1%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Class of 2020</td>
<td>90.3%</td>
<td>82.0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>RHSP/DAP Graduates (Longitudinal Rate)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class of 2021</td>
<td>87.5%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Class of 2020</td>
<td>83.0%</td>
<td>55.6%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>FHSP-E Graduates (Longitudinal Rate)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class of 2021</td>
<td>3.8%</td>
<td>2.0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Class of 2020</td>
<td>4.3%</td>
<td>3.7%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>FHSP-DLA Graduates (Longitudinal Rate)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
**L O DONALD EL (057905136) - 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>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2021</td>
<td>81.9%</td>
<td>83.7%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Class of 2020</td>
<td>83.5%</td>
<td>87.9%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<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>Class of 2021</td>
<td>85.7%</td>
<td>85.7%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Class of 2020</td>
<td>87.8%</td>
<td>91.6%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<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>2020-21</td>
<td>43.8%</td>
<td>0.0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2019-20</td>
<td>38.6%</td>
<td>7.5%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<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>2020-21</td>
<td>3.8%</td>
<td>2.3%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2019-20</td>
<td>4.4%</td>
<td>3.9%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<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>2020-21</td>
<td>80.4%</td>
<td>81.3%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2019-20</td>
<td>81.8%</td>
<td>86.6%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<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>2020-21</td>
<td>84.1%</td>
<td>83.4%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2019-20</td>
<td>85.8%</td>
<td>90.1%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
### Graduates (2020-21 Annual Graduates)

<table>
<thead>
<tr>
<th></th>
<th>Campus Count</th>
<th>Campus Percent</th>
<th>District Count</th>
<th>State Count</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Graduates</strong></td>
<td>-</td>
<td>-</td>
<td>8,014</td>
<td>358,842</td>
</tr>
<tr>
<td><strong>By Ethnicity:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td>-</td>
<td>1,707</td>
<td>44,018</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td>-</td>
<td>5,638</td>
<td>183,306</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>-</td>
<td>463</td>
<td>103,898</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td>-</td>
<td>18</td>
<td>1,195</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>-</td>
<td>121</td>
<td>18,030</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td>-</td>
<td>7</td>
<td>553</td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td>-</td>
<td>60</td>
<td>7,842</td>
</tr>
<tr>
<td><strong>By Graduation Type:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum H.S. Program</td>
<td></td>
<td>-</td>
<td>16</td>
<td>934</td>
</tr>
<tr>
<td>Recommended H.S. Program/Distinguished Achievement Program</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>729</td>
</tr>
<tr>
<td>Foundation H.S. Program (No Endorsement)</td>
<td>-</td>
<td>-</td>
<td>1,316</td>
<td>56,281</td>
</tr>
<tr>
<td>Foundation H.S. Program (Endorsement)</td>
<td>-</td>
<td>-</td>
<td>180</td>
<td>13,582</td>
</tr>
<tr>
<td>Foundation H.S. Program (DLA)</td>
<td>-</td>
<td>-</td>
<td>6,502</td>
<td>287,316</td>
</tr>
<tr>
<td>Special Education Graduates</td>
<td>-</td>
<td>-</td>
<td>661</td>
<td>31,028</td>
</tr>
<tr>
<td>Economically Disadvantaged Graduates</td>
<td>-</td>
<td>-</td>
<td>6,319</td>
<td>184,225</td>
</tr>
<tr>
<td>Emergent Bilingual (EB)/English Learner (EL) Graduates</td>
<td>-</td>
<td>-</td>
<td>2,213</td>
<td>32,809</td>
</tr>
<tr>
<td>At-Risk Graduates</td>
<td>-</td>
<td>-</td>
<td>4,104</td>
<td>155,884</td>
</tr>
<tr>
<td>CTE Completers</td>
<td>-</td>
<td>-</td>
<td>2,601</td>
<td>99,076</td>
</tr>
</tbody>
</table>
There is no data for this campus.
There is no data for this campus.
There is no data for this campus.
<table>
<thead>
<tr>
<th>Student Information</th>
<th>Membership</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Campus</td>
<td>District</td>
</tr>
<tr>
<td>Total Students</td>
<td>335 100.0%</td>
<td>143,430 5,402,928</td>
</tr>
<tr>
<td><strong>Students by Grade:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>0 0.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Pre-Kindergarten</td>
<td>32 9.6%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Pre-Kindergarten: 3-year Old</td>
<td>0 0.0%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Pre-Kindergarten: 4-year Old</td>
<td>32 9.6%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>45 13.4%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>46 13.7%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>50 14.9%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>36 10.7%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>64 19.1%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>62 18.5%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>0 0.0%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>0 0.0%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>0 0.0%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>0 0.0%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>0 0.0%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>0 0.0%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>0 0.0%</td>
<td>5.8%</td>
</tr>
<tr>
<td><strong>Ethnic Distribution:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>7 2.1%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>323 96.4%</td>
<td>70.1%</td>
</tr>
<tr>
<td>White</td>
<td>2 0.6%</td>
<td>6.0%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0 0.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>0 0.0%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0 0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3 0.9%</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>Sex:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>144 43.0%</td>
<td>49.1%</td>
</tr>
<tr>
<td>Male</td>
<td>191 57.0%</td>
<td>50.9%</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td>309 92.2%</td>
<td>85.1%</td>
</tr>
<tr>
<td>Non-Educationally Disadvantaged</td>
<td>26 7.8%</td>
<td>14.9%</td>
</tr>
<tr>
<td>Section 504 Students</td>
<td>15 4.5%</td>
<td>5.1%</td>
</tr>
<tr>
<td>EB Students/EL</td>
<td>216 64.5%</td>
<td>47.6%</td>
</tr>
</tbody>
</table>
## Membership and Enrollment

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students w/ Disciplinary Placements (2020-21)</td>
<td>0</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students w/ Dyslexia</td>
<td>21</td>
<td>6.3%</td>
<td>4.7%</td>
<td>5.0%</td>
<td>21</td>
<td>6.3%</td>
</tr>
<tr>
<td>Foster Care</td>
<td>1</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>Homeless</td>
<td>4</td>
<td>1.2%</td>
<td>1.8%</td>
<td>1.1%</td>
<td>4</td>
<td>1.2%</td>
</tr>
<tr>
<td>Immigrant</td>
<td>18</td>
<td>5.4%</td>
<td>7.0%</td>
<td>2.0%</td>
<td>18</td>
<td>5.4%</td>
</tr>
<tr>
<td>Migrant</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.3%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Title I</td>
<td>335</td>
<td>100.0%</td>
<td>97.2%</td>
<td>64.3%</td>
<td>335</td>
<td>100.0%</td>
</tr>
<tr>
<td>Military Connected</td>
<td>1</td>
<td>0.3%</td>
<td>1.2%</td>
<td>3.3%</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>At-Risk</td>
<td>235</td>
<td>70.1%</td>
<td>66.4%</td>
<td>53.5%</td>
<td>235</td>
<td>70.1%</td>
</tr>
</tbody>
</table>

### Students by Instructional Program:

- Bilingual/ESL Education: 194 [57.9%] [46.0%] [21.9%] [194] [57.9%] [46.0%] [21.8%]
- Gifted and Talented Education: 61 [18.2%] [17.2%] [8.0%] [61] [18.2%] [17.2%] [8.0%]
- Special Education: 35 [10.4%] [10.0%] [11.6%] [35] [10.4%] [10.0%] [11.7%]

### 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%] [41.0%] [43.0%]
    - Students with Physical Disabilities: ** [**] [15.8%] [20.8%]
    - Students with Autism: 16 [45.7%] [25.2%] [14.7%]
    - Students with Behavioral Disabilities: * [17.6%] [20.0%]
    - Students with Non-Categorical Early Childhood: 0 [0.0%] [0.5%] [1.5%]

### Mobility (2020-21):

- Total Mobile Students: 27 [8.5%] [13.5%] [13.6%]
  - By Ethnicity:
    - African American: 0 [0.0%] [4.9%] [2.5%]
    - Hispanic: 22 [6.9%] [7.3%] [6.6%]
    - White: 3 [0.9%] [0.8%] [3.5%]
    - American Indian: 0 [0.0%] [0.1%] [0.1%]
    - Asian: 0 [0.0%] [0.1%] [0.3%]
    - Pacific Islander: 0 [0.0%] [0.0%] [0.0%]
    - Two or More Races: 2 [0.6%] [0.3%] [0.5%]
  - Count and Percent of Special Ed Students who are Mobile: 2 [4.7%] [16.0%] [15.7%]
  - Count and Percent of EB Dis Students who are Mobile: 5 [2.6%] [10.2%] [12.1%]
  - Count and Percent of Econ Dis Students who are Mobile: 25 [8.8%] [13.8%] [15.0%]

### Student Attrition (2020-21):

- Total Student Attrition: 57 [18.3%] [21.7%] [18.9%]
### 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>0.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>0.0%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>0.0%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>0.0%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>1.9%</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):

#### Class Size Information

<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>16.9</td>
<td>17.1</td>
<td>18.7</td>
</tr>
<tr>
<td>Grade 1</td>
<td>9.6</td>
<td>16.6</td>
<td>18.7</td>
</tr>
<tr>
<td>Grade 2</td>
<td>16.3</td>
<td>16.8</td>
<td>18.6</td>
</tr>
<tr>
<td>Grade 3</td>
<td>15.6</td>
<td>16.3</td>
<td>18.7</td>
</tr>
<tr>
<td>Grade 4</td>
<td>18.1</td>
<td>16.8</td>
<td>18.8</td>
</tr>
<tr>
<td>Grade 5</td>
<td>12.7</td>
<td>17.1</td>
<td>20.2</td>
</tr>
<tr>
<td>Grade 6</td>
<td>-</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></th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Staff</strong></td>
<td>41.9</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Professional Staff</strong>:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>27.0</td>
<td>64.5%</td>
<td>48.2%</td>
<td>49.3%</td>
</tr>
<tr>
<td>Professional Support</td>
<td>3.0</td>
<td>7.1%</td>
<td>11.3%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>2.0</td>
<td>4.8%</td>
<td>3.6%</td>
<td>2.9%</td>
</tr>
<tr>
<td><strong>Educational Aides</strong>:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>27.0</td>
<td>64.5%</td>
<td>48.2%</td>
<td>49.3%</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>1.0</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><strong>Total Minority Staff</strong>:</td>
<td>34.9</td>
<td>83.3%</td>
<td>79.6%</td>
<td>52.1%</td>
</tr>
<tr>
<td><strong>Teachers by Ethnicity</strong>:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>7.0</td>
<td>25.9%</td>
<td>34.3%</td>
<td>11.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12.0</td>
<td>44.4%</td>
<td>33.1%</td>
<td>28.9%</td>
</tr>
<tr>
<td>White</td>
<td>7.0</td>
<td>25.9%</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>1.0</td>
<td>3.7%</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><strong>Teachers by Sex</strong>:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>4.0</td>
<td>14.8%</td>
<td>30.4%</td>
<td>24.1%</td>
</tr>
<tr>
<td>Females</td>
<td>23.0</td>
<td>85.2%</td>
<td>69.6%</td>
<td>75.9%</td>
</tr>
<tr>
<td><strong>Teachers by Highest Degree Held</strong>:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Degree</td>
<td>0.0</td>
<td>0.0%</td>
<td>2.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>17.0</td>
<td>63.0%</td>
<td>69.7%</td>
<td>72.6%</td>
</tr>
<tr>
<td>Masters</td>
<td>9.0</td>
<td>33.3%</td>
<td>26.2%</td>
<td>25.2%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1.0</td>
<td>3.7%</td>
<td>1.5%</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>Teachers by Years of Experience</strong>:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>1.0</td>
<td>3.7%</td>
<td>6.9%</td>
<td>7.9%</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>7.0</td>
<td>25.9%</td>
<td>31.5%</td>
<td>26.7%</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>4.0</td>
<td>14.8%</td>
<td>23.4%</td>
<td>20.6%</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>11.0</td>
<td>40.7%</td>
<td>24.6%</td>
<td>28.6%</td>
</tr>
<tr>
<td>21-30 Years Experience</td>
<td>3.0</td>
<td>11.1%</td>
<td>10.0%</td>
<td>13.2%</td>
</tr>
</tbody>
</table>
### 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>3.7%</td>
<td>3.6%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Number of Students per Teacher</td>
<td>12.4</td>
<td>n/a</td>
<td>14.5</td>
<td>14.6</td>
</tr>
</tbody>
</table>

### Experience of Campus Leadership:

**Average Years Experience of Principals:**
- District: 10.0
- State: 6.2
- 6.3

**Average Years Experience of Principals with District:**
- District: 10.0
- State: 6.0
- 5.4

**Average Years Experience of Assistant Principals:**
- District: 2.0
- State: 4.7
- 5.5

**Average Years Experience of Assistant Principals with District:**
- District: 2.0
- State: 4.3
- 4.8

**Average Years Experience of Teachers:**
- District: 12.0
- State: 10.4
- 11.1

**Average Years Experience of Teachers with District:**
- District: 8.5
- State: 8.2
- 7.2

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

<table>
<thead>
<tr>
<th>Experience Range</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>$59,086</td>
<td>$59,293</td>
<td>$54,577</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>$65,600</td>
<td>$65,777</td>
<td>$57,746</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>$72,023</td>
<td>$68,130</td>
<td>$61,377</td>
</tr>
<tr>
<td>21-30 Years Experience</td>
<td>$70,107</td>
<td>$69,071</td>
<td>$65,949</td>
</tr>
<tr>
<td>Over 30 Years Experience</td>
<td>$80,706</td>
<td>$72,138</td>
<td>$71,111</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>$67,251</td>
<td>$64,020</td>
<td>$58,887</td>
</tr>
<tr>
<td>Professional Support</td>
<td>$68,201</td>
<td>$78,383</td>
<td>$69,505</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>$93,750</td>
<td>$90,129</td>
<td>$84,990</td>
</tr>
</tbody>
</table>

### Instructional Staff Percent:

<table>
<thead>
<tr>
<th></th>
<th>n/a</th>
<th>63.1%</th>
<th>64.9%</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>0.0</th>
<th>0.0</th>
<th>2,113.6</th>
</tr>
</thead>
</table>

### Program Information

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/ESL Education</td>
<td>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>0.0</td>
<td>0.0%</td>
<td>3.1%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Regular Education</td>
<td>26.0</td>
<td>96.3%</td>
<td>74.0%</td>
<td>70.8%</td>
</tr>
</tbody>
</table>
Texas Education Agency  
2021-22 Staff Information (TAPR)  
L O DONALD EL (057905136) - DALLAS ISD - DALLAS COUNTY

<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>3.7%</td>
<td>9.3%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0</td>
<td>0.0%</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.)